

LOURDES UNIVERSITY DEPARTMENT OF EDUCATION

EDE/M/A 450 STUDENT TEACHING MIDTERM TEACHER CANDIDATE EVALUATION

Teacher Candidate: _____ Date: _____

Course: _____ Semester/Year: _____

Field Site/School: _____ Grade Level/Subject Area: _____

Evaluator: _____

Please use the following rating scale to evaluate the teacher candidate's teaching during the field experience.

- 4 Above expectations** Performance/work is good, effective, proficient and shows evidence of above average competency for this level of experience.
- 3 Meets expectations** Performance/work is satisfactory, acceptable and shows evidence of average competency for this level of experience.
- 2 Below expectations** Performance/work is marginal, needs improvement, requires much direction and assistance and shows less than average competency for this level of experience. Improvement is clearly needed.
- 1 Unacceptable** Performance/work is unacceptable and shows minimal evidence of competency at this level of experience.

Summary Scores

Standards	TOTAL	Dispositions	Total
Standard 1- Student Learning and Development	____/20	1. Learning	____/16
Standard 2- Content Knowledge	____/20	2. Reverence	____/20
Standard 3- Assessment	____/20	3. Service	____/12
Standard 4- Effective Instruction	____/28		
Standard 5- Learning Environment	____/20		
Standard 6- Collaboration	____/8		
Standard 7- Professionalism	____/12		

Suggested Goals/Areas of growth:

Standard #	Goal or Suggestion

*Based on Ohio Standards for the Teaching Profession and aligned with Lourdes University Teacher Candidate Performance Outcomes and the InTASC Model Core Teaching Standards.

LOURDES UNIVERSITY DEPARTMENT OF EDUCATION

TEACHER CANDIDATE ASSESSMENT OF COMPETENCE

Standard 1- Student Learning and Development

The teacher candidate understands student learning and development and respects diversity of the students they teach.

__ 4 __ 3 __ 2 __ 1	1.1 Displays knowledge of how students learn and of the developmental characteristics of age groups.
__ 4 __ 3 __ 2 __ 1	1.2 Understands what students know and are able to do and uses this knowledge to meet the needs of all students.
__ 4 __ 3 __ 2 __ 1	1.3 Expects that all students will achieve to their full potential.
__ 4 __ 3 __ 2 __ 1	1.4 Models respect for students' diverse cultures, language skills and experiences.
__ 4 __ 3 __ 2 __ 1	1.5 Recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.
TOTAL ___/20	
Evidence/Comments:	

Standard 2- Content Knowledge

The teacher candidate knows and understands the content area for which they have instructional responsibility.

__ 4 __ 3 __ 2 __ 1	2.1 Knows the content they teach and uses their knowledge of content-area concepts, assumptions and skills to plan instruction.
__ 4 __ 3 __ 2 __ 1	2.2 Understands and uses content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
__ 4 __ 3 __ 2 __ 1	2.3 Understands school and district curriculum priorities and the Ohio academic content standards.
__ 4 __ 3 __ 2 __ 1	2.4 Understands the relationship of knowledge within the discipline to other content areas.
__ 4 __ 3 __ 2 __ 1	2.5 Connects content to relevant life experiences and career opportunities.
TOTAL ___/20	
Evidence/Comments:	

LOURDES UNIVERSITY DEPARTMENT OF EDUCATION

Standard 3- Assessment

The teacher candidate understands and uses varied assessments to inform instruction, evaluate and ensure student learning.

___4 ___3 ___2 ___1 ___4 ___3 ___2 ___1 ___4 ___3 ___2 ___1 ___4 ___3 ___2 ___1 ___4 ___3 ___2 ___1 TOTAL ___/20	3.1 Knowledgeable about assessment types, their purposes and the data they generate. 3.2 Selects, develops and uses a variety of diagnostic, formative and summative assessments. 3.3 Analyzes data to monitor student progress and learning, and to plan, differentiate and modify instruction. 3.4 Collaborates and communicates student progress with students, parents and colleagues. 3.5 Involves learners in self-assessment and goal setting to address gaps between performance and potential.
Evidence/Comments:	

Standard 4- Effective Instruction

The teacher candidate plans and delivers effective instruction that advances the learning of each individual student.

