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students in effective learning.					
3. Fosters language, literacy and numeracy development.	1	2	3	4	
4. Creates safe, supportive and challenging learning environments	1	2	3	4	
5. Constructs learning experiences that connect with the world beyond school.	1	2	3	4	
6. Applies internet communication technology (ICT) in managing student learning	1	2	3	4	
7. Assesses and reports on student learning.	1	2	3	4	
8. Applies knowledge of students and how they learn to support student learning and development	1	2	3	4	
9. Applies teaching/subject area knowledge to support student learning.	1	2	3	4	
10. Works as a member of professional teams					
11. Builds partnerships with families and the community.					
12. Reflects on, evaluates and improves professional practice.					

### NAEYC STANDARDS

1.0 Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.					
1a: Knows and understands young children's characteristics and needs, from birth through age 8.	1	2	3	4	
1b: Knows and understands the multiple influences on early development and learning.	1	2	3	4	
1c: Uses knowledge on child developmental levels to create healthy, respectful, supportive, and challenging learning environments for young children	1	2	3	4	
2. Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.					
2a: Knows about and understands diverse family and community characteristics.	1	2	3	4	
2b: Supports and engages families and communities through respectful, reciprocal relationships.	1	2	3	4	
2c: Involves families and communities in young children's development and learning.	1	2	3	4	
3. Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals,					

to positively influence the development of every child.					
3a: Understands the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children	1	2	3	4	
3b: Knows about and uses observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.	1	2	3	4	
3c: Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	1	2	3	4	
4. Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.					
4a: Understands positive relationships and supportive interactions as the foundation of his/her work with young children.	1	2	3	4	
4b: Knows and understands effective strategies and tools for early education, including appropriate uses of technology.	1	2	3	4	
4c: Uses a broad repertoire of developmentally appropriate teaching /learning approaches.	1	2	3	4	
4d: Reflects on own practice to promote positive outcomes for each child.	1	2	3	4	
5. Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.					
5a: Understands content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.	1	2	3	4	
5b: Knows and uses the central concepts, inquiry tools, and structures of content areas or academic disciplines.	1	2	3	4	
5c: Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	1	2	3	4	

6. Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.					
6a: Identifies and involves oneself with the early childhood field.					
6b: Knows about and upholds ethical standards and other early childhood professional guidelines.					
6c1: Engages in continuous, collaborative learning to inform practice;					
6c2: Uses technology effectively with young children, with peers, and as a professional resource.					
6d: Integrates knowledgeable, reflective, and critical perspectives on early education.					
6e: Engages in informed advocacy for young children and the early childhood profession.					

**Observer Comments:**

**Strengths:**

**Areas for improvement:**

**Summary:**

**Intern comments:**

**QU COLLEGE OF EDUCATION EXPECTATIONS FOR PROFESSIONALISM**

<b>PROFESSIONAL BEHAVIORS</b>					
<b>1.0 Attendance and Punctuality</b>					
1.1 Arrives on time.	1	2	3	4	
1.2 Stays until the end of the school day.	1	2	3	4	
1.3 Notifies mentor and supervisor if absent.	1	2	3	4	
1.4 Makes up missed days.	1	2	3	4	
<b>2.0 Professionalism</b>					
2.1 Dresses appropriately.	1	2	3	4	

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2.2 Demonstrates preparedness.	1	2	3	4	
2.3 Demonstrates a positive attitude.	1	2	3	4	
2.4 Willingly accepts responsibilities.	1	2	3	4	
2.5 Completes tasks as instructed.	1	2	3	4	
2.6 Seeks advice and/or feedback.	1	2	3	4	
2.7 Accepts feedback constructively.	1	2	3	4	
2.8 Demonstrates respect for mentor, students, parents, and others.	1	2	3	4	
2.9 Assumes responsibility for routine tasks without being asked repeatedly.	1	2	3	4	
2.10 Completes routine paperwork on time.	1	2	3	4	
<b>3.0 Attitude Demonstration</b>					
3.1 Demonstrates initiative.	1	2	3	4	
3.2 Demonstrates enthusiasm in working with students.	1	2	3	4	
3.3 Demonstrates enthusiasm for learning new ideas and/or skills.	1	2	3	4	
<b>Maximum Points: 34</b>					<b>Total Score:</b>

**Comments:**

**Strengths:**

**Areas for improvement:**

**Summary:**

**Intern comments:**

Part III. Professional Dispositions

<b>Teaching</b>					
Content: Upholds high standards for content knowledge for all young children.	1	2	3	4	
Pedagogy: Makes decisions consistent with the belief that all children can learn.	1	2	3	4	
Diversity: Validates young children' unique strengths and ways of learning.	1	2	3	4	
Technology: Demonstrates willingness to adopt the most appropriate learning resources, including ICT resources.	1	2	3	4	

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<b>Scholarship</b>					
Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making.	1	2	3	4	
Scholarly Inquiry: Reflects on personal beliefs and practices about teaching and learning.	1	2	3	4	

<b>Leadership</b>					
Ethical Values: Treats all young children, parents, and colleagues with fairness and dignity.	1	2	3	4	
Readily engages with new opportunities and tasks.	1	2	3	4	

**Observer comments:**

**Intern comments:**

**Student Teacher/Intern Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observer Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **f. Scoring Guide**

The instrument is computed online and data automatically entered.