Name of Candidate: Click or tap here to enter text.

University Supervisor: Click or tap here to enter text.

Select your role in the evaluation process: [ ] Candidate [ ] Cooperating Teacher

 [ ] Mid-term review [ ]  Final review

Directions: Rate the Student’s level of progress on each area using the scale below. As you carefully consider each item, please select the box next to the level of performance that you think the student has demonstrated. FOR THE RELEVANT HALF OF THE STUDENT TEACHING INTERNSHIP, PLEASE SELECT ONLY ONE OPTION FOR EACH SECTION. The

student will evaluate himself/herself on each area prior to the Cooperating Teacher and University Supervisor’s evaluations.

3 – Exemplary Student performance at a level well beyond that expected of a novice. (This rating should be reserved to highlight exceptional strengths.) 2 – Superior Student performance commendably; reflective of successful efforts.

1 – Satisfactory Student performance adequately with few exceptions; reflective of satisfactory efforts.

0 – Unsatisfactory Student performance at a level less than satisfactory; reflective of the need to strengthen and/or develop. N/A – Not Applicable Insufficient basis for judgment.

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| I. **CONTENT AND PEDAGOGY** – Knows learners, subject matter, pedagogy, and curriculum**.** |
| **1. Displays knowledge of scope and sequence of curriculum.** |
| [ ] 3 – Exemplary | [ ] 2 – Superior | [ ] 1 – Satisfactory | [ ] 0 – Unsatisfactory | [ ] N/A – Not Applicable |
| Consistently displays knowledge and scope and sequence of curriculum-well beyond what would be expected of a noviceteacher. | Usually and extensively displays knowledge of scope and sequence of curriculum. | Sometimes and adequately displays knowledge of scope and sequence of curriculum. | Needs to display knowledge of scope and sequence of curriculum. | Insufficient basis for judgment. |
| **2. Displays knowledge of the characteristics of learners.** |
| [ ] 3 – Exemplary | [ ] 2 – Superior | [ ] 1 – Satisfactory | [ ] 0 – Unsatisfactory | [ ] N/A – Not Applicable |
| Consistently displays knowledge of the characteristics of learners-well beyond what would be expected of a noviceteacher. | Usually and extensively displays knowledge of the characteristics of learners. | Sometimes and adequately displays knowledge of the characteristics of learners. |  |  |
| **3. Evidences solid base of pedagogical content knowledge.** |
| [ ] 3 – Exemplary | [ ] 2 – Superior | [ ] 1 – Satisfactory | [ ] 0 – Unsatisfactory | [x] N/A – Not Applicable |
| Consistently evidences solid base of pedagogical content knowledge-well beyond what would be expected of a noviceteacher. | Usually and extensively evidences solid base of pedagogical content knowledge. | Sometimes and adequately evidences solid base of pedagogical content knowledge. | Needs to display evidences solid base of pedagogical content knowledge. | Insufficient basis for judgment. |

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| **4. Evidences solid base of subject content knowledge.** |
| [ ] 3 – ExemplaryConsistently displays solid base of subject content knowledge- well beyond what would beexpected of a novice teacher. | [ ] 2 – SuperiorUsually and extensively evidences solid base of subject content knowledge. | [ ] 1 – SatisfactorySometimes and adequately evidences solid base of subject content knowledge. | [ ] 0 – UnsatisfactoryNeeds to display evidence solid base of subject content knowledge. | [ ] N/A – Not Applicable Insufficient basis for judgment. |

