MARYVILLE UNIVERSITY
ST. LOUIS

EDUC 400/402/403/405/648/663
Student Teaching/Internship Evaluation

Candidate's Name_____   Placement School_____   Grade_____

Cooperating Teacher _____   Date _____

Please complete this form based upon your knowledge of the candidate's capabilities as a pre-service teacher. We encourage you to write comments under each area to support/clarify your evaluation.

Directions: This instrument is to be completed by cooperating teachers, supervising teachers and candidates to communicate the developmental progress of the teacher candidate. We ask that you consider the candidate's progress both globally in relationship to his/her total performance at what would be the level of a beginning teacher, and specifically in relationship to the competencies of our program.   The global ratings are found at the end of the document. The specific ratings are found below. Please note that a rating of *exemplary* is the exception.   *Proficient is the target rating.* Please circle the rating which most closely indicates the performance of the candidate in each competency area on the numbered items below.

Competency Rating

Exemplary: The candidate demonstrates exceptional knowledge and skill and shares his/her skill with colleagues.
Proficient: The candidate demonstrates consistent mastery of this component of the outcome.
Progressing: The candidate begins to address this component, but not consistently enough to demonstrate mastery.
Unacceptable: The candidate consistently fails to demonstrate knowledge or skill in this component.
N/A: There was no opportunity for the candidate to demonstrate performance in this area.

SCHOOL AND SOCIETY STRAND

Outcome #1   The teacher candidate reflects on the roles that teachers and education play in a political and social democracy, and advances the moral and ethical purposes of schooling.

1. There is evidence that the candidate considers and uses strategies for providing equal
   access to knowledge and skills for every student.   E   P   PG   U   N/A

2. The candidate engages students in opportunities to appreciate their own and other cultures.   E   P   PG   U   N/A

3. The candidate provides opportunities for students to acquire the capacities of good citizenship.   E   P   PG   U   N/A
   (Building trust, exchanging ideas, listening, respecting civil discourse, promoting thoughtful
    problem solving, caring for common good, sharing responsibility).

Please list narrative evidence of the candidate's proficiency in this area. Examples may relate to those above or others, including ethical and moral decision making; reflective thinking about what is best for students; establishment of democratic principles in the classroom; reflection upon one's own practice; strategies that facilitate citizenship; or behaviors that demonstrate the candidate's positive actions in the school.

Outcome #2 The teacher candidate understands that teachers, school, and school systems must advocate to meet the needs of all children and that, as a teacher, s/he should solicit and use the input of families and actively contribute to the school community.

4. The candidate serves as an advocate for the students and the school.   E   P   PG   U   N/A

5. The candidate demonstrates professional interactions within the school community by:

    a. responding appropriately to students   E   P   PG   U   N/A
    b. maintaining discretion and confidentiality   E   P   PG   U   N/A
    c. working well with supervisor   E   P   PG   U   N/A
    d. working well with other staff, contributing, when appropriate, in team meetings   E   P   PG   U   N/A
    e. demonstrating ability to work (communicate) with parents/caretakers   E   P   PG   U   N/A

Please list narrative evidence of the candidate's proficiency in this area. Examples may also include attendances at meetings, voluntary service, communication and work with students and parents/caretakers, special advocacy for a student, etc.

DEVELOPMENT STRAND

Outcome #3 The teacher candidate exhibits professionalism and is actively engaged in ongoing professional growth and development.

6. The candidate meets professional guidelines/expectations in regard to:

    a. initiative (asks questions, offers to assist, tutors, discusses observations)   E   P   PG   U   N/A
    b. reflection upon his/her growth/experiences in relationship to planning and delivery of
       instruction and using reflection to modify work   E   P   PG   U   N/A
    c. punctuality   E   P   PG   U   N/A
    d. attendance   E   P   PG   U   N/A
    e. dress and appearance   E   P   PG   U   N/A
    f. preparedness for classroom experiences   E   P   PG   U   N/A
    g. enthusiasm for teaching   E   P   PG   U   N/A
    h. solicitation and acceptance of suggestions and criticism   E   P   PG   U   N/A
    i. use of goal setting to improve professional performance   E   P   PG   U   N/A

7. The candidate displays the behaviors consistent with resourcefulness as a professional: attending workshops, consulting experts, using professional association materials and other resources.   E   P   PG   U   N/A

Please list narrative evidence of the candidate's proficiency in this area. Examples may also include using technological resources, etc.

Outcomes #4 The teacher candidate expands his/her knowledge of how diverse students learn and develop and provides learning opportunities that support the intellectual, social, and personal growth of all students.

8. The candidate applies knowledge of child development to planning and delivery of lessons.   E   P   PG   U   N/A

9. The candidate demonstrates knowledge related to the diversity of individuals in the class(es).   E   P   PG   U   N/A

10. The candidate plans and executes lessons to meet needs of students in the regular classroom, including:

   a. students who are English language learners   E   P   PG   U   N/A
   b. students who are gifted   E   P   PG   U   N/A
   c. students who are learning disabled   E   P   PG   U   N/A
   d. students with significant disabilities who are included in the classroom   E   P   PG   U   N/A
   e. students with severe behavior problems   E   P   PG   U   N/A

Please list narrative evidence of the candidate's proficiency in this area. Examples may also include strategies to reduce prejudice and increase communications; differentiation of instruction, etc.

