

Name of the Candidate _____ Semester/Year _____

Cooperating Teacher _____ University Supervisor _____

Note: Practicum Students are typically evaluated for final. Student teachers are typically evaluated for midterm and final.

Practicum Student

Student Teacher

The following evaluation is used throughout field experiences and mirrors the “LEA/IHE Certification of Teaching Capacity” put forth by the State of North Carolina. This evaluation tool is designed to assist the Candidate, Cooperating School Teacher, and University Supervisor in identifying the Candidate’s level of performance and to plan experiences to promote professional growth. If a candidate is scored at “3” or below in any area, please provide commentary to support the rating.

Grading Scale: 1 – Unsatisfactory; 2 – Needs Improvement; 3 – Almost There; 4 – Satisfactory (MET); 5 – Commendable.

1. PROFESSIONALISM The candidate demonstrates high ethical standards and emulates the standards of professionalism.

A. INTEGRITY: Midterm _____ Final _____

Upholds Code of Ethics for North Carolina Educators and the Standards for Professional Conduct: Handles confidential material appropriately; Demonstrates compliance with school system rules and legal guidelines.

B. PROFESSIONALISM: Midterm _____ Final _____

Exhibits forthrightness in professional interactions (parent conferences, mentor/mentee meetings, etc.); Is a positive role model; Arrives at school promptly and at assigned times; calls if unable to come due to illness or emergency; presents a professional appearance; is trustworthy; works cooperatively with others.

2. CLASSROOM CLIMATE/CULTURE The candidate maintains a healthy, positive classroom learning environment that is nurturing and respectful.

A. THE CANDIDATE LEADS IN THE CLASSROOM: Midterm _____ Final _____

Maintains a safe and orderly environment that facilitates student learning [stops inappropriate behaviors quickly and with minimal disruption].

B. THE CANDIDATE LEADS IN THE CLASSROOM: Midterm _____ Final _____

Uses positive management of student behavior, including strategies for conflict resolution and anger management, effective communication for defusing and deescalating disruptive and dangerous behavior, and safe and appropriate seclusion and restraint [uses a classroom management plan with hierarchies of consequences; maintains student dignity; does not yell and scream].

C. THE CANDIDATE PROVIDES AN ENVIRONMENT IN WHICH EACH CHILD HAS A POSITIVE AND NURTURING RELATIONSHIP WITH CARING ADULTS: Midterm _____ Final _____

Maintains a positive and nurturing learning environment [demonstrates an ability to gain rapport with students while maintaining a professional relationship; shows patience].

D. THE CANDIDATE TREATS STUDENTS AS INDIVIDUALS: Midterm _____ Final _____

Maintains a learning environment that conveys high expectations for every student [uses learning styles to inform instruction; shows a genuine interest in and concern for students; creates learning activities so that all students can succeed].

E. **THE CANDIDATE COMMUNICATES EFFECTIVELY:** Midterm _____ Final _____
Uses a variety of methods to communicate effectively with all students [shows enthusiasm through actions, voice and preparation; uses Standard English; speaks clearly and distinctly; creates written materials that are neat and grammatically correct; writes on board in clear, concise fashion].

F. **THE CANDIDATE COMMUNICATES EFFECTIVELY:** Midterm _____ Final _____
Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively [allows adequate wait time, listens, and provides positive feedback to student response].

3. **INSTRUCTION: DIVERSITY AND CONTENT** The Candidate exhibits knowledge of the curriculum content and uses practices related to diversity and global awareness.

A. **THE CANDIDATE EMBRACES DIVERSITY IN THE SCHOOL COMMUNITY AND THE WORLD:**
Midterm _____ Final _____
Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures [demonstrates the ability to recognize and deal effectively with biases, prejudices, and discrimination].

B. **THE CANDIDATE EMBRACES DIVERSITY IN THE SCHOOL COMMUNITY AND THE WORLD:**
Midterm _____ Final _____
Incorporates different points of view in instruction [demonstrates an awareness of global matters through the discussion of current events or integration of contemporary issues with curricular topics; uses materials that are multicultural in nature].

C. **THE CANDIDATE ALIGNS INSTRUCTION WITH NC STANDARD COURSE OF STUDY:**
Midterm _____ Final _____
Integrates effective literacy instruction throughout the curriculum and across content areas to enhance student learning [uses writing activities throughout the curriculum; understands how to evaluate and coach writing; uses engaging reading methods; integrates literature].

D. **THE CANDIDATE KNOWS THE CONTENT APPROPRIATE TO THEIR TEACHING SPECIALTY:**
Midterm _____ Final _____
Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity [understands the SCOS; transmits accurate content knowledge; is enthusiastic about the subject and skills taught].

4. **INSTRUCTION: METHODS** The Candidate applies a variety of instructional methods, utilizes technology, and develops critical thinking and student-teaming skills.

A. **THE CANDIDATE MAKES INSTRUCTION RELEVANT TO STUDENTS:** Midterm _____ Final _____
Integrates 21st Century Skills and content in instruction [helps students see relationships; develops integrated lessons; encourages collaboration and creativity; engages students in authentic problem-solving; uses authentic assessment measures]

B. **THE CANDIDATE USES A VARIETY OF INSTRUCTIONAL METHODS:** Midterm _____ Final _____
Uses a variety of appropriate methods and materials to meet the needs of all students [begins lessons with a strong motivation for learning; stimulates student interest; plans for student-centered activities; clarifies and summarizes learning points at conclusion of each lesson].

C. **THE CANDIDATE INTEGRATES AND UTILIZES TECHNOLOGY IN INSTRUCTION:** Midterm _____
Final _____ Integrates technology with instruction to maximize student learning [uses a variety of technological resources in planning and presenting lessons; uses the Internet for research; allows students to create with technology].

