

University of Mary Teacher Candidate Evaluation Form *(completed by University Supervisor)

Caleb Knudsen
Teacher Candidate

Mar. 31, 2017
Date

Spring
Semester

12
Weeks

Fourth Grade
Subject/Grade Taught

Cathedral School in Bismarck, ND
School & Town

Final
Midterm/Final

Kristen Dewald
Cooperating Teacher

Bob Klemisch
University Supervisor

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Under the Family Education & Privacy Act of 1974, the student has the right of inspection and review of this document.

Directions: For each of the items below, place a rating score of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional.

**An overall average score will be calculated by the university for each standard. Thank you for your time and commitment to the profession.*

InTASC Standard 1	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
<i>The teacher candidate...</i>								
Designs developmentally appropriate instruction to support student learning	designs lessons in which the instructional strategies are not developmentally appropriate	With assistance, partial success at score of "2"	designs developmentally appropriate instruction strategies, but opportunities for individual differences are not included	In addition to score "2" performance, partial success at score of "3"	designs developmentally appropriate instruction to support student learning	In addition to score "3" performance, partial success at score of "4"	designs challenging learning experiences through the use of instructional strategies focusing on recognizing patterns of learning and development across cognitive, linguistic, social, and emotional areas	3
Implements developmentally appropriate instructional strategies and practices to support student learning	needs assistance to implement developmentally appropriate instructional strategies		implements developmentally appropriate instructional strategies, but opportunities for individual differences are not implemented to support student learning		implements developmentally appropriate instructional strategies and practices to support student learning		communicates and leads developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs	3
Sequences lessons to ensure coherence with curriculum and account for students' prior knowledge	lessons are not sequenced to align with standards and students' prior knowledge is not addressed as a class		sequences lessons that address students' prior knowledge as a class, but individual differences are not included in the lesson		sequences lessons that consider students' prior knowledge and leads students toward mastery of standards in a coherent manner		sequences lessons and practice toward mastery of standards for all students in a coherent manner. Lessons access and expand on students' prior knowledge and build on each lesson in preparation for future learning	3
<i>*The overall score will be calculated as an average of the scores for this standard.</i>								*Score
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.								3

Caleb was able to follow sequencing of curriculum by simply using the teacher's manual. He tried some different instructional strategies while teaching including collaboration and hands-on activities.

InTASC Standard 2	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
<i>The teacher candidate...</i>								
Effectively teaches students from various socioeconomic backgrounds, culturally and ethnically diverse backgrounds and communities	demonstrates minimal understanding that learners are individuals with differences in their approaches to learning and performance	With assistance, partial success at score of "2"	demonstrates a basic understanding that learners are individuals with differences in their approaches to learning and performance	In addition to score "2" performance, partial success at score of "3"	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to score "3" performance, partial success at score of "4"	anticipates individual learning needs by proactively designing differentiated instruction	3
Plans differentiated instruction for a variety of learning needs	needs assistance to differentiate instruction to support development of individual learning needs		attempts to differentiate instruction, but is inconsistently effective in supporting the development of individual learning needs		applies differentiated instruction with strategies or tools that support development of individual learning needs		effectively differentiates instruction to make decisions while teaching to cultivate student independence in learning	3
Exhibits fairness and belief that all students can learn	communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to all, including diverse learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to all, including diverse learners		exhibits respect and high expectations for each learner. Communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to all, including diverse learners to meet high expectations		designs and implements instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently designs and flexibly implements equitable instructional strategies to all, including diverse learners to meet high expectations	3
<i>*The overall score will be calculated as an average of the scores for this standard.</i>								*Score
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								3

He was aware that his students had varying levels of proficiency. He tried to adjust his instruction when assisting those students. During observations, he appeared to treat all students fairly.

InTASC Standard 3	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
<i>The teacher candidate...</i>								
Fosters a safe and respectful environment that promotes learning	takes no responsibility to create a positive classroom learning community	With assistance, partial success at score of "2"	attempts to create a positive classroom learning community	In addition to score "2" performance, partial success at score of "3"	creates a positive classroom learning community in which differences such as race, culture, gender, sexual orientation, and language are respected	In addition to score "3" performance, partial success at score of "4"	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	3
Develops and maintains a classroom environment that promotes student engagement	needs assistance in developing a learning environment that is engaging for most students		attempts to develop a learning environment that is engaging for most students, but is occasionally successful		develops a learning environment that is consistently engaging for most students		develops a highly engaging learning environment that maximizes students' involvement	3
Clearly communicates expectations for appropriate student behavior	has minimal standards of conduct in place; however, the teacher candidate needs assistance with monitoring student behavior or in responding consistently		communicates standards of conduct that may not be clear; the teacher candidate inconsistently monitors and responds to student behavior		communicates standards of conduct that are clear; the teacher candidate monitors and responds to student behavior effectively		communicates standards of conduct that are clear and effective; teacher candidate monitors student behavior and responds appropriately on a consistent basis	3
Uses technologies to enhance learning and guide learners to apply them in appropriate, safe, and effective ways	needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		regularly uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		plans for and frequently uses interactive technologies as a resource to support student learning; develops guidelines for learners to use technology appropriately, safely and effectively	3
<i>*The overall score will be calculated as an average of the scores for this standard.</i>								*Score
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								3

He fostered a safe, respectful, and caring learning environment for his students. It took him awhile to clearly communicate and enforce his expectations of the students. Over time, he became much more effective.

