

STUDY OF THE ASSESSMENT IN MAJOR FOR THE  
EARLY CHILDHOOD PROGRAM  
AT UNIVERSITY OF WISCONSIN-STOUT

By

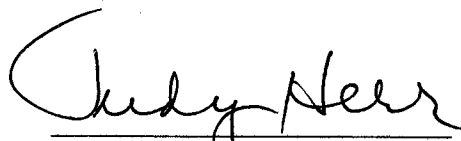
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ABSTRACT

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The purpose of this study is to analyze the findings of the Assessment in Major for the Early Childhood major at the University of Wisconsin-Stout. Data was collected from student teaching assessments for student teachers during the school years 1999-2000 and 2000-2001.

A total of 489 evaluations were analyzed. Because an evaluation is required for each student teaching experience, 100% of student teaching evaluations were included in the assessment.

In the evaluation, teachers were asked to evaluate student teachers in the areas of Curriculum, Instructional Methods and Professional Behavior.

This assessment provided necessary data to guide the program director and program committee in the process of a program revision.

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## CHAPTER I

### Introduction

In 1897 the University of Wisconsin-Stout formed a program to train kindergarten teachers. Since that time, the program has gone through many changes including being eliminated and then being re-introduced. Many of these changes followed societal trends. For example, during the depression kindergarten programs in the public schools were cut to save money. As programs were reintroduced, the University revived the teacher training program during the 1960s. Students at this time were prepared to teach pre-school as well as kindergarten. Due to changes in the certification process and the Department of Public Instruction, in 1982 the program was revised to include certification for the primary grades - first, second and third. The number of students that enrolled and graduating from this program has steadily risen to the level of 81 graduates during the 2001-2002 school year.

Today the program emphasizes training early childhood majors to meet the developmental needs of children from birth to eight years. The program accomplishes this through preparation in both liberal studies and program specific courses. The interaction that students have with children in the field culminates with three student teaching experiences. Each student is required to complete a full quarter of student teaching at the pre-school (birth through 5), kindergarten and primary (first-third) levels.

An Assessment of Major is completed every year using data collected from student teaching evaluations, and follow up studies from employers and graduates. The data obtained provides information to the program director, faculty and program committee to guide decision making in curriculum, instruction, programmatic changes

and program policies. Findings of the assessment are also shared with early childhood faculty, the department chair, the associate dean and Provost.

#### Statement of the Problem

The purpose of this study was to assess the effectiveness of the Early Childhood program at University of Wisconsin-Stout based upon curriculum, instructional methods and professional behavior. The assessment instrument designed by Early Childhood faculty and completed by the cooperating teachers in the field was utilized. The instrument contained three categories: curriculum, instructional methods and professional behavior.

#### Objective

The objective of this research is to examine the outcomes of Early Childhood student teachers in an effort to identify strengths and weakness. Ultimately, the research findings will provide information to the program director, faculty and program committee to guide them in making recommendations for change in the areas of curriculum and instruction, sequencing, and program policies and procedures.

#### Definition of Terms

Assessment – the process of testing or evaluating outcomes to determine mastery of skills and content.

Certification – type of approval in the form of a written assurance that an individual or program meets specified conditions. Certification is required to obtain a teaching license in most states.

Cooperating teacher – practicing teachers who have the task of hosting a student for their student teaching experience



Department of Public Instruction (DPI) – the state administrative agency responsible for Wisconsin public schools to ensure that they are adhering to state laws, policies and guidelines.

Early childhood – refers to a period of life in which a child’s physical, emotional, social, and intellectual qualities are in the formative state. (All definitions are referenced in Wisconsin Early Care and Education Career Guide.)

University of Wisconsin-Stout Early Childhood Education student teaching assessment instrument – an assessment instrument designed to evaluate a student teacher during their clinical experience in the areas of curriculum, instructional methods and professional behavior.

#### Assumptions and Limitations

1. The first assumption is that differences exist in the competency categories and descriptors: curriculum, instructional methods and professional behaviors.
2. The second assumption is that differences exist between and among the three student teaching experiences: infant/toddler, preschool, and kindergarten/primary.
3. The third assumption is that data from the program can be used to guide the program director, faculty and program committee in making recommendations for change in the areas of curriculum and instruction, sequencing, and program policies and procedures.

#### Conclusion

Chapter I has been an introduction to the study. Chapter II is a review of related literature. Chapter III describes the methodology employed in the study. Chapter IV is a presentation of the results in narrative and statistical format. Chapter V includes a

summary, conclusions and recommendations for the Early Childhood program at  
University of Wisconsin-Stout.

## CHAPTER II

### Review of Literature

In a position paper prepared by the Association for Childhood Education International (2003), it was noted that the quality of learning that young children experience is of crucial importance for their future. They feel that early childhood teachers “must possess the knowledge, skills and sensitivity to interact successfully with not only the young child, but also parents, guardians, paraprofessional, community organizations and others whose actions affect children.” Teacher preparation programs must also train teachers to recognize the unique needs of young children by providing curriculum covering the broad spectrum of child development.

What constitutes a quality teacher? How and why do teacher preparation programs need to change? What are some major focuses in the area of early childhood education? All of these issues, and more, are at the forefront when we look at teacher preparation programs and the students that graduate from them. This chapter will review literature related to the preparation of early childhood professionals.

According to Lanier and Little (1992), the subject of teacher preparation has been under recurrent investigation since the end of World War II. This subject has been under close scrutiny with many studies to document the findings. One of the most widely publicized was *A Nation at Risk* which cited the quality of the nation’s teachers as a critical issue in the debate of the state of our schools. The philosophy of teaching has also gone through many changes. We have moved from a traditional classroom, the humanistic efforts of the 1960s, to the behaviorally oriented classroom of the 1970s to the performance based classroom of the 1980s to the whole language philosophy of the

1990s. During the present decade, performance outcomes have taken center stage (National Commission on Excellence in Education (1983).

### Changing Demographics

A report titled *Societal Shifts Could Alter Education by Mid-Century* (Henry, 2001) states that the urgent need to change the way we prepare our teachers stems from the changing demographics of American society. Most of these changes, such as America's ethnic makeup, changing nature of the family and internal and external forces (such as technology) all have a profound effect on our schools.

Some of the more notable demographic changes that influence early childhood programs in the United States are:

1. The rising number of single parent families and working mothers.
2. A graying of the American society. In 1985 we became a nation with more persons over 65 than teenagers.
3. Sex roles are becoming blurred.
4. Southern populations are increasing while Northern populations are decreasing.
5. The sociological makeup of households is more varied than the nuclear family of 25 years ago (Henry, 2001).

All of these factors are important in assessing what needs to be changed in our teacher preparation programs. Another factor that needs to be assessed is the change in America's ethnicity. By the year 2000, America became a nation in which one of every three people is non-white. It is our responsibility in teacher education preparation programs to include training in cultural diversity (Henry, 2001).