CURRICULUM AND INSTRUCTION STRAND

Outcome #5 The teacher candidate demonstrates an ability to appropriately use and reflect upon a variety of instructional models and strategies, including using technology.

11. The candidate demonstrates willingness and ability to:

   a. use multiple teaching strategies and methods with students   E   P   PG   U   N/A
   b. infuse technology into the teaching   E   P   PG   U   N/A
   c. use assessment data to inform initial and day-to-day planning   E   P   PG   U   N/A
   d. develop a complete lesson plan   E   P   PG   U   N/A
   e. use hands-on material to introduce or reinforce concepts   E   P   PG   U   N/A
   f. develop lessons plans that encourage student reasoning and multiple means of communication   E   P   PG   U   N/A
   g. use correct conceptual language and vocabulary when teaching students   E   P   PG   U   N/A
   h. plan lessons which engage students in authentic, meaningful performance   E   P   PG   U   N/A

Please list narrative evidence of the candidate's proficiency in this area.   Examples should list specifics about the various models of instruction used by candidate.

Outcome #6 The teacher candidate develops the ability to manage a safe, productive, classroom. He/she reflects upon, organizes, and teaches in ways that dignify student voice, model democratic practices, and motivate students to learn.

12. The candidate demonstrates ability to plan for classroom strategies which maintain a productive classroom environment by:

a. giving students voice and/or choice in activities	E	P	PG	U	N/A
b. giving clear expectations and directions	E	P	PG	U	N/A
c. starting lessons well	E	P	PG	U	N/A
d. planning for transitions	E	P	PG	U	N/A
e. planning for closure	E	P	PG	U	N/A

Please list narrative evidence of the candidate's proficiency in this area. Examples might also include holding classroom meetings, setting rules/goals with students, facilitating student choice in projects, etc.

Outcome #7 The teacher candidate shapes instruction in light of evidence from a variety of assessments that are aligned with learning goals. He/she includes appropriate feedback to students and families to positively impact learning.

13. The candidate demonstrates the ability to:

a. develop multiple tools for the assessment of learning and understanding	E	P	PG	U	N/A
b. assess prior learning	E	P	PG	U	N/A
c. continually check for understanding	E	P	PG	U	N/A
d. use multiple strategies for giving feedback to students on performance	E	P	PG	U	N/A
e. engage in strategies for giving feedback to parents/caretakers	E	P	PG	U	N/A
f. correlate assessments with standards	E	P	PG	U	N/A

Please list narrative evidence of the candidate's proficiency in this area. Give examples of the multiple types of assessment developed and used by the candidate and examples of how results of the assessments were shared with students and parents/caretakers.

Outcome #8 The teacher candidate develops short and long term developmentally appropriate curriculum plans. These plans are based on student prior ideas and performances and correlate with district, state, and national standards.

14. The candidate uses state, district, and national guidelines in planning for curriculum,
    instruction and assessment in his/her content area.   E   P   PG   U   N/A

15. The candidate develops effective long-term units as well as day-to-day lessons.   E   P   PG   U   N/A

16. The candidate uses student interest, prior knowledge, and misconceptions when planning.   E   P   PG   U   N/A

Please list narrative evidence of the candidate's proficiency in this area. Give examples in respect to planning with standards, pre-assessing student knowledge, etc.

Outcome #9 The teacher candidate demonstrates a command of the academic disciplines, and plans and implements instruction that introduces learners to the ideas and ways of knowing appropriate to the discipline(s).

17. The candidate displays a strong knowledge base in the content bases she/he is teaching.   E   P   PG   U   N/A

18. The candidate displays the ability to integrate ideas, concepts and/or content areas
     when planning the curriculum.   E   P   PG   U   N/A

Please list narrative evidence of the candidate's proficiency in this area. Give examples where the strength of content knowledge was evident.

RESEARCH AND INQUIRY STRAND

Outcome #10 The teacher candidate continually improves her/his practice by systematically inquiring into her/his teaching and connecting those inquires to existing research.

19. The candidate uses inquiry, observation and data collection to profile student development and learning   E   P   PG   U   N/A

20. The candidate uses professional research when planning for instruction.   E   P   PG   U   N/A

21. The candidate begins to use student work analysis to inform practice.   E   P   PG   U   N/A

Please list narrative evidence of the candidate's proficiency in this area. Give examples of the candidate's use of reflection, existing research, action research and/or data in practice.

Global Rating

<u>Independent</u>: The candidate demonstrates knowledge, skills and dispositions without guidance or supervision at the level expected of a beginning teacher.
<u>Developing</u>: The candidate demonstrates knowledge, skills and dispositions with minimal to moderate guidance and supervision.
<u>Emergent</u>: The candidate demonstrates knowledge, skills and dispositions with substantial guidance and close supervision. (A care team plan is recommended).
<u>Limited</u>: The candidate demonstrates limited knowledge, skills, and dispositions even with substantial guidance and close supervision. (A care team plan is required).

Global Rating

The overall rating of the candidate at the end of this practicum experience (please circle one).

Independent   Developing   Emergent   Limited

_____

Student Teacher/Intern's Signature   Date

Cooperating Teacher's Signature   Date

University Supervisor's Signature   Date

These signatures indicate that this report was shared and discussed with the above persons present.

Comments of student teacher, in case of disagreement with the above evaluation: (use back of this paper, if necessary).

Suggested evaluation of performance

Pass_____   **Fail** _____