STUDENT TEACHING: EARLY CHILDHOOD PREK-4
STUDENT TEACHING COMPETENCIES
RUBRIC FOR PART II

Standard	Exceeds 4	Acceptable-High 3	Acceptable-Low 2	Unacceptable 1
NAEYC # 1 **Promoting Child Development and Learning**	**1.1** Candidate systematically and consistently demonstrates a clear understanding of young children's characteristics and needs (physical, cognitive, social, emotional, play) and the multiple interacting influences on children's development and learning (diverse, cultural, and linguistic contexts)	**1.1** Candidate consistently provides a clear understanding of young children's characteristics and needs (physical, cognitive, social, emotional, play) and the multiple interacting influences on children's development and learning (diverse, cultural, and linguistic contexts)	**1.1** Candidate inconsistently provides a clear understanding of young children's characteristics and needs (physical, cognitive, social, emotional, play) and the multiple interacting influences on children's development and learning (diverse, cultural, and linguistic contexts)	**1.1** Candidate **does not** provide a clear understanding of young children's characteristics and needs (physical, cognitive, social, emotional, play) and the multiple interacting influences on children's development and learning (diverse, cultural, and linguistic contexts)
	1.2 Candidate systematically and consistently utilizes developmental knowledge to create environments that are healthy, respectful, supportive, and challenging for each child	**1.2** Candidate consistently utilizes developmental knowledge to create environments that are healthy, respectful, supportive, and challenging for each child	**1.2** Candidate inconsistently utilizes developmental knowledge to create environments that are healthy, respectful, supportive, and challenging for each child	**1.2** Candidate **does not** utilize developmental knowledge to create environments that are healthy, respectful, supportive, and challenging for each child
NAEYC # 2 **Building Family and Community Relationships**	**2.1** Candidate systematically and consistently creates respectful, reciprocal relationships that support and empower families	**2.1** Candidate consistently creates respectful, reciprocal relationships that support and empower families	**2.1** Candidate inconsistently creates respectful, reciprocal relationships that support and empower families	**2.1** Candidate **does not** create respectful, reciprocal relationships that support and empower families
	2.2 Candidate systematically and consistently demonstrates a clear understanding of diverse families and characteristics indicative of local communities.	**2.2** Candidate consistently demonstrates a clear understanding of diverse families and characteristics indicative of local communities;	**2.2** Candidate inconsistently demonstrates a clear understanding of diverse families and characteristics indicative of local communities;	**2.2** Candidate **does not** demonstrate a clear understanding of diverse families and characteristics indicative of local communities;
	2.3 Candidate systematically and	**2.3** Candidate consistently	**2.3** Candidate inconsistently	**2.3** Candidate **does not** involve

Standard	Exceeds 4	Acceptable-High 3	Acceptable-Low 2	Unacceptable 1
	consistently involves families and communities in children's development and learning	involves families and communities in children's development and learning	involves families and communities in children's development and learning	families and communities in children's development and learning
NAEYC # 3 **Observing, Documenting, and Assessing to Support Young Children and Families**	**3.1** Candidate systematically and consistently exhibits the ability to use sequential observations, documentation, and other effective assessment strategies, with and without technology, in partnership with families and other professionals to positively influence the development of each child	**3.1** Candidate consistently exhibits the ability to use systematic observations, documentation, and other effective assessment strategies, with and without technology, in partnership with families and other professionals to positively influence the development of each child	**3.1** Candidate inconsistently exhibits the ability to use systematic observations, documentation, and other effective assessment strategies, with and without technology, in partnership with families and other professionals to positively influence the development of each child	**3.1** Candidate **does not** exhibit the ability to use systematic observations, documentation, and other effective assessment strategies, with and without technology in partnership with families and other professionals to positively influence the development of each child
NAEYC # 4 **Using Developmentally Effective Approaches**	**4.1** Candidate systematically and consistently implements a wide array of developmentally-appropriate approaches, instructional strategies, and tools (including technology) to connect with children and families to positively influence each child's development and learning	**4.1** Candidate consistently implements a wide array of developmentally-appropriate approaches, instructional strategies, and tools (including technology) to connect with children and families to positively influence each child's development and learning	**4.1** Candidate inconsistently implements a wide array of developmentally-appropriate approaches, instructional strategies, and tools (including technology) to connect with children and families to positively influence each child's development and learning	**4.1** Candidate **does not** implement a wide array of developmentally-appropriate approaches, instructional strategies, and tools (including technology) to connect with children and families to positively influence each child's development and learning
NAEYC # 5 **Using Content Knowledge to Build Meaningful Curriculum**	**5.1** Candidate systematically and consistently designs, implements, and evaluates meaningful and challenging curriculum (integrating content area disciplines, language/literacy, and the arts) that promotes comprehensive	**5.1** Candidate consistently designs, implements, and evaluates meaningful and challenging curriculum (integrating content area disciplines, language/literacy, and the arts) that promotes comprehensive	**5.1** Candidate inconsistently designs, implements, and evaluates meaningful and challenging curriculum (integrating content area disciplines, language/literacy, and the arts) that promotes comprehensive developmental and learning	**5.1** Candidate **does not** design, implement, and evaluate meaningful and challenging curriculum (integrating content area disciplines, language/literacy, and the arts) that promotes comprehensive developmental and learning

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	developmental and learning outcomes for each child	developmental and learning outcomes for each child	outcomes for each child	outcomes for each child
NAEYC # 6 **Becoming a Professional**	**6.1** Candidate systematically and consistently provides knowledgeable, reflective, and critical perspectives on his/her work;	**6.1** Candidate consistently provides knowledgeable, reflective, and critical perspectives on his/her work;	**6.1** Candidate inconsistently provides knowledgeable, reflective, and critical perspectives on his/her work;	**6.1** Candidate **does not** provide knowledgeable, reflective, and critical perspectives on his/her work;
	6.2 Candidate systematically and consistently makes informed decisions that integrates information from a variety of sources;	**6.2** Candidate consistently makes informed decisions that integrates information from a variety of sources;	**6.2** Candidate inconsistently makes informed decisions that integrates information from a variety of sources;	**6.2** Candidate **does not** make informed decisions that integrates information from a variety of sources;
	6.3 Candidate systematically and consistently serves as an informed advocate for sound educational practices and policies;	**6.3** Candidate consistently serves as an informed advocate for sound educational practices and policies;	**6.3** Candidate inconsistently serves as an informed advocate for sound educational practices and policies;	**6.3** Candidate **does not** serve as an informed advocate for sound educational practices and policies;
	6.4 Candidate systematically and consistently participates in continuous and collaborative learning opportunities	**6.4** Candidate consistently participates in continuous and collaborative learning opportunities	**6.4** Candidate inconsistently participates in continuous and collaborative learning opportunities	**6.4** Candidate **does not** participate in continuous and collaborative learning opportunities