

Campbellsville University School of Education

IECE Student Teacher Evaluation: Form B Post-Observation Conference Instrument

Student Teacher _____	Date of Observation _____
School _____	District _____
Student Teacher Signature _____	
Check evidence reviewed: <input type="checkbox"/> Lesson Plan <input type="checkbox"/> Journal <input type="checkbox"/> Portfolio	
Check applicable box: <input type="checkbox"/> Cooperating Teacher/DI Midterm <input type="checkbox"/> Cooperating Teacher/DI Final	
<input type="checkbox"/> University Supervisor, Visit No. _____	

*Directions: Select a rating for each indicator and standard using scoring guide:
3=Satisfactory 2=Progress Made 1=Unsatisfactory*

Standard 5: The IECE Educator Reflects on and Evaluates Professional Practices	3	2	1	N/A
a. Uses data to reflect on and evaluate children’s learning	3	2	1	N/A
b. Uses data to reflect on and evaluate instructional practice	3	2	1	N/A
c. Uses data to reflect on and identify areas for professional growth	3	2	1	N/A
d. Analyzes the involvement and effectiveness of team members in instruction	3	2	1	N/A
Standard 6: The IECE Educator Collaborates with Colleagues/Families/Others	3	2	1	N/A
a. Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings	3	2	1	N/A
b. Demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	3	2	1	N/A
c. Collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning	3	2	1	N/A
d. Collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning	3	2	1	N/A
e. Collaborates with community members and agencies to provide resources to promote child development and learning	3	2	1	N/A
f. Articulates individual outcomes and unique needs for each child to staff and volunteers	3	2	1	N/A
g. Provides ongoing, constructive feedback to team members on professional practices	3	2	1	N/A
h. Uses adult learning principles in collaboration with team members	3	2	1	N/A
Standard 7: The IECE Educator Engages in Professional Development	3	2	1	N/A
a. Assess professional performance level relative to the KY IECE Teacher Standards	3	2	1	N/A
b. Identify priorities of professional development needs	3	2	1	N/A
c. Design a plan to address professional growth needs for all priority areas	3	2	1	N/A
d. Engage in ongoing professional activities	3	2	1	N/A
e. Show evidence of professional growth resulting from the implementation of the plan	3	2	1	N/A
f. Apply professional ethics, practice, and legal mandates in early childhood settings	3	2	1	N/A
Standard 8: The IECE Educator Supports Families	3	2	1	N/A
a. Assist families in articulating resources, priorities, and concerns	3	2	1	N/A
b. Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community	3	2	1	N/A
c. Facilitate communication of legal, procedural, and program-related information to families using appropriate methods of communication	3	2	1	N/A
d. Apply adult learning principles in family education activities	3	2	1	N/A
e. Respect and provide on-going support for the family’s preferred level of involvement in educational activities	3	2	1	N/A
Standard 10: The IECE Educator Provides Leadership Within School/Community/Profession	3	2	1	N/A
a. Identify leadership opportunities that enhance child learning and/or the professional environment of the school/community	3	2	1	N/A
b. Develop a plan for engaging leadership roles and activities	3	2	1	N/A
c. Implement a plan for engaging leadership activities	3	2	1	N/A
d. Analyze data to evaluate the results of planned and executed leadership efforts	3	2	1	N/A
HOLISTIC PERFORMANCE SCORE (Form A and B)	3	2	1	

Overall Comments:

Strengths/Growth Areas:

Observer Signature _____