InTASC Standard 4	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
<i>The teacher candidate...</i>								
Effectively teaches subject matter	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	With assistance, partial success at score of "2"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions, although some practices are incomplete or inaccurate for the content	In addition to score "2" performance, partial success at score of "3"	displays thorough content knowledge; instructional practices indicate understanding of learning progressions, and practices seem to be complete and appropriate for the content	In addition to score "3" performance, partial success at score of "4"	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	3
Creates meaningful learning experiences to assure mastery of content	applies inappropriate strategies in instructional practice to engage learners in mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		Applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content	3
Integrates culturally relevant content to build on learners' background knowledge	demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences	3
<i>*The overall score will be calculated as an average of the scores for this standard.</i>								*Score
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.								3

This was a difficult area for Caleb. At first, he really struggled with stressing and effectively teaching the main idea or skill involved in each lesson. His background knowledge was weak, so he had to put in extra time outside of instruction time to get a better grasp of the content. This was an area of emphasis for him during his teaching experience. He worked very closely with his cooperating teacher and used some notes while teaching to achieve proficiency in this area.

InTASC Standard 5	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
<i>The teacher candidate...</i>								
Designs instruction and learning tasks that connect core content to relevant, real-life experiences for students	designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	With assistance, partial success at score of "2"	designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences	In addition to score "2" performance, partial success at score of "3"	designs instruction related to the students' real-life experiences and relevant core content	In addition to score "3" performance, partial success at score of "4"	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	3
Designs activities where students engage with subject matter from a variety of perspectives	designs activities related to subject matter but does so from a singular perspective and discipline		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes	3
Knows where and how to access resources, including technologies, to build global awareness and understanding	needs regular guidance to determine where and how to access resources, including technologies, to build student awareness of local and global issues		accesses resources, including technologies, to build student awareness of local and global issues		uses resources, including digital and interactive technologies, to build student awareness of local and global issues		seeks out new and innovative ways to access resources, including digital and interactive technologies, to build student awareness of local and global issues	3
Engages learners in critical /creative thinking, and collaborative problem solving experiences	Instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content	3
<i>*The overall score will be calculated as an average of the scores for this standard.</i>								*Score
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.								3

Most lessons were created by using the teacher manual. He did at times make reference to relevant occurrences in his students' lives when explaining some subject material, such as how electricity was used in the classroom and in homes.

InTASC Standard 6	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
<i>The teacher candidate...</i>								
Designs and modifies formative and summative assessments to match learning targets	utilizes assessment methods and items that are not aligned with learning targets	With assistance, partial success at score of "2"	designs and modifies formative and summative assessments but not all are aligned with learning targets	In addition to score "2" performance, partial success at score of "3"	designs and modifies formative and summative assessments that align with learning targets	In addition to score "3" performance, partial success at score of "4"	designs and modifies formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	3
Provides students with meaningful feedback to guide next steps in learning	feedback provided to students is not actionable		feedback provided to learners is actionable but does not necessarily improve the quality of the work		provides effective feedback to learners that aids in the improvement of the quality of their work		provide descriptive success and next step feedback to individual learners and involves them in assessing their own work	3
Uses multiple and appropriate data sources to identify student learning needs	uses assessments solely to determine a grade		uses assessment data to guide planning and identify student learning needs		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction	3
Engages students in self-assessment strategies	learners are not engaged in understanding and identifying quality work		engages learners in understanding and identifying quality work		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection, self-assessment, and monitoring of learning goals		creates a collaborative environment that engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals	3
<i>*The overall score will be calculated as an average of the scores for this standard.</i>								*Score
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.								3

Caleb used summative assessments in math and reading provided by the textbook. He did create a summative assessment for a unit in science. He needs to work on how to use formative assessments in an efficient manner.

InTASC Standard 7	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
<i>The teacher candidate...</i>								
Connects lesson goals with school curriculum and state standards	lesson plans are not aligned with learning goals	With assistance, partial success at score of "2"	plans for learning experiences that are aligned with learning goals	In addition to score "2" performance, partial success at score of "3"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to score "3" performance, partial success at score of "4"	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	3
Uses assessment data to inform planning for instruction	pre-assessment and formative assessment data do not inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets	3
Adjusts instructional plans to meet students' needs	plans are not adjusted to meet student learning differences or needs		uses assessment findings to modify instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs	3
Plans and works collaboratively with other teachers and/or specialists to design instruction that supports individual student learning	collaborating with the cooperating teacher, other teachers, or specialists is confined to exchanging information		collaborates with the cooperating teacher, other teachers, or specialists to design instruction		collaborates consistently with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists	3
<i>*The overall score will be calculated as an average of the scores for this standard.</i>								*Score
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								3

He worked well with his cooperating teacher, but needed guidance on how to effectively use the instructional aide. He was exposed to the school's trimester assessments, Dibels Reading fluency, and Dibels Math.