All of these changes in society are forcing the way institutions of higher education train teachers to meet the challenges. The teachers of the future will have to be well prepared not only in pedagogy, but also in the arts, sciences, and the humanities. Teacher education programs may need to increase in length in order to include more kinds of field experiences such as practicum, student teaching and internships.

### Innovative Programs

The literature shows that by the year 2000, major changes will have taken place in the way teachers are prepared. One of these changes is a greater emphasis on field-based programs. According to Berliner (2001) the push toward professional development schools and laboratory type schools will be at the forefront of this movement. The benefits of these types of programs are twofold. First, it allows the opportunity for university students to spend time in elementary and secondary classrooms. It also creates an opportunity to team classroom teachers and college professors where thoughtful, long-term inquiry into teaching and learning can take place.

Darling-Hammond (1994) describes Professional Development Schools as places where prospective and mentor teacher learning becomes:

- 1) experimental
- 2) grounded in teacher questions
- 3) collaborative
- 4) connected to and derived from teachers' work with their students
- 5) sustained, intensive and connected to other aspects of school change

They also advocate that this model allows schools and university educators to engage jointly in research and rethinking of practice that provides the opportunity for the

profession to expand its knowledge base by putting research into practice and practice into research (Darling-Hammond, 1994).

#### Winthrop University

One such professional development school program is currently being run at Winthrop University. There, select local P-12 schools have joined with the university to accomplish common education goals. These goals are:

- Provide exemplary education
- Renew and improve professional preparation programs
- Establish continuing professional development opportunities for both public and university educators
- Conduct and organize programs of school based research designed to improve practice

Winthrop and the local schools are committed to providing optimum sites for pre-service teacher training that implements reflective inquiry to enhance student learning and development. They have forged a partnership that is built on mutual trust and respect with the shared belief that they can better prepare both of their students (Winthrop University, 2004).

#### Ball State University

Another innovative program is being run at Ball State University where they have forged a link between P-12 schools and the university, for the professional development of teachers and the training of future educators. In this program, college faculty and practicing teachers work together to develop initiatives that are well suited to each of

their needs. The overall goal of both parties is to improve both schools and teacher education in general (Ball State University, 2004).

#### Penn State College of Education

At Penn State's College of Education, they view their professional development school model as a new way of looking at teacher education. They feel this culture will support the learning of prospective and beginning teachers while also allowing veteran teachers to renew their own professional development. Their program is organized around three goals:

1. To enhance the educational experiences of all children
2. To focus on ensuring high quality field experiences for prospective teachers
3. To engage in furthering professional growth for teachers and teacher educators

(The Pennsylvania State University, 2003)

They accomplish these goals by partnering with a local school district that provides the opportunity for university students to spend time in a classroom with a mentor teacher. The experience immerses the student into the school's culture that helps them to develop a deeper understanding of the profession. An additional component is the opportunity for the classroom teacher to complete 30 credits of professional development coursework (The Pennsylvania State University, 2003).

#### Academic Preparation

Early childhood educators are trained in their baccalaureate programs to work in varied settings including child care centers, public and private schools, Head Start and preschool settings. According to Joan P. Isenberg (2001) of George Mason University, "in order to successfully train these teachers, programs must provide rigorous and

relevant coursework and field experiences appropriate for the contemporary realities of teaching.” She feels that this training must include learning to work with children from diverse backgrounds, working with families, having an understanding of content and being able to explain why they teach as they do.

#### **The Wisconsin Early Care and Education Career Guide**

The Wisconsin Early Care and Education Career Guide (2001) notes that while there are many different programs that employ teachers, all teachers share a common core of knowledge, expected competencies and functions. Teachers should all understand children’s intellectual, emotional, social and physical development and use this knowledge to develop a curriculum and learning environment where a child can succeed. Graduates of a four-year early childhood program should also have acquired a core knowledge that includes the foundation of a philosophy of learning, a broad base of knowledge of child development, and knowledge of the content curriculum.

#### **The Association for Childhood Education International**

The Association for Childhood Education International (ACEI) believes that preparation programs should include the following areas:

- **General Education** – teachers must be broadly and liberally educated
- **Foundations of Early Childhood Education** – teachers should develop a personal philosophy and approach to the teaching/learning process
- **Child Development** – teachers should possess a broad knowledge of child development principles
- **Learning and Teaching Process** – role of a teacher in the learning process should be emphasized



- Professional Laboratory Experiences – teachers should have supervised experiences at a variety of levels (1998).

While this study identified curriculum areas that should be addressed in a teacher preparation program, it did not attempt to detail specific experiences.

### Promoting Excellence

During the Clinton Administration, attention was focused on what was perceived as a decline in education in the United States. As a result of this perception, he announced a new education priority, “Promoting Excellence and Accountability in Teaching.” This priority’s aim was to ensure that a qualified teacher leads every classroom in America. The focus of the U.S. Department of Education was to improve teacher quality by examining the professional preparation of teachers. Resources were set aside to help accomplish this goal (Isenberg, 2001).

A portion of those resources funded a set of five papers to examine the professional preparation of bachelor’s level early childhood educators. The findings of these papers were published by the U.S. Department of Education, “New Teachers for a New Century: The Future of Early Childhood Professional Preparation,” In this publication, the authors noted what they felt were the five essentials for excellence in teacher preparation:

- I. Interdisciplinary preparation for diverse early childhood settings
  - emphasizes the need for interdisciplinary preparation with a focus on diversity
- II. A system that balances specialized preparation with realism and accessibility
  - acknowledge the challenges of “doing it all” because of the varied settings in which young children are served

III. Faculty with the resources needed to prepare tomorrow's professionals

- emphasizes the need for closer links with school and agencies, expanded relationships with faculty from other disciplines, and involvement in state education policy and advocacy

IV. Structures and processes that will support and sustain innovation

- recognize the need for greater attention to structures and processes that support innovation

V. Tools to define, recognize and assess high quality early childhood teacher preparation

- barrier of inconsistency in criteria for teacher licensure across states (Isenberg, 2001)

According to this publication, teacher preparation programs must be ready to meet the changing characteristics of children and the families they serve. To do this, programs would have to draw from a wider array of disciplines and also provide accessibility to their programs for diverse candidates. Faculty would have to expand their knowledge and skills and institutions of higher education would need to provide the structure and support needed for this expansion. Programs would also need to look at excellence in teacher preparation and decide how they will assess their programs (Isenberg, 2001).

Education Commission of States

An Executive Summary compiled by the Education Commission of the States (2003) reviewed 92 research studies to come up with the most effective strategies for educating and training the nation's teachers. They presented their results in the form of questions and correlating answers. The first question they posed was to what extent does subject knowledge contribute to the effectiveness of a teacher? The findings indicate that there is a strong consensus that adequate subject knowledge is necessary for teachers to

be successful. However, researchers also conclude that teachers not only need to know their subject matter, they also need some knowledge of how to teach it.