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| II. **INSTRUCTION AND ASSESSMENT** – Constructs and implements effective learning experiences/outcome assessments and assesses continuously. |
| **1. Incorporates a variety of research-based instructional/educational strategies.** |
| [ ] 3 – ExemplaryConsistently incorporates a variety of research-based instructional/educational strategies-well beyond what would be expected of a noviceteacher. | [ ] 2 – SuperiorUsually and extensively incorporates a variety of research-based instructional/educational strategies. | [ ] 1 – SatisfactorySometimes and adequately incorporates a variety of research based instructional/educational strategies. | [ ] 0 – UnsatisfactoryNeeds to incorporate a variety of research-based instructional/educational strategies. | [ ] N/A – Not Applicable Insufficient basis for judgment. |
| **2. Promotes problem-solving, critical thinking, and creative thinking.** |
| [ ] 3 – ExemplaryConsistently promotes problem solving, critical thinking, and creative thinking-well beyond what would be expected of anovice teacher. | [ ] 2 – SuperiorUsually and extensively promotes problem solving, critical thinking, and creative thinking. | [ ] 1 – SatisfactorySometimes and adequately promotes problem solving, critical thinking, and creative thinking. | [ ] 0 – UnsatisfactoryNeeds to promote problem solving, critical thinking, and creative thinking. | [ ] N/A – Not Applicable Insufficient basis for judgment. |
| **3. Promotes constructive, collaborative, and cooperative learning opportunities.** |
| [ ] 3 – ExemplaryConsistently promotes constructive, collaborative, and cooperative learning opportunities-well beyond what would be expected of a noviceteacher. | [ ] 2 – SuperiorUsually and extensively promotes constructive, collaborative, and cooperative learning opportunities. | [ ] 1 – SatisfactorySometimes and adequately promotes constructive, collaborative, and cooperative learning opportunities. | [ ] 0 – UnsatisfactoryNeeds to promote constructive, collaborative, and cooperative learning opportunities. | [ ] N/A – Not Applicable Insufficient basis for judgment. |

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| **4. Integrates technology appropriately to promote learning.**Technology is defined as using tools to enhance teaching and learning (e.g., audiovisual, multimedia, computers, digital computers, assistive technology. |
| [ ] 3 – ExemplaryConsistently integrates technology appropriately to promote learning-well beyond what would be expected of anovice teacher. | [ ] 2 – SuperiorUsually and extensively integrates technology appropriately to promote learning. | [ ] 1 – SatisfactorySometimes and adequately integrates technology appropriately to promote learning. | [ ] 0 – UnsatisfactoryNeeds to integrate appropriately to promote learning. | [ ] N/A – Not Applicable Insufficient basis for judgment. |
| **5. Employs authentic assessment appropriately.** |
| [ ] 3 – ExemplaryConsistently employs authentic assessment appropriately-well beyond what would be expected of a novice teacher. | [ ] 2 – SuperiorUsually and extensively employs authentic assessment appropriately. | [ ] 1 – SatisfactorySometimes and adequately employs authentic assessment appropriately. | [ ] 0 – UnsatisfactoryNeeds to employ authentic assessment appropriately. | [ ] N/A – Not Applicable Insufficient basis for judgment. |
| **6. Monitors and reports student progress effectively.** |
| [ ] 3 – ExemplaryConsistently monitors and reports student progress effectively-well beyond what would be expected of a novice teacher. | [ ] 2 – SuperiorUsually and extensively monitors and reports student progress effectively. | [ ] 1 – SatisfactorySometimes and adequately monitors and reports student progress effectively | [ ] 0 – UnsatisfactoryNeeds to monitor and report student progress effectively. | [ ] N/A – Not Applicable Insufficient basis for judgment. |
| **7. Uses assessment data to design instruction and improve student learning.** |
| [ ] 3 – ExemplaryConsistently uses assessment data to design instruction and improve student learning-well beyond what would be expectedof a novice teacher. | [ ] 2 – SuperiorUsually and extensively uses assessment data to design instruction and improve student learning. | [ ] 1 – SatisfactorySometimes and adequately uses assessment data to design instruction and improve student learning. | [ ] 0 – UnsatisfactoryNeeds to use assessment data to design instruction and improve student learning. | [ ] N/A – Not Applicable Insufficient basis for judgment. |
| 8. Aligns assessments to local, state, or national standards. |
| [ ] 3 – ExemplaryConsistently aligns assessments to local, state, or national standards or best practice-well beyond what would be expectedof a novice teacher. | [ ] 2 – SuperiorUsually and extensively aligns assessments to local, state, or national standards, or best practice. | [ ] 1 – SatisfactorySometimes and adequately aligns assessments to local, state, or national standards or best practice. | [ ] 0 – UnsatisfactoryNeeds to align assessments to local, state, or national standards or best practices. | [ ] N/A – Not Applicable Insufficient basis for judgment. |

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| **9. Employs various assessment strategies and measures to accommodate individual and diverse learners.** |
| [ ] 3 – ExemplaryConsistently uses assessment data to design instruction and improve student learning-well beyond what would be expectedof a novice teacher. | [ ] 2 – SuperiorUsually and extensively uses assessment data to design instruction and improve student learning. | [ ] 1 – SatisfactorySometimes and adequately uses assessment data to design instruction and improve student learning. | [ ] 0 – UnsatisfactoryNeeds to use assessment data to design instruction and improve student learning. | [ ] N/A – Not Applicable Insufficient basis for judgment. |

