Student Teaching Rubric Part 2 (Early Childhood PREK-4 Rubric) rev.2023

by IUP Admin2

Student Teaching Rubric Part 2 (Early Childhood PREK-4 Rubric)

Student Teaching Rubric Part 2 (Early Childhood PREK-4 Rubric)

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**No Opportunity to Assess** (0.000 pt)
1.1 Promoting Child Development and Learning NAEYC.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)	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)Acceptable performance is evidenced by ...	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)	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 Promoting Child Development and Learning NAEYC.1	Candidate systematically and consistently utilizes developmental knowledge to create environments that are healthy, respectful, supportive, and challenging for each child	Candidate consistently utilizes developmental knowledge to create environments that are healthy, respectful, supportive, and challenging for each child	Candidate inconsistently utilizes developmental knowledge to create environments that are healthy, respectful, supportive, and challenging for each child	Candidate does not utilize developmental knowledge to create environments that are healthy, respectful, supportive, and challenging for each child	
2.1 Building Family and Community Relationships NAEYC.2	Candidate systematically and consistently creates respectful, reciprocal relationships that support and empower families	Candidate consistently creates respectful, reciprocal relationships that support and empower families	Candidate inconsistently creates respectful, reciprocal relationships that support and empower families	Candidate does not create respectful, reciprocal relationships that support and empower families	
2.2 Building Family and Community Relationships NAEYC.2	Candidate systematically and consistently demonstrates a clear understanding of diverse families and	Candidate consistently demonstrates a clear understanding of diverse families and	Candidate inconsistently demonstrates a clear understanding of diverse families and	Candidate does not demonstrate a clear understanding of diverse families and	

	characteristics indicative of local communities.	characteristics indicative of local communities.	characteristics indicative of local communities.	characteristics indicative of local communities.	
2.3 Building Family and Community Relationships NAEYC.2	Candidate systematically and consistently involves families and communities in children's development and learning.	Candidate consistently involves families and communities in children's development and learning.	Candidate inconsistently involves families and communities in children's development and learning.	Candidate does not involve families and communities in children's development and learning.	
3 Observing, Documenting, and Assessing to Support Young Children and Families NAEYC.3	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.	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	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.	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.	
4 Using Developmental Effective Approaches NAEYC.4	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	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.	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.	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.	
5 Using Content Knowledge to Build Meaningful Curriculum NAEYC.5	Candidate systematically and consistently designs, implements, and evaluates meaningful and challenging curriculum (integrating content area disciplines, language/literacy, and the arts) that promotes comprehensive	Candidate consistently designs, implements, and evaluates meaningful and challenging curriculum (integrating content area disciplines, language/literacy, and the arts) that promotes comprehensive development and learning.	Candidate inconsistently designs, implements, and evaluates meaningful and challenging curriculum (integrating content area disciplines, language/literacy, and the arts) that promotes comprehensive development and learning	Candidate does not design, implement, and evaluate meaningful and challenging curriculum (integrating content area disciplines, language/literacy, and the arts) that promotes comprehensive development and learning	

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

Standards

NAEYC.1 CHILD DEVELOPMENT AND LEARNING -- Programs prepare early childhood professionals who:
NAEYC.2 CURRICULUM DEVELOPMENT AND IMPLEMENTATION -- Programs prepare early childhood professionals who:
NAEYC.3 FAMILY AND COMMUNITY RELATIONSHIPS -- Programs prepare early childhood professionals who:
NAEYC.4 ASSESSMENT AND EVALUATION -- Programs prepare early childhood professionals
NAEYC.5 PROFESSIONALISM -- Programs prepare early childhood professionals
NAEYC.6 FIELD EXPERIENCES -- Programs prepare early childhood professionals

Created By LIVETEXT by Watermark™