Another critical factor to training quality teachers is the inclusion of high quality field experiences prior to certification. The broad consensus is that practical experience is critical in learning to teach. High quality field experiences have the following common characteristics: 1) strong supervision by well trained teachers and university faculty; and 2) prospective teachers' solid grasp of subject matter and basic understanding of pedagogy prior to student teaching (Education Commission of the States, 2003).

#### State of Wisconsin Teacher Education

In Wisconsin, teacher education and licensure is going through a major redesign in an effort to ensure that teachers have all the necessary skills. Teacher education is being restructured in the area of licensure and professional development. The new system is based upon what are referred to as the "Ten Teaching Standards." The Ten Teaching Standards are:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner (Wisconsin Department of Public Instruction, 2004, January 15).

Before licensure, students will need to demonstrate competence in knowledge, skills and dispositions related to these ten standards. It is believed that this retooling will

improve the quality of teacher preparation programs in the state (Wisconsin Department of Public Instruction, 2004, January 15).

In addition to the ten teaching standards, each discipline has specific content standards. The content standards for early childhood education would impact teachers of children birth through age eight. Listed below are the eleven standards for early childhood education (Wisconsin Department of Public Instruction, 2004, January 15).

The Early Childhood teacher will demonstrate knowledge of and skills in:

1. The principles and theories of child growth and development and learning theory as appropriate to children birth through age eight.
2. The characteristics of play and its contribution to the cognitive, social, emotional, communication, motor development and learning theory of children birth through age eight.
3. The theories and principles of classroom organization and management based upon child development and learning of children birth through age eight.
4. The study, implementation, and evaluation of early childhood curriculum based upon child development, learning theory, and research for all children birth through age eight.
5. The strategies in curriculum development, implementation, and evaluation based upon child development and learning theory and educational research and practice in the areas of children's literature, creative arts, environmental education, mathematics, motor development, physical and mental health, science, and social science.
6. The interrelationships among the fields of knowledge and the implementation of a balanced and integrated curriculum for the early childhood level.

7. The use of appropriate strategies designed to develop skills in supporting families from diverse backgrounds as well as in promoting parent education and family involvement in the early childhood level program.
8. The application of appropriate principles of professionalism, program and staff development, supervision and evaluation of support staff, advisory groups, community agencies and resources, and pupil services personnel as related to early childhood programs.
9. Developmentally appropriate assessment tools with children birth through age eight.
10. The identification and teaching of children birth through age eight with special needs and talents.
11. The implementation of instructional approaches which contribute to the preparation of pupils for work including career exploration, practical application of the basic skills and employability skills and attitudes (Wisconsin Department of Public Instruction, 2004, January 15).

#### Teacher Education Assessment

Many resources are available to assist teacher preparation programs in assessing their programs. The National Association for the Education of Young Children (NAEYC) has developed guidelines for baccalaureate programs. Unfortunately, these standards are not always consistently applied in teacher preparation programs. Likewise, the National Council of Accreditation of Teacher Education (NCATE), The Wisconsin Department of Public Instruction (DPI), and Wisconsin Model Academic Standards are all guidelines for teacher preparation programs to assess their effectiveness (National Association for the Education of Young Children, 2002, October 8).

NAEYC published widely used standards guidelines in 1994. They have recently released revised standards for college and university programs that prepare early childhood teachers in response to the growing need for better qualified teachers in early childhood programs (birth through age eight). The revised standards include:

- greater focus on academic content, cultural and linguistic diversity and young children with special needs
- strong emphasis on practical experience and preparation
- increased concentration on the outcomes of teacher preparation programs and the effect they will have on young children's learning (National Association for the Education of Young Children, 2002, October 8)

NAEYC has prepared these standards as a guide for higher education institutions that work to train early childhood professionals (National Association for the Education of Young Children, 2002, October 8).

## CHAPTER III

### Methodology

#### Introduction

The objective of this study was to compile information presented in the Assessment of Major that was completed during the school years 1999-2000 and 2000-2001 at University of Wisconsin-Stout. A review of the findings will result in recommendations for curriculum, instruction, program changes and program policies. The purpose of this chapter is to describe the design of the study.

#### Subjects and Selection

The population or subjects used in this study were students majoring in Early Childhood that were student teaching in Wisconsin or Minnesota to obtain a teaching license. The assessment tools that were used were selected on the basis of being the most recent evaluation tools used to evaluate student teaching experiences in the Early Childhood program at University of Wisconsin-Stout.

Evaluations from all three student teaching experiences were included in the survey. The researcher felt that these tools would provide the most accurate feedback for this study, as they are the most recent evaluation instrument used.

#### Instrument

This section describes the instrument used and its development. The instrument used for this research was developed by the Early Childhood faculty. The goal of the instrument is to assess student's level of competence. This tool is used by cooperating teachers in the field to evaluate Early Childhood student teachers. (See Appendix A for samples of the data gathering instruments).



The tool consists of evaluation components in major categories and subcategories with descriptors. Included are:

**Curriculum**

- Curriculum Planning Preparation and Evaluation
- Preparation and Management of Children's Learning
- Assessment and Evaluation of Children's Learning

**Instructional Methods**

- Child guidance Strategies
- Teaching Strategies
- Communication Skills

**Classroom Environment (added in 2001-2002)**

- Creating an Environment
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

**Professional Behavior**

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism

The teachers were asked if the student teacher had accomplished each of the competencies using a five point Likert Scale.

#### Procedure

Student teaching evaluation tools were sent to cooperating teachers as part of an information packet. Teachers receive this packet of information when they are assigned a student teacher. They complete both a mid-term and final evaluation. The information from the final evaluation has been included in this assessment.

#### Data Analysis

A computer analysis was performed by Chris Ness, Research Technician at University of Wisconsin-Stout. The means for the highest and lowest competencies are listed on a chart for each of the three student teaching experiences.

#### Limitations

The researcher feels that a limitation is the reporting of findings for kindergarten and primary student teaching experiences are included in the same evaluation process. This will prevent findings from being accurate at each of those levels. It will also be difficult to track certain components because of the change in the evaluation tool.

The conclusions derived from this study were limited by the instrument used, the population and the statistical treatment applied. Specifically, the following limitations should be noted:

- Generalizations based on the result of this study must be limited to students majoring in Early Childhood from the University of Wisconsin-Stout.
- The study gathered information only by the use of a questionnaire.
- The study is limited to an analysis via the mean of each competence.

- The study did not attempt to predict the cooperating teachers experience/training for evaluating teaching outcomes.

## **CHAPTER IV**

### **Results**

#### **Introduction**

The following chapter represents the findings, according to the Assessment of Major, for the B.S. in Early Childhood at the University of Wisconsin-Stout for the school years 1999-2000 and 2000-2001. These results will drive recommendations for curriculum, instruction, program changes and program policy revisions.

