

**EARLY START INFANT/ TODDLER CANDIDATE
FINAL EVALUATION**
San Jose State University - Lurie College of Education - Department of Special Education
One Washington Square, San Jose, CA 95192

Date: _____

Student Name: _____

School or Program: _____

Address: _____

Length of Assignment From: _____ To: _____
 (Month, Day, Year)

Evaluation completed by: _____
 (On Site Master Teacher)

The statements below represent competencies of ES teachers and reflect evidence based practices in the field of ECSE. Please rate the student teacher on each of the items by checking the appropriate columns. Use the following criteria to guide your evaluation: If not observed make UJ

UJ = unable to judge 1=Competency not met 2= Competency met minimally 3=Satisfactory 4=Above Average 5=Outstanding

PROFESSIONAL ATTRIBUTES	UJ	1	2	3	4	5
1. Recognizes personal limitations and works to overcome them						
2. Develops cooperative working relationships with team and MT						
3. Respects attitudes and opinions of others						
4. Handles information about children, peers, families, colleagues, and supervisors ethically and confidentially						
5. Systematically evaluates own performance						
6. Manages changes and unforeseen events with flexibility						
7. Accepts suggestions from master teacher and/or supervisors						
8. Manages personal affairs in a manner that does not interfere with professional responsibilities						

ASSESSMENT, PLANNING, AND INSTRUCTIONAL PRACTICES	UJ	1	2	3	4	5
1. Facilitates family's identification of concerns and priorities.						
2. Uses assessment practices appropriate to young children with disabilities (e.g. observations, family interview, play based, ecologically appropriate assessments)						
3. Identifies concerns and priorities						

4. Understands natural activities that support the infant's/toddler's interventions based on assessment information						
5. Engages and motivates infants/toddlers						
6. Uses adaptive equipment appropriately						
7. Attends to situational variables which may affect the infant's/toddler's responsiveness (e.g hunger, state, seating)						
8. Uses appropriate positioning and handling techniques						
9. Evaluate intervention efforts on an ongoing basis						
10. Implements changes based on progress data						
11. Is knowledgeable and has information about community service, agencies, and resources important in early intervention						
12. Collaborates with family to assess how proposed interventions can fit within the home proposed culture.						

FAMILY COMPETENCIES

	UJ	1	2	3	4	5
1. Utilizes a family systems approach in the assessment and intervention of infants and young children with special needs.						
2. Observes families in the development of an Individualized Family Services Plan (IFSP) and at meetings						
3. Uses individualized planning and communication skills to establish and maintain a positive and facilitative relationship with families, if demonstrated						
4. Demonstrates the ability to work effectively and sensitively with culturally diverse families						
5. Establishes and maintains a positive collaborative relationship with infants/toddlers and his/her family						
6. Has a realistic expectation of families						
7. Serves as an advocate and supports families' advocacy role.						
8. Assists the family during the transition process to preschool.						
9. Utilizes the expertise of recent disciplines in providing services to infants/toddlers.						
10. Demonstrates ability to present the special needs of program planning.						
11. Incorporates team input into intervention plans professional or teams professionally.						
12. Actively Listens and responds appropriately to communication.						
13. Treats families and children with respect						
14. Demonstrates ability to present the						

special needs of an young child and his/her family to a team for the purpose of the program.						
15. Incorporates team input into instructional plans.						
16. Communicates effectively using professional or lay terms as appropriate						

PROFESSIONAL RESPONSIBILITES OF CANDIDATE	YES – How many?	NO
1. Attend a team/staff meeting		
2. Observed or participated in a family/teacher meeting		
3. Observed an IFSP		
4. Participated in 6 home visits		
5. Observed a Transition meeting to PREK		
6. Observed related service team members SLP, OT		

DEMONSTRATES THE FOLLOWING PROFESSIONAL DISPOSITIONS:	UJ	1	2	3	4	5
1. Shows commitment to ethical conduct: fairness, honesty, responsibility, compassion, collaboration, and collegiality						
2. Shows commitment to equity and social justice; recognizes and opposes social injustice in self, institution, and professional environments.						
3. Systematically and regularly reflects on his/her practice with an aim towards continuous improvement and life-long learning.						
4. Manifests beliefs that every person can learn to use his/her heart and mind well; values diversity and accepts responsibility to facilitate learning for all students.						

Evaluation completed by:

Signature:

Date

I have reviewed this evaluation with my master teacher or supervisor and I understand that I may respond to this evaluation.

Student Signature

Date