Early Intervention/Preschool Candidate Evaluation

STUDENT TEACHER ___________________________ DATES ____________

SCHOOL/PROGRAM ____________________________________________

MASTER TEACHER ____________________________________________

We expect CLU student teachers to organize their work in Early Intervention sessions and Preschool teaching around the areas listed below. Descriptive and evaluative comments from the master teacher and university supervisor will help guide the candidate through this process.

Please complete the following evaluation form keeping in mind that this D/HH candidate is still in the beginning stages of teaching and may not meet all standards at the same time. Narrative comments and specific examples will be most helpful. In the evaluation process, this form is a complement to the student teacher’s portfolio.

Descriptors:

N/O Not Yet Observed = student has not been observed performing this skill/task

1. Unsatisfactory = student has attempted and failed at this skill/task

2. Needs Improvement = student has attempted this skill/task and needs to continue practicing to be at a satisfactory level

3. Satisfactory = student meets this standard

4. Strong = student meets and displays exceptional competence in this standard

I. Parent Communication and Professional Collaboration

   a. Able to communicate effectively with parents and caregivers ____
   
   b. Works effectively with interpreters and other professionals ____
   
   c. Provides feedback in a positive manner ____
   
   d. Maintain ethical standards of confidentiality ____
   
   e. Guides parents during sessions ____
f. Provides parents with resources as needed

g. Refers families for additional assessments

h. Maintains regular contact with parents

i. Demonstrates respect for cultural diversity

j. Coordinates services with other agencies

II. Communication, Language & Speech Development

a. Uses correct techniques in the development of language

b. Uses natural language development as a model

c. Uses imitations correctly

d. Pauses appropriately

e. Follows the child’s lead when appropriate

f. Plans for developmentally appropriate activities

to engage the child’s interest

g. Conducts ongoing informal/formal language assessments

h. Creates an environment which encourages language

i. Uses transitions and natural routines to promote

language and communication

j. Uses audition to the maximum extent possible

k. Promotes natural speech development

l. Responds to child’s speech attempts

m. Incorporates emergent literacy skills

III. Audiology and Aural Habilitation

a. Checks hearing devices prior to teaching

b. Uses LSST appropriately

c. Incorporates songs and nursery rhymes

d. Uses audition to attract and maintain attention

e. Presents language via audition unless vision is called for

f. Incorporates listening into all activities

g. Communicates with parents and audiologist

as needed

h. Uses auditory curricula appropriately

IV. General Professionalism

1. Prepares for all lessons in a timely manner

2. Dresses appropriately

3. Works cooperatively with supervisors

4. Presents information in an unbiased manner

5. Establishes and maintains limits
EVALUATOR’S COMMENTS:

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