#### **Infant and Toddler – Highest Ranked Items**

Twenty-three items appear under this category primarily because during the years 1999-2000 and 2000-2001 twenty-two items had a mean score of 4.0. During these two years, 14 of the items were under the category of Instructional Methods; five items are listed under the category of Professional Behavior and three items are listed under the category of Curriculum.

Chart 1

*Infant and Toddler: Highest Ranked Items*

Chart 1: Infant and Toddler Final Student Teaching Evaluation Highest Ranked Items		
CATEGORIES AND DESCRIPTOR	MEAN 99-00	MEAN 00-01
<i>Curriculum: Management of Classroom Environment</i> #1 <b>Designs and implements an effective teaching-learning environment.</b>	4.00	4.0
<i>Curriculum: Management of Classroom Environment</i> #3 <b>Assumes responsibility for contributing to the classroom environment.</b>	4.00	4.0
<i>Curriculum: Management of Classroom Environment</i> #6 <b>Maintains a clean, orderly, comfortable, and safe teaching environment consistent with the expectations of the Cooperating Teacher.</b>	4.00	4.0
<i>Instructional Methods: Insight and Rapport With Children</i> #2 <b>Demonstrates the ability to listen to the children effectively.</b>	4.00	4.0
<i>Instructional Methods: Insight and Rapport With Children</i> #3 <b>Demonstrates affectionate, sympathetic, and empathetic responses when appropriate.</b>	4.00	4.0
<i>Instructional Methods: Insight and Rapport With Children</i> #4 <b>Develops and maintains effective relationships with young children.</b>	4.00	4.0
<i>Instructional Methods: Insight and Rapport With Children</i> #5 <b>Demonstrates contingent interaction.</b>	4.00	4.0
<i>Instructional Methods: Child Guidance Strategies</i> #1 <b>Uses the basic strategies in which we influence children appropriately.</b>	4.00	4.0
<i>Instructional Methods: Child Guidance Strategies</i> #3 <b>Modifies the environment depending upon the children's needs and behavior.</b>	4.00	4.0
<i>Instructional Methods: Child Guidance Strategies</i> #4 <b>Establishes and follows through with developmentally appropriate limits.</b>	4.00	4.0
<i>Instructional Methods: Child Guidance Strategies</i> #5 <b>Provides appropriate, timely recognition and feedback for individual and group accomplishments.</b>	4.00	4.0
<i>Instructional Methods: Child Guidance Strategies</i> #6 <b>Interprets and sensitively responds to children's behavior.</b>	4.00	4.0
<i>Instructional Methods: Child Guidance Strategies</i> #7 <b>Fosters pro-social interactions between and among children.</b>	4.00	4.0
<i>Instructional Methods: Teaching Strategies</i> #5 <b>Utilizes children's time in an effective manner.</b>	4.00	4.0
<i>Instructional Methods: Teaching Strategies</i> #7 <b>Incorporates elements of surprise, humor, and fantasy when appropriate.</b>	4.00	4.0
<i>Instructional Methods: Teaching Strategies</i> #8 <b>Gives clear, simple directions.</b>	4.00	4.0
<i>Instructional Methods: Communication Skills: Oral and Written</i> #2 <b>Communicates coherently with children.</b>	4.00	4.0
<i>Professional Behavior: Professional Behavior</i> #1 <b>Demonstrates ethical and professional attitudes, behaviors, and human relations skills toward all members of the educational community, including children, teachers, staff, parents, administrators and university personnel.</b>	4.00	4.0
<i>Professional Behavior: Professional Behavior</i> #2 <b>Demonstrates a cooperative working relationship with the Cooperating Teacher.</b>	4.00	4.0
<i>Professional Behavior: Professional Behavior</i> #3 <b>Demonstrates cultural competence in human relation skills, knowledge and attitudes toward children and adults of various cultural/racial abilities, and economic groups.</b>	4.00	4.0
<i>Professional Behavior: Professional Behavior</i> #4 <b>Maintains punctuality and regularity in attendance.</b>	4.00	4.0
<i>Professional Behavior: Professional Behavior</i> #5 <b>Manages time wisely.</b>	4.00	4.0
<i>Professional Behavior: Professional Behavior</i> #6 <b>Maintains a professional appearance in grooming and dress.</b>	4.00	4.0

## Infant and Toddler – Lowest Ranked Items

As in the highest ranked category, more than ten items appear under this heading because of a tie of 3.71 for four of the items during the 1999-2000 year. Seven items are in the Curriculum category and six items are in the Instructional Methods category. The mean for this heading ranged from 3.14 to 3.74.

Chart 2

### *Infant and Toddler: Lowest Ranked Items*

Chart 2: Infant and Toddler Final Student Teaching Evaluation Lowest Ranked Items		
CATEGORIES AND DESCRIPTOR	MEAN 99-00	MEAN 00-01
Curriculum: Assessment and Evaluation of Children's Learning #2 Discusses each child's development and involvement in the program with the Cooperating Teacher (as necessary)	3.14	3.2
Instructional Methods: Teaching Strategies #3 Implements conceptual lessons which include motivational strategies, content, follow up and closure.	3.29	3.31
Instructional Methods: Teaching Strategies #2 Plans and implements effective large group, small group and individual learning experiences.	3.43	3.44
Curriculum: Curriculum Planning #7 Plans for smooth, effective transitions.	3.57	3.59
Curriculum: Curriculum Planning #4 Coordinates lesson plans with short and long-range goals.	3.57	3.58
Curriculum: Curriculum Planning #8 Previews, adapts and implements a variety of media from libraries and other related resources.	3.57	3.57
Curriculum: Management of Classroom Environment #4 Varies and extends materials in learning stations.	3.57	3.61
Instructional Methods: Teaching Strategies #4 Develop strategies for children based on individual needs.	3.57	3.61
Instructional Methods: Communication Skills: Oral and Written #1(a) Expresses and communicates ideas clearly in spoken and written form. a. Grammar and Spelling	3.57	3.60
Instructional Methods: Child Guidance Strategies #2 Demonstrates room awareness by adjusting teaching behavior accordingly.	3.71	3.73
Instructional Methods: Communication Skills: Oral and Written #3 Communicates coherently with parents, staff, and community.	3.71	3.72
Curriculum: Curriculum Planning #3 Plans developmentally appropriate and interesting experiences and activities based upon play.	3.71	3.74
Curriculum: Assessment and Evaluation of Children's Learning #1 Maintains accurate daily charts and anecdotal records.	3.71	3.72

## Preschool – Highest Ranked Items

Five of the highest ranked items for preschool were under the category of Professional Behavior. Included were items 1, 2, 3, 5 and 6. Of the remaining five items,

three were under the category of Instructional Methods, including items 1, 2, and 3. There was also one item, number 2, under the category of Insight and Rapport with Children.