___4 ___3 ___2 ___1 ___4 ___3 ___2 ___1 ___4 ___3 ___2 ___1 ___4 ___3 ___2 ___1 ___4 ___3 ___2 ___1 ___4 ___3 ___2 ___1 ___4 ___3 ___2 ___1 TOTAL ___/28	4.1 Aligns their instructional goals and activities with school and district priorities and Ohio's academic content standards. 4.2 Uses information about students' learning and performance to plan and deliver instruction that will close the achievement gap. 4.3 Communicates clear learning goals and explicitly links learning activities to those defined goals. 4.4 Applies knowledge of how students think and learn to instructional design and delivery. 4.5 Differentiates instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students. 4.6 Creates and selects activities that are designed to help students develop as independent learners and complex problem-solvers. 4.7 Uses resources effectively, including technology, to enhance student learning.
Evidence/Comments:	

LOURDES UNIVERSITY DEPARTMENT OF EDUCATION

Standard 5- Learning Environment

The teacher candidate creates learning environments that promote high levels of learning and achievement for all students.

__4 __3 __2 __1	5.1 Treats all students fairly and establishes an environment that is respectful, supportive and caring.
__4 __3 __2 __1	5.2 Creates an environment that is physically and emotionally safe.
__4 __3 __2 __1	5.3 Motivates students to work productively and assume responsibility for their own learning.
__4 __3 __2 __1	5.4 Creates learning situations in which students work independently, collaboratively and/or as a whole class.
__4 __3 __2 __1	5.5 Maintains an environment that is conducive to learning for all students.
TOTAL ___/20	
Evidence/Comments:	

Standard 6- Collaboration

The teacher candidate collaborates and communicates with students, parents, other educators, administrators and the community to support student learning.

__4 __3 __2 __1	6.1 Communicates clearly and effectively.
__4 __3 __2 __1	6.3 Collaborates effectively with other teachers.
TOTAL ___/8	
Evidence/Comments:	

LOURDES UNIVERSITY DEPARTMENT OF EDUCATION

DISPOSITIONS AND VALUES

Dispositions encompass the values, commitments, and ethics that influence behavior toward students, families, colleagues, communities and one's own professional growth. Franciscan values of Learning, Reverence and Service support and deepen the development of teachers as individuals and professionals and reflect the Spirit of Saint Francis and the Lourdes University Mission.

Please use the following rating scale to evaluate the dispositions of the teacher candidate by looking for specific behaviors that are associated with each disposition.

4	Above expectations	Demonstrates processes and practices that are above average for this level of experience.
3	Meets expectations	Demonstrates processes and practices that are average for this level of experience.
2	Below expectations	Demonstrates processes and practices that are less than average for this level of experience. Improvement (or change) is clearly needed.
1	Unacceptable	Demonstrates processes and practices that are clearly deficient for this level of experience.

Disposition 1: Learning

__4 __3 __2 __1	<p>DL1: The teacher candidate commits to understanding and using a variety of appropriate instructional and assessment practices that challenge all students to learn.</p> <ul style="list-style-type: none"> • Applies content to real-world situations and experiences • Utilizes hands-on, real-life models and examples to make content meaningful and relevant • Enriches classroom environment with content related resources (i.e. books, peripherals, hands-on materials, etc...) • Uses best practice, research based pedagogy, to engage learners • Plans lessons which accommodate all learners (learning styles and multiple intelligences) • Utilizes authentic assessment providing various forms of assessment to meet the needs of all learners • Supports students as they participate as 21st Century learners (problem solving, critical thinking, collaboration, communication, creativity, innovation) • Believes that planning and instruction are open to adjustment and flexibility based on learner needs
__4 __3 __2 __1	<p>DL2 The teacher candidate values and embraces learning as a lifelong process.</p> <ul style="list-style-type: none"> • Motivates students by showing a passion and excitement for content • Models lifelong learning by seeking opportunities to draw upon current education policy and research • Takes responsibility for student learning
__4 __3 __2 __1	<p>DL3 The teacher candidate believes that learning takes place within an inclusive environment, which is non-threatening, engaging, and interactive and assumes responsibility for establishing such a positive learning environment.</p> <ul style="list-style-type: none"> • Creates a learning environment that is physically and emotionally safe; free of threat, engaging, interactive, supportive, and positive • Values the role of the learner and recognizes importance of peer relationships in establishing a climate of learning • Treats all students fairly by being respectful, supportive, and caring • Listens thoughtfully and responsively