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| **III. CLASSROOM COMMUNITY BUILDER AND FOSTERS DIVERSITY**Fosters community, creates a safe space for all learners, and reaches the value of diversity. |
| **1. Communicate high expectations for students.** |
| [ ] 3 – ExemplaryConsistently communicates high expectations-well beyond what would be expected of a noviceteacher. | [ ] 2 – SuperiorUsually and extensively communicates high expectations. | [ ] 1 – SatisfactorySometimes and adequately communicates high expectations. | [ ] 0 – UnsatisfactoryNeeds to communicate high expectations. | [ ] N/A – Not Applicable Insufficient basis for judgment. |
| **2. Manages student behavior to enhance learning.** |
| [ ] 3 – ExemplaryConsistently manages student behavior to enhance learning- well beyond what would beexpected of a novice teacher. | [ ] 2 – SuperiorUsually and extensively manages student behavior to enhance learning. | [ ] 1 – SatisfactorySometimes and adequately manages student behavior to enhance learning. | [ ] 0 – UnsatisfactoryNeeds to manage student behavior to enhance learning. | [ ] N/A – Not Applicable Insufficient basis for judgment. |
| **3. Accommodates for a range of differences in culture, development levels, and learning styles.** |
| [ ] 3 – ExemplaryConsistently accommodates for a range of differences in culture, developmental levels, and learning styles-well beyond what would be expected of anovice teacher. | [ ] 2 – SuperiorUsually and extensively accommodates for a range of differences in culture, developmental levels, and learning styles. | [ ] 1 – SatisfactorySometimes and adequately accommodates for a range of differences in culture, developmental levels, and learning styles. | [ ] 0 – UnsatisfactoryNeeds to accommodate for a range of differences in culture, developmental levels, and learning styles. | [ ] N/A – Not Applicable Insufficient basis for judgment. |

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| **4. Promotes active learning.** |
| [ ] 3 – ExemplaryConsistently promotes active learning-well beyond what would be expected of a noviceteacher. | [ ] 2 – SuperiorUsually and extensively promotes active learning. | [ ] 1 – SatisfactorySometimes and adequately promotes active learning. | [ ] 0 – UnsatisfactoryNeeds to promote active learning. | [ ] N/A – Not Applicable Insufficient basis for judgment. |

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| IV. **SCHOOL AND COMMUNITY PROFESSIONAL** – Applies knowledge of the context of education and engages in collaborative activities, partnership, service, and advocacy. |
| **1. Links subject matter within and across disciplines and grade levels.** |
| [ ] 3 – ExemplaryConsistently links subject matter within and across disciplines and grade levels-well beyond what would be expected of a noviceteacher. | [ ] 2 – SuperiorUsually and extensively links subject matter within and across disciplines and grade levels. | [ ] 1 – SatisfactorySometimes and adequately links subject matter within and across disciplines and grade levels. | [ ] 0 – UnsatisfactoryNeeds to link subject matter within and across disciplines and grade levels | [ ] N/A – Not Applicable Insufficient basis for judgment. |
| **2. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).** |
| [ ] 3 – ExemplaryConsistently demonstrates professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible)-well beyond what would be expected of a noviceteacher. | [ ] 2 – SuperiorUsually and extensively demonstrates professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible). | [ ] 1 – SatisfactorySometimes and adequately demonstrate professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible). | [ ] 0 – UnsatisfactoryNeeds to demonstrate professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible). | [ ] N/A – Not Applicable Insufficient basis for judgment. |
| **3. Adheres to professional codes of ethics and school laws.** |
| [ ] 3 – ExemplaryConsistently adheres to professional codes of ethics and school laws-well beyond what would be expected of a noviceteacher. | [ ] 2 – SuperiorUsually and extensively adheres to professional codes of ethics and school laws. | [ ] 1 – SatisfactorySometimes and adequately adheres to professional codes of ethics and school laws. | [ ] 0 – UnsatisfactoryNeeds to adhere to professional codes of ethics and school laws. | [ ] N/A – Not Applicable Insufficient basis for judgment. |