The mean for the rankings ranged from 3.67 to 3.92.

Chart 3

*Preschool: Lowest Ranked Items*

Chart 3: Preschool Final Student Teaching Evaluation Highest Ranked Items		
CATEGORIES AND DESCRIPTOR	MEAN 99-00	MEAN 00-01
<i>Professional Behavior: Professional Behavior</i> #1 Demonstrates ethical and professional attitudes, behaviors, and human relations skills toward all members of the educational community, including children, teachers, staff, parents, administrators, and university personnel.	3.83	3.92
<i>Instructional Methods: Insight and Rapport With Children</i> #1 Demonstrates an awareness of individual children in the classroom.	3.83	3.89
<i>Professional Behavior: Professional Behavior</i> #2 Demonstrates a cooperative working relationship with the Cooperating Teacher.	3.83	3.85
<i>Curriculum: Curriculum Planning</i> #10 Arranges for local excursions, field trips, or resource persons that are coordinated with the curriculum.	3.75	3.79
<i>Professional Behavior: Professional Behavior</i> #3 Demonstrates cultural competence in human relation skills, knowledge and attitudes towards children and adults of various cultural/racial abilities, and economic groups.	3.75	3.77
<i>Professional Behavior: Professional Behavior</i> #5 Manages time wisely.	3.67	3.70
<i>Professional Behavior: Professional Behavior</i> #6 Maintains a professional appearance in grooming and dress.	3.67	3.70
<i>Instructional Methods: Communication Skills: Oral and Written</i> #2 Communicates effectively with children.	3.67	3.71
<i>Instructional Methods: Insight and Rapport With Children</i> #2 Demonstrates the ability to listen to the children effectively.	3.67	3.71
<i>Instructional Methods: Insight and Rapport With Children</i> #3 Demonstrates affectionate, sympathetic, and empathetic responses when appropriate.	3.67	3.72

**Preschool – Lowest Ranked Items**

Fourteen items are included in the lowest ranked items for preschool because of a tie of 3.0 for eight items. Seven of these items are listed under the category of Curriculum Planning; six items are listed under the category of Instructional Methods; and one item is listed under Professional Behavior. The mean of the lowest ranked items ranged from 2.75 to 3.26.

Chart 4

*Preschool: Lowest Ranked Items*

Chart 4: Preschool Final Student Teaching Evaluation Lowest Ranked Items		
CATEGORIES AND DESCRIPTOR	MEAN 99-00	MEAN 00-01
<i>Curriculum: Management of Classroom Environment</i> #5 Displays children's work neatly and aesthetically.	2.75	2.78
<i>Curriculum: Management of Classroom Environment</i> #1 Designs and implements an effective teaching-learning environment.	2.80	2.95
<i>Curriculum: Management of Classroom Environment</i> #2 Develops, as appropriate, materials that are supportive of children's learning.	2.83	3.1
<i>Curriculum: Management of Classroom Environment</i> #4 Varies and extends materials in learning stations.	2.83	2.9
<i>Instructional Methods: Child Guidance Strategies</i> #3 Modifies the environment depending upon the children's needs and behavior.	2.83	3.0
<i>Instructional Methods: Teaching Strategies</i> #7 Demonstrates effective language facilitation techniques such as questioning, expansion, feeding in, restatement and prompting.	2.83	3.1
<i>Curriculum: Curriculum Planning</i> #2 Integrates various content matter areas of the curriculum.	3.00	3.12
<i>Curriculum: Curriculum Planning</i> #8 Previews, adapts, and implements a variety of media from libraries and other related resources.	3.00	3.1
<i>Curriculum: Management of Classroom Environment</i> #3 Assumes responsibility for contributing to the classroom environment.	3.00	3.2
<i>Instructional Methods: Child Guidance Strategies</i> #1 Uses the basic strategies in which we influence children appropriately.	3.00	3.21
<i>Instructional Methods: Child Guidance Strategies</i> #2 Demonstrates room awareness by adjusting teaching behavior accordingly.	3.00	3.3
<i>Instructional Methods: Teaching Strategies</i> #1 Uses a variety of approaches to learning experiences, such as discovery approach, demonstration presentation, activity approach, discussion, cooperative learning and problem solving.	3.00	3.23
<i>Instructional Methods: Teaching Strategies</i> #3 Implements conceptual lessons which include motivational strategies, content, follow-up and closure.	3.00	3.26
<i>Professional Behavior: Self-Evaluation of Teaching</i> #2 Utilizes evaluative feedback to reformulate plans.	3.00	3.25

**Kindergarten/Primary – Highest Ranked Items**

Six of the highest ranked competencies were listed under the category of Professional Behavior. Included were items 1, 2, 3, 4, 5 and 8. One competency, item 12, was under the category of Curriculum. All of the eight highest ranked competencies appeared during both years of the study.

The means of the highest ranked items ranged from 3.74 to 4.0.



Chart 5

*Kindergarten/Primary: Highest Ranked Items*

Chart 5-Kindergarten/Primary Final Student Teaching Evaluation Highest Ranked Items		
CATEGORIES AND DESCRIPTOR	MEAN 99-00	MEAN 00-01
<i>Professional Behavior: Professional Behavior</i> #8 Maintains a professional appearance in grooming and dress.	3.94	4.0
<i>Professional Behavior: Professional Behavior</i> #1 Demonstrates ethical and professional attitudes, behaviors, and human relations skills toward all members of the educational community, including children, teachers, staff, parents, administrators, and university personnel.	3.90	4.0
<i>Professional Behavior: Professional Behavior</i> #2 Demonstrates a cooperative working relationship with the Cooperating Teacher.	3.90	3.98
<i>Curriculum: Curriculum Planning, Preparation, and Evaluation</i> #12 Accepts and utilizes constructive feedback.	3.87	4.0
<i>Professional Behavior: Professional Behavior</i> #3 Demonstrates cultural competence in human relation skills, knowledge and attitudes toward children and adults of various cultural/racial abilities, and economic groups.	3.77	3.79
<i>Professional Behavior: Professional Behavior</i> #4 Demonstrates initiative in contributing to classroom environment on an ongoing basis.	3.77	3.90
<i>Professional Behavior: Professional Behavior</i> #5 Accepts and fulfills all areas of responsibility.	3.77	4.0
<i>Instructional Methods: Child Guidance Strategies</i> #2 Develops and maintains effective relationships with young children.	3.74	4.0

**Kindergarten/Primary – Lowest Ranked Items**

Finally, the lowest ranked items for Kindergarten/primary were all from two categories, Curriculum and Instructional Methods. Curriculum included eight items, and of these, all but one related to Curriculum Planning, Preparation and Evaluation. Two items were reported for the category of Instructional Methods: Teaching Strategies.

The means of the lowest ranked items were 3.11 to 3.32.

