

This form completed by: (Check one)	
<input type="checkbox"/>	Cooperating Teacher
<input type="checkbox"/>	Teacher Candidate
<input type="checkbox"/>	University Supervisor

Candidate's Name _____ Placement School _____ Grade _____

Cooperating Teacher _____ Date _____

(Please check one) Student Teaching _____ Secondary Internship _____ Early Childhood Internship _____

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

<u>Exemplary:</u>	The candidate demonstrates exceptional knowledge and skill and shares his/her skill with colleagues.
<u>Proficient:</u>	The candidate demonstrates consistent mastery of this component of the outcome.
<u>Progressing:</u>	The candidate begins to address this component, but not consistently enough to demonstrate mastery.
<u>Unacceptable:</u>	The candidate consistently fails to demonstrate knowledge or skill in this component.
<u>N/A:</u>	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 through facilitating students' ability to develop balanced, diverse social and cultural perspectives.

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 is aware of and engages students in opportunities to appreciate their own and other cultures and the potential for bias.	E	P	PG	U	N/A
3. The candidate provides opportunities for students to acquire the capacities of good citizenship. (Building trust, exchanging ideas, listening, respecting civil discourse, working collaboratively, caring for common good, sharing responsibility).	E	P	PG	U	N/A

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 learns and supports the culture of the school and community to build an effective classroom environment 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 in support of student learning & well-being	E	P	PG	U	N/A
f. understanding the influence of school policies and procedures on classroom structure	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, attendance, dress and appearance	E	P	PG	U	N/A
d. preparedness for classroom experiences	E	P	PG	U	N/A
e. solicitation and acceptance of suggestions and criticism	E	P	PG	U	N/A
f. use of goal setting to improve professional performance	E	P	PG	U	N/A
g. correct, effective verbal and non-verbal communication skills	E	P	PG	U	N/A

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|---|---|---|----|---|-----|
| 7. The candidate displays the behaviors consistent with resourcefulness as a professional: attending workshops, consulting experts, and using a variety of resources to enhance learning. | 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 applies theories of learning to help diverse students learn and develop and provides learning opportunities that support the intellectual, social, and personal growth of all students.

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

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| 9. The candidate demonstrates sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and the use of academic language. | E | P | PG | U | N/A |
|--|---|---|----|---|-----|

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

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|---|---|---|----|---|-----|
| 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.

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|--|--|--|--|--|--|
| 11. The candidate demonstrates willingness and ability to: | | | | | |
|--|--|--|--|--|--|

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|---|---|---|----|---|-----|
| a. use multiple teaching strategies and methods with students, including collaborative learning | E | P | PG | U | N/A |
| b. infuse technology into the teaching | E | P | PG | U | N/A |
| c. engage students in the processes of inquiry | E | P | PG | U | N/A |
| d. make interdisciplinary content connections during instruction | 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 (speaking, writing, listening, & other media) | 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
i. use questioning strategies to promote higher order thinking	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 to encourage student responsibility	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
f. understanding the relationship between motivation and engagement strategies	E	P	PG	U	N/A
g. pacing lessons to effectively use instructional time	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
g. modify assessments for students with special needs	E	P	PG	U	N/A
h. provide evidence students understand and use academic language	E	P	PG	U	N/A
i. enable students to assess own learning and set own learning goals	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 and evaluates short and long term developmentally appropriate curriculum plans. These plans are based on and modified for 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 demonstrates the ability to:					
a. develop complete developmentally-appropriate lesson plans	E	P	PG	U	N/A
b. develop effective long-term units	E	P	PG	U	N/A
c. identify differentiated instructional strategies to meet student needs	E	P	PG	U	N/A
16. The candidate demonstrates the ability to:					
a. use assessment data to inform initial and day-to-day planning	E	P	PG	U	N/A
b. use student interest, prior knowledge, and misconceptions when planning	E	P	PG	U	N/A
c. identify and use students' strengths and needs when designing and implementing lessons	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
19. The candidate communicates meanings and supports student development of academic language within the discipline	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 student learning.

20. The candidate uses inquiry, observation and data collection to improve learning activities	E	P	PG	U	N/A
21. The candidate modifies instruction based on student work analysis and whole class assessment data.	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).

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 _____

PLEASE also submit content specific addendum for secondary and K-12 art students

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