InTASC Standard 8	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
<i>The teacher candidate...</i>								
Varies instructional strategies to engage learners	utilizes only one instructional approach	With assistance, partial success at score of "2"	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	In addition to score "2" performance, partial success at score of "3"	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners	In addition to score "3" performance, partial success at score of "4"	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	3
Uses technology appropriately to enhance instruction	identifies instructional strategies without involving technology		uses limited instructional strategies involve technology		uses technology effectively to enhance instruction		engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction	3
Integrates differentiated instruction for a variety of learning needs	teaches individual or small group learning experiences without differentiating instruction		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students	3
Uses effective communication skills and strategies to convey ideas and information to students	makes frequent errors when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens		articulates thoughts and ideas using oral, written and nonverbal communication skills but over relies on the same forms of communication; uses technology for communication in some instances; listens to others		articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms; uses technology as one form of communication; listens to others respectfully		articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate; uses multiple media and technologies; listens respectfully to decipher meaning	3
<i>*The overall score will be calculated as an average of the scores for this standard.</i>								*Score
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.								3

Caleb was able to use different instructional strategies. This included collaborative learning, hands on activities, and work on projects. His differentiated instruction was mostly spending more time working with students struggling with a skill or doing some re-teaching when students struggled with a concept.

InTASC Standard 9	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
<i>The teacher candidate...</i>								
Seeks and accepts feedback to improve teaching effectiveness	resists feedback to improve teaching effectiveness	With assistance, partial success at score of "2"	accepts feedback to improve teaching effectiveness	In addition to score "2" performance, partial success at score of "3"	seeks and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to score "3" performance, partial success at score of "4"	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	3.5
Uses self-reflection to improve teaching effectiveness	reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice	3
Upholds legal responsibilities as a professional educator and student advocate	does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities; and accesses information and uses technology in safe, legal and ethical ways		demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities; and anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology	3
Demonstrates commitment to the profession	purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		regularly participates in activities related to professional inquiry, and frequently volunteers to participate in school events and school district and community projects		takes a leadership role in promoting activities related to professional inquiry, and regularly contributes to and leads events that positively impact school life, and regularly contributes to and leads significant district and community project	3
<i>*The overall score will be calculated as an average of the scores for this standard.</i>								*Score
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								3.13

Caleb was very open to feedback from his cooperating teacher and university supervisor. His success was in no small part due to his questions to his cooperating teacher and modeling her instruction. He took all feedback to heart and worked hard to make improvements on his instruction.

InTASC Standard 10	Undeveloped (1)	(1.5)	Emerging (2)	(2.5)	Proficient (3)	(3.5)	Distinguished (4)	Score
<i>The teacher candidate...</i>								
Collaborates with colleagues to improve student performance	develops relationships with colleagues that are characterized by negativity or combativeness	With assistance, partial success at score of "2"	develops cordial relationships with colleagues; attempts to improve student performance	In addition to score "2" performance, partial success at score of "3"	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to score "3" performance, partial success at score of "4"	initiates supportive and collaborative relationship with teachers, administration, support staff, and specialists that benefit the teacher and student performance	3
Works effectively with parents, families, and the community	makes little or no information regarding the instructional program available to parents, and/or there is culturally inappropriate communication		maintains a school-required grade book but does little else to inform families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms		regularly makes information about the instructional program available, and communications are appropriate to families' cultural norms		guides the students in regularly development of materials to inform their families about the instructional program, and all of the teacher's communications are highly sensitive to families' cultural norms	3
<i>*The overall score will be calculated as an average of the scores for this standard.</i>								*Score
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.								3

Caleb held his colleagues in high esteem. He was more than willing to work with them and follow their directions. He was always professional in his interactions with colleagues at school and with parents. During Parent-Teacher Conferences, he shared his insights on some students with their parents. This was done in a professional manner.

Caleb is finishing his twelve week elementary student teaching experience in fourth grade at Cathedral Elementary School in Bismarck, ND. He was quite hesitant and unsure of himself when he started out his student teaching experience. He knew he needed help to become more effective with classroom management, teaching the main ideas of each lesson, and with organization. His cooperating teacher and university supervisor worked on an improvement plan for him focusing on the areas that needed improving for him to be successful. He took this feedback to heart and worked very hard to make improvement in those areas, as well as his overall instruction. By the time he completed his student teaching experience, he was much more confident, organized, and able to teach the main ideas of his lessons. He would benefit from some form of mentoring to help him when he begins to teach on his own.