Chart 6

*Kindergarten/Primary: Lowest Ranked Items*

Chart 6: Kindergarten/Primary Final Student Teaching Evaluation Lowest Ranked Items		
CATEGORIES AND DESCRIPTOR	MEAN 99-00	MEAN 00-01
<i>Curriculum: Curriculum Planning, Preparation, and Evaluation</i> #9 Researches, previews, and adapts learning resources from a variety of media to meet program guidelines.	3.11	3.26
<i>Curriculum: Curriculum Planning, Preparation, and Evaluation</i> #1(f) Demonstrates broad knowledge and understands significant or key concepts in all areas of the curriculum. f. Music	3.13	3.15
<i>Curriculum: Curriculum Planning, Preparation, and Evaluation</i> #8 Uses supplemental resources such as field trips and resource people that are coordinated with the curriculum.	3.13	3.28
<i>Curriculum: Curriculum Planning, Preparation, and Evaluation</i> #1(i) Demonstrates broad knowledge and understands significant or key concepts in all areas of the curriculum. i. Computer Technology	3.15	3.19
<i>Curriculum: Curriculum Planning, Preparation, and Evaluation</i> #1(a) Demonstrates broad knowledge and understands significant or key concepts in all areas of the curriculum. a. Reading	3.17	3.36
<i>Curriculum: Curriculum Planning, Preparation, and Evaluation</i> #1(b) Demonstrates broad knowledge and understands significant or key concepts in all areas of the curriculum. b. Language Arts	3.20	3.26
<i>Instructional Methods: Teaching Strategies</i> #3 Adjusts and varies children's learning experiences to meet individual and group instructional needs.	3.26	3.32
<i>Instructional Methods: Teaching Strategies</i> #6 Develop strategies based on individual needs.	3.27	3.38
<i>Curriculum: Assessment and Evaluation of Children's Learning</i> #2 Maintains accurate records and samples of children's work.	3.28	3.40
<i>Curriculum: Curriculum Planning, Preparation, and Evaluation</i> #1(g) Demonstrates broad knowledge and understands significant or key concepts in all areas of the curriculum. g. Art	3.28	3.31

## CHAPTER V

### Summary and Conclusions

#### Introduction

The purpose of this final chapter is four-fold:

1. To summarize the investigation.
2. To draw conclusions based upon the analysis of data.
3. To suggest recommendations for curriculum, instruction, program changes and program policy revisions.
4. To make recommendations for further study.

Public law PI 34 requires that institutions engage in multiple measures of assessment. This study was designed to assist early childhood policy makers in developing change in the areas of curriculum and instruction, sequencing, and program policies and procedures. Specifically, this was to assess three areas of student performance. These outcomes were related to the areas of curriculum, instructional methods and professional behavior.

The three assumptions of the study are:

1. Differences exist in the competency categories and descriptors: curriculum, instructional methods and professional behaviors.
2. Differences exist between and among the three student teaching experiences: infant/toddler, preschool, and kindergarten/primary.
3. Data from the program can be used to guide the program director, faculty and program committee in making recommendations for change in the areas of curriculum and instruction, sequencing, and program policies and procedures.

The population of this study consisted of University of Wisconsin-Stout Early Childhood student teachers who had completed the required prerequisite coursework and were student teaching. Data for the study were collected by the means of a Student Teacher Assessment form. The instrument was provided and collected by University of Wisconsin-Stout faculty. In all, a total of 489 survey instruments were used in the study. The data was analyzed by means.

### Conclusions

The remainder of this chapter draws conclusions based upon the study results, suggests recommendations for revising the early childhood program, policies, sequencing and for revision of the instrument.

The conclusions are based upon the analysis of the data and are discussed according to each of the three assumptions.

#### Research Assumption One

The first assumption is that differences exist in the competency categories and descriptors: curriculum, instructional methods and professional behavior. This assumption was proven accurate by the data that was analyzed. While all three areas received rankings in both the Highest and Lowest Ranked Items, the category of Professional Behavior was consistently placed in the Highest Ranked Item category. The category of Curriculum most often occurred in the Lowest Ranked Items.

#### Research Assumption Two

The second assumption is that differences exist between and among the three student teaching experiences: infant/toddler, preschool, and kindergarten/primary. This assumption is also proven accurate by the data that was analyzed. Infant/toddler

consistently received higher ratings than the other two student teaching experiences. During the two years analyzed, 22 items received a mean score of 4.0 in the infant/toddler category. Preschool and kindergarten/primary did not receive a ranking of 4.0 in either of the two years that the data was analyzed for this study.

### Research Assumption Three

The third assumption is that data from the survey can be used to guide the program director, faculty and program committee in making recommendations for change in the areas of curriculum and instruction, sequencing, and program policies and procedures. The data will be very helpful for the program director, faculty and program committee to guide them in program revisions. It will allow them to identify strengths and weaknesses in their student teachers which will assist them in revising their courses. It will also assist them in reviewing and changing program policies and procedures.

### Recommendations

It is recommended that the information from the assessment be shared with the early childhood area members and the program committee. Lowest ranked competencies for each teaching experience – Infant/Toddler, Preschool and Kindergarten/Primary should be reviewed to determine what curriculum modifications are needed for students to increase their competency in specific areas. This should be done by faculty in relation to the courses they teach.

An additional recommendation is that the assessment tool be evaluated and revised. Part of that process would be to provide an in-service training to ensure that teachers are using the same standards. An open-ended section for a narrative could be

attached to the instrument. This would provide an opportunity for the cooperating teacher to add any additional information that may be useful.

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## **APPENDIX A**

### **Student Teaching Evaluation Forms**

# UNIVERSITY OF WISCONSIN-STOUT - EARLY CHILDHOOD EDUCATION INFANT/TODDLER STUDENT TEACHER ASSESSMENT

NA = Not appropriate in the teaching situation  
1 = Not Achieved  
2 = Achieved with a limited degree of success

## EVALUATION SCALE

3 = Achieved with a moderate degree of success  
4 = Achieved with a high degree of success  
5 = Outstanding achievement

NOTE: ST=Student Teacher - CT = Cooperating Teacher

		MID-TERM ASSESSMENT		FINAL ASSESSMENT		
		ST	CT	ST	CT	COMMENTS
<b>I. CURRICULUM</b>						
<b>A. Curriculum Planning</b>						
1. Demonstrates broad knowledge and understanding of significant or key concepts.						
2. Integrates various content matter areas of the curriculum.						
3. Plans developmentally appropriate and interesting experiences and activities based upon play.						
4. Coordinates lesson plans with short and long-range goals.						
5. Prepares appropriate daily lesson plans and weekly block plans.						
6. Submits lesson plans and other assignments in accordance with the student teaching handbook.						
7. Plans for smooth, effective transitions.						
8. Previews, adapts and implements a variety of media from libraries and other related resources.						
<b>B. Management of Classroom Environment</b>						
1. Designs and implements an effective teaching-learning environment.						
2. Develops, as appropriate, materials that are supportive of children's learning.						
3. Assumes responsibility for contributing to the classroom environment.						
4. Varies and extends materials in learning stations.						
5. Practices room awareness.						
6. Maintains a clean, orderly, comfortable, and safe teaching environment consistent with the expectations of the Cooperating Teacher.						
<b>C. Assessment and Evaluation of Children's Learning</b>						
1. Maintains accurate daily charts and anecdotal records.						
2. Discusses each child's development and involvement in the program with the Cooperating teacher (as necessary).						