D. THE CANDIDATE HELPS STUDENTS DEVELOP CRITICAL-THINKING AND PROBLEM-SOLVING SKILLS: Midterm _____ Final _____

Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving [purposefully creates higher-order questions to ask in class discussions; creates activities that require higher-order thinking skills to complete; develops activities that present authentic problems to solve; uses discovery or inquiry learning models].

E. THE CANDIDATE HELPS STUDENTS TO WORK ON TEAMS AND DEVELOP LEADERSHIP QUALITIES: Midterm _____ Final _____

Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership [creates cooperative activities that institute roles for student accountability; creates procedures and expectations for cooperative work that is beyond the scope of group work; recognizes students/teams who achieve cooperative or leadership goals].

5. EVALUATION/ASSESSMENT The Candidate uses evaluations and assessments of students and student progress to inform decisions.

A. THE CANDIDATE LEADS IN THE CLASSROOM: Midterm _____ Final _____

Evaluates that progress of students towards grade level completion using a variety of assessment data measuring goals of the *NC Standard Course of Study* [understands if students are beyond, at, or below grade-level goals; uses student proficiency to guide and inform instruction].

B. THE CANDIDATE USES A VARIETY OF METHODS TO ASSESS WHAT EACH STUDENT HAS LEARNED: Midterm _____ Final _____

Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction [uses a variety of formal and informal methods to evaluate progress and inform instruction].

C. THE CANDIDATE USES A VARIETY OF METHODS TO ASSESS WHAT EACH STUDENT HAS LEARNED: Midterm _____ Final _____

Provides evidence that students attain 21st century knowledge, skills, and dispositions [keeps documentation of student work; creates portfolios or electronic evidences of student progress].

D. THE CANDIDATE ANALYZES STUDENTS LEARNING: Midterm _____ Final _____

Uses data to provide ideas about what can be done to improve students' learning [demonstrates an ability to disaggregate test data (standardized or teacher-made); uses pre-tests to determine student readiness and allows knowledge to inform instruction; pursues enrichment and/or remediation ideas].

6. IMPACT ON STUDENT LEARNING The Candidate advocates for students and uses practices that exemplify this.

A. THE CANDIDATE ADVOCATES FOR SCHOOLS AND STUDENTS: Midterm _____ Final _____

Implements and adheres to policies and practices positively affecting students learning [designs developmentally responsive assignments; provides timely feedback; makes adjustments to instruction].

B. THE CANDIDATE ADAPTS HIS/HER TEACHING FOR THE BENEFIT OF STUDENTS WITH SPECIAL NEEDS: Midterm _____ Final _____

Cooperates with specialists and uses resources to support the special learning needs of all students [uses school resources; communicates with specialists and other school personnel to accommodate learning needs of students].

C. THE CANDIDATE ADAPTS HIS/HER TEACHING FOR THE BENEFITS OF STUDENTS WITH SPECIAL NEEDS: Midterm _____ Final _____

Uses research-verified strategies to provide effective learning activities for students with special needs [is aware of and follows accommodations as indicated on IEP; uses school resources or seeks out resources on own].

7. **EMERGING DISPOSITIONS** Instructions: Choose the rating number that most closely aligns with the candidate's current presentation of the following dispositions.

If the candidate scores a 3 or below in any disposition, please provide a comment to support this rating.

DIVERSITY: Midterm _____ Final _____

5 The candidate teaches tiered lessons that account for diverse needs and integrates multi-cultural materials on a regular basis

4 The candidate develops plans for addressing a diverse classroom which addresses multiple learning styles

3 The candidate seems to understand diversity in the classroom (has a diversity profile of classes and has plans to interview an EC teacher) and addresses diverse learning styles most of the time

2 The candidate has a poorly developed diversity profile and does not address multiple learning styles through multiple teaching methods

1 There is no attempt to understand or address diversity in the classroom.

IS PROACTIVE AND TAKES INITIATIVE: Midterm _____ Final _____

5 The candidate goes about expectations, seeks to continually improve and portrays indicates in 2-4 as well

4 The candidate develops plans for bringing about needed change; is on-time, stays late as needed, and is always prepared

3 The candidate turns lessons in at least 24 hours in advance and is on-time and prepared to teach class

2 The candidate seeks help from the teacher in addressing areas of concern, is usually on-time, has lesson plans but may not be turned in 24 hours in advance

1 The candidate has been late or absent and has not called; is not always prepared to teach.

COLLABORATIVE AND COLLEGIAL PRACTITIONER: Midterm _____ Final _____

5 The candidate recognizes issues and presents several solutions to the Cooperating Teacher for discussion

4 The candidate seeks advice from the cooperating teacher and carries out suggestions

3 The candidate takes suggestions from the cooperating teacher and carries them out

2 The candidate does not consistently carry out suggestions made by the cooperating teacher

1 The candidate does not carry out suggestions.

PROFESSIONAL UNDERSTANDING OF CURRENT ISSUES AND TRENDS: Midterm _____ Final _____

5 The candidate portrays all indicators for a 4, plus presents in a professional setting (i.e. a conference, open house, faculty meeting)

4 Candidate portrays all indicators for a 3, plus applies information from meetings to his/her classroom setting;

3 The candidate participates in discussions of current issues and trends in meetings or in some other context

2The candidate attends staff meetings and departmental meetings with limited participation

1 The candidate attends faculty and departmental meeting.

Please provide any additional comments below regarding this student's strengths, weaknesses, and/or areas of concern. Thank you!

Date of Observation	Signatures Obtained
____/____/____	Cooperating Teacher
	University Supervisor
	*Candidate

*Candidate's signature does not necessarily indicate agreement with evaluation ratings.