LOURDES UNIVERSITY DEPARTMENT OF EDUCATION

__4 __3 __2 __1	<p>DL4 The teacher candidate values reflective and ethical practices and a commitment to continued professional growth and development.</p> <ul style="list-style-type: none"> • Engages in continuous, purposeful professional development opportunities • Engages in reflective practice by taking constructive criticism in order to improve instruction • Understands and upholds professional, ethical, legal codes of professional conduct • Acts as an agent of change seeking to positively impact all aspects of education
TOTAL ___/16	Evidence/Comments:

Disposition 2: Reverence

__4 __3 __2 __1	<p>DR1 The teacher candidate treats students, co-operating teachers, administration and others with respect, justice and dignity.</p> <ul style="list-style-type: none"> • Demonstrates active listening and shows patience in interactions with others
__4 __3 __2 __1	<p>DR2 The teacher candidate values the importance of constructive relationships with the students, families (parents/guardians), school personnel, and community.</p> <ul style="list-style-type: none"> • Maintains positive, professional relationships with families/school community through communication and participation • Makes all learners feel valued and helps them to learn to value each other
__4 __3 __2 __1	<p>DR3 The teacher candidate values and respects the uniqueness and diversity of all individuals.</p> <ul style="list-style-type: none"> • Demonstrates respect, caring, and unconditional acceptance in all interactions with students, colleagues, and the school community • Values diverse languages and cultures and seeks to integrate them into teaching to engage students
__4 __3 __2 __1	<p>DR4 The teacher candidate believes all students can learn at different rates and in different ways.</p> <ul style="list-style-type: none"> • Promotes fairness • Assists struggling learners and/or those students having difficulty being accepted by others • Believes that all learners can achieve at high levels and persists in helping each reach their fullest potential
__4 __3 __2 __1	<p>DR5 The teacher candidate shows reverence for self and others through professional appearance, speech and actions.</p> <ul style="list-style-type: none"> • Uses effective time-management to stay on top of workload/planning/grading • Remains professional in dress and appearance • Fosters respectful communication among all members of the learning community
TOTAL ___/20	Evidence/Comments:

LOURDES UNIVERSITY DEPARTMENT OF EDUCATION

Disposition 3: Service

__4 __3 __2 __1	<p>DS1 The teacher candidate values a passionate commitment to the teaching profession and to advocacy for all students.</p> <ul style="list-style-type: none"> • Advocates on behalf of a student or group of students • Actively supports school related activities • Encourages students to do their personal best and help them to discover their own talents • Shares responsibility for shaping and supporting the mission of their school • Collaborates with colleagues, parents, and the community to promote a positive environment for learning
__4 __3 __2 __1	<p>DS2 The teacher candidate values the importance of modeling and teaching service to others.</p> <ul style="list-style-type: none"> • Creates opportunities for service learning
__4 __3 __2 __1	<p>DS3 The teacher candidate renders service, when needed, with professionalism and sensitivity.</p> <ul style="list-style-type: none"> • Shares professionalism with others, i.e. your effective practices • Models compassion in dealing with situations with students and colleagues • Acts as an agent of change seeking to positively impact all aspects of education • Reaches out for community resources to meet the needs of particular students
TOTAL ___/12	Evidence/Comments:

General Comments and Notes