	MID-TERM ASSESSMENT		FINAL ASSESSMENT		
	ST	CT	ST	CT	COMMENTS
II. INSTRUCTIONAL METHODS					
A. <u>Insight and Rapport With Children</u>					
1. Demonstrates an awareness of individual children in the classroom.					
2. Demonstrates the ability to listen to the children effectively.					
3. Demonstrates affectionate, sympathetic, and empathetic responses when appropriate.					
4. Develops and maintains effective relationships with young children.					
5. Demonstrates contingent interaction.					
B. <u>Child Guidance Strategies</u>					
1. Uses the basic strategies in which we influence children appropriately.					
2. Demonstrates room awareness by adjusting teaching behavior accordingly.					
3. Modifies the environment depending upon the children's needs and behavior.					
4. Establishes and follows through with developmentally appropriate limits.					
5. Provides appropriate, timely recognition and feedback for individual and group accomplishments.					
6. Interprets and sensitively responds to children's behavior.					
7. Fosters pro-social interactions between and among children.					
C. <u>Teaching Strategies</u>					
1. Uses a variety of approaches to learning experiences, such as discovery approach, demonstration-presentation, activity approach, discussion, cooperative learning and problem-solving.					
2. Plans and implements effective large group, small group and individual learning experiences.					
3. Implements conceptual lessons which include motivational strategies, content, follow-up and closure.					
4. Develop strategies for children based on individual needs.					
5. Utilizes children's time in an effective manner.					
6. Demonstrates effective language facilitation techniques such as questioning, expansion, feeding-in, restatement and prompting.					
7. Incorporates elements of surprise, humor, and fantasy when appropriate.					
8. Gives clear, simple directions.					

		MID-TERM ASSESSMENT		FINAL ASSESSMENT		COMMENTS	
		ST	CT	ST	CT		
<b>D. <u>Communication Skills: Oral and Written</u></b>							
1. Expresses and communicates ideas clearly in spoken and written form.							
a. Grammar and Spelling							
b. Handwriting legibility							
2. Communicates coherently with children.							
3. Communicates coherently with parents, staff, and community.							
<b>III. PROFESSIONAL BEHAVIOR</b>							
<b>A. <u>Self-Evaluation of Teaching</u></b>							
1. Demonstrates self-evaluation skills.							
2. Utilizes evaluative feedback to reformulate plans.							
3. Accepts and utilizes constructive feedback.							
<b>B. <u>Professional Behavior</u></b>							
1. Demonstrates ethical and professional attitudes, behaviors, and human relations skills toward all members of the educational community, including children, teachers, staff, parents, administrators, and university personnel.							
2. Demonstrates a cooperative working relationship with the Cooperating Teacher.							
3. Demonstrates cultural competence in human relation skills, knowledge and attitudes toward children and adults of various cultural/racial abilities, and economic groups.							
4. Maintains punctuality and regularity in attendance.							
5. Manages time wisely.							
6. Maintains a professional appearance in grooming and dress.							
_____ COOPERATING TEACHER		_____ DATE		_____ DATE			
_____ STUDENT TEACHER		_____ DATE		_____ DATE			

# UNIVERSITY OF WISCONSIN-STOUT - EARLY CHILDHOOD EDUCATION PRESCHOOL STUDENT TEACHER ASSESSMENT

NA = Not appropriate in the teaching situation  
1 = Not Achieved  
2 = Achieved with a limited degree of success

## EVALUATION SCALE

3 = Achieved with a moderate degree of success  
4 = Achieved with a high degree of success  
5 = Outstanding achievement

ST = Student Teacher; CT = Cooperating Teacher

	MID-TERM ASSESSMENT		FINAL ASSESSMENT		COMMENTS
	ST	CT	ST	CT	
<b>I. CURRICULUM</b>					
<b>A. Curriculum Planning</b>					
1. Demonstrates broad knowledge and understanding of significant or key concepts.					
2. Integrates various content matter areas of the curriculum.					
3. Plans developmentally appropriate and interesting experiences and activities based upon play.					
4. Coordinates lesson plans with short and long-range goals.					
5. Prepares appropriate daily lesson plans and weekly block plans.					
6. Submits lesson plans and other assignments in accordance with the student teaching handbook.					
7. Plans for smooth, effective transitions.					
8. Previews, adapts, and implements a variety of media from libraries and other related resources.					
9. Integrates and operates audiovisual equipment and computers.					
10. Arranges for local excursions, field trips, or resource persons that are coordinated with the curriculum.					
<b>B. Management of Classroom Environment</b>					
1. Designs and implements an effective teaching-learning environment.					
2. Develops, as appropriate, materials that are supportive of children's learning.					
3. Assumes responsibility for contributing to the classroom environment.					
4. Varies and extends materials in learning stations.					
5. Displays children's work neatly and aesthetically.					
6. Maintains a clean, orderly, comfortable, and safe teaching environment consistent with the expectations of the Cooperating Teacher					
<b>C. Assessment and Evaluation of Children's Learning</b>					
1. Maintains accurate and detailed anecdotal records.					
2. Discusses each child's development and involvement in the program with the Cooperating teacher.					

## II. INSTRUCTIONAL METHODS

### A. Insight and Rapport With Children

1. Demonstrates an awareness of individual children in the classroom.
2. Demonstrates the ability to listen to the children effectively.
3. Demonstrates affectionate, sympathetic, and empathetic responses when appropriate.
4. Develops and maintains effective relationships with young children.
5. Demonstrates contingent interactions.

### B. Child Guidance Strategies

1. Uses the basic strategies in which we influence children appropriately.
2. Demonstrates room awareness by adjusting teaching behavior accordingly.
3. Modifies the environment depending upon the children's needs and behavior.
4. Establishes and follows through with developmentally appropriate limits.
5. Provides appropriate, timely recognition and feedback for individual and group accomplishments.
6. Interprets and sensitively responds to children's behavior.
7. Fosters pro-social interactions between and among children.

### C. Teaching Strategies

1. Uses a variety of approaches to learning experiences, such as discovery approach, demonstration-presentation, activity approach, discussion, cooperative learning and problem-solving.
2. Plans and implements effective large group, small group and individual learning experiences.
3. Implements conceptual lessons which include motivational strategies, content, follow-up and closure.
4. Adjust strategies for children with exceptional learning needs.
5. Gives clear, simple directions.
6. Utilizes children's time in an effective manner.
7. Demonstrates effective language facilitation techniques such as questioning, expansion, feeding-in, restatement and prompting.
8. Incorporates elements of surprise, humor, and fantasy when appropriate.

MID-TERM  
ASSESSMENTFINAL  
ASSESSMENT

ST

CT

ST

CT

COMMENTS

	MID-TERM ASSESSMENT		FINAL ASSESSMENT		
	ST	CT	ST	CT	COMMENTS
<b>D. <u>Communication Skills: Oral and Written</u></b>					
1. Expresses and communicates ideas clearly in spoken and written form.					
a. Grammar and Spelling					
b. Handwriting legibility					
2. Communicates effectively with children.					
3. Communicates effectively with parents, staff, and community.					
<b>III. PROFESSIONAL BEHAVIOR</b>					
<b>A. <u>Self-Evaluation of Teaching</u></b>					
1. Demonstrates self-evaluation skills.					
2. Utilizes evaluative feedback to reformulate plans.					
3. Accepts and utilizes constructive feedback.					
<b>B. <u>Professional Behavior</u></b>					
1. Demonstrates ethical and professional attitudes, behaviors, and human relations skills toward all members of the educational community, including children, teachers, staff, parents, administrators, and university personnel.					
2. Demonstrates a cooperative working relationship with the Cooperating Teacher.					
3. Demonstrates cultural competence in human relation skills, knowledge and attitudes toward children and adults of various cultural/racial abilities, and economic groups.					
4. Maintains punctuality and regularity in attendance.					
5. Manages time wisely.					
6. Maintains a professional appearance in grooming and dress.					

\_\_\_\_\_  
COOPERATING TEACHER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
STUDENT TEACHER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

**UNIVERSITY OF WISCONSIN-STOUT - EARLY CHILDHOOD EDUCATION  
KINDERGARTEN/PRIMARY STUDENT TEACHER ASSESSMENT**

**EVALUATION SCALE**

NA = Not appropriate in the teaching situation  
1 = Not Achieved

2 = Achieved with a limited degree of success  
3 = Achieved with a moderate degree of success

4 = Achieved with a high degree of success  
5 = Outstanding achievement

<u>Kindergarten</u> <u>Grade 1</u> <u>Grade 2</u> <u>Grade 3</u>	ST = Student Teacher CT = Cooperating Teacher		MID-TERM ASSESSMENT		FINAL ASSESSMENT		
	ST	CT	ST	CT	ST	CT	COMMENTS
<b>I. CURRICULUM</b>							
<b>A. Curriculum Planning, Preparation, and Evaluation</b>							
1. Demonstrates broad knowledge and understands significant or key concepts in all areas of the curriculum.							
a. Reading							
b. Language Arts							
c. Math							
d. Science							
e. Social Studies							
f. Music							
g. Art							
h. Physical Education							
i. Computer Technology							
2. Integrates various content matter in all areas of the curriculum.							
3. Selects and plans age and developmentally appropriate activities that are based upon child development and children's learning.							
4. Coordinates lesson plans with short- and long-range curriculum goals.							
5. Prepares comprehensive daily lesson plans and weekly block plans.							
6. Lesson plans are written for all teaching activities.							
7. Submits lesson plans and assignments in accordance with student teaching manual requirements.							
8. Uses supplemental resources such as field trips and resource people that are coordinated with the curriculum.							
9. Researches, previews, and adapts learning resources from a variety of media to meet program guidelines.							
10. Demonstrates knowledge of and ability to relate lessons to district guidelines.							
11. Demonstrates effective self-evaluation skills.							
12. Accepts and utilizes constructive feedback.							



	MID-TERM ASSESSMENT		FINAL ASSESSMENT		COMMENTS
	ST	CT	ST	CT	
<b>B. Preparation and Management of Children's Learning</b>					
1. Develops an appropriate teaching/learning environment.					
2. Develops centers and bulletin boards supportive of children's learning.					
3. Manages routine activities consistently and effectively.					
4. Maintains an organized and safe environment.					
<b>C. Assessment and Evaluation of Children's Learning</b>					
1. Practices effective evaluation techniques.					
2. Maintains accurate records and samples of children's work.					
3. Communicates an accurate assessment of children's progress.					
4. Uses assessment and evaluation tools appropriately.					
<b>II. INSTRUCTIONAL METHODS</b>					
<b>A. Child Guidance Strategies</b>					
1. Listens to children's needs effectively and responds appropriately.					
2. Develops and maintains effective relationships with young children.					
3. Uses voice level appropriate to situation.					
4. Provides appropriate and timely feedback.					
5. Responds appropriately to children's various behaviors.					
6. Fosters cooperative behaviors between and among children.					
<b>B. Teaching Strategies</b>					
1. Uses established guidance strategies effectively (might include behavioral management).					
2. Demonstrates individual and room awareness.					
3. Adjusts and varies children's learning experiences to meet individual and group instructional needs.					
4. Includes objectives, motivation, procedure, closure, and assessment/evaluation in lesson plans and instruction.					
5. Plans appropriately for whole group, small group, and individual instruction.					
6. Develop strategies based on individual needs.					
7. Utilizes instructional time appropriately.					
8. Uses a variety of motivational techniques.					
9. Utilizes teachable moments for incidental learning.					

	MID-TERM ASSESSMENT		FINAL ASSESSMENT		COMMENTS
	ST	CT	ST	CT	
10. Demonstrates effective cognitive and physical transitions.					
11. Demonstrates effective questioning, expansion, restatement, and prompting techniques.					
<b>C. Communication Skills: Oral and Written</b>					
1. Expresses and communicates ideas clearly in spoken and written form.					
a. Grammar and Spelling					
b. Handwriting legibility					
2. Communicates effectively with children.					
3. Communicates effectively with parents, staff, and community.					
<b>III. PROFESSIONAL BEHAVIOR</b>					
1. Demonstrates ethical and professional attitudes, behaviors, and human relations skills toward all members of the educational community, including children, teachers, staff, parents, administrators, and university personnel.					
2. Demonstrates a cooperative working relationship with the cooperating teacher.					
3. Demonstrates cultural competence in human relation skills, knowledge and attitudes toward children and adults of various cultural/racial abilities, and economic groups.					
4. Demonstrates initiative in contributing to classroom environment on an on-going basis.					
5. Accepts and fulfills all areas of responsibility.					
6. Maintains punctuality and regularity in attendance.					
7. Manages time wisely.					
8. Maintains a professional appearance in grooming and dress.					

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COOPERATING TEACHER

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DATE OF REVIEW

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DATE OF REVIEW

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JOINT CONFERENCE DATE

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STUDENT TEACHER

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DATE OF REVIEW

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DATE OF REVIEW