Name of Candidate: Click h	ere to ente	r text.	Universit	y Supervisor: Click here to enter t	ext.
Select your role in the evaluation	process:	☐ Candidate	☐ Cooperating Teacher		
		☐ Mid-term review	☐ Final review		
that you think the Student has de	emonstrated	d. FOR THE RELEVANT HAL	scale below. As you carefully consider of the STUDENT TEACHING INTEsting Teacher and University Supervi	RNSHIP, PLEASE SELECT ONLY ONE	
2 - SuperiorStuder1 - SatisfactoryStuder0 - UnsatisfactoryStuder	nt performa nt performa nt performa	nce commendably; reflectince adequately with few e	that expected of a novice. (This rative of successful efforts. xceptions; reflective of satisfactory sfactory; reflective of the need to state	efforts.	exceptional strengths.)
			<b>iY</b> – Knows learners, subject matter,	, pedagogy, and curriculum.	
1. Displays knowledge of scor	e and sequ	ence of curriculum.			
□3 – Exemplary	□2 – St	uperior	□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 novice teacher.	knowled	and extensively displays dge of scope and ce 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	characteris	tics of learners.			
□3 – Exemplary	□2 – St	•	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable
Consistently displays knowledge of the characteristics of learners-well beyond what would be expected of a novice teacher.		and extensively displays dge of the characteristics ers.	Sometimes and adequately displays knowledge of the characteristics of learners.		
3. Evidences solid base of peo	lagogical co	ntent knowledge.			
□3 – Exemplary	□2 – Su		□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable
Consistently evidences solid base of pedagogical content knowledge-well beyond what would be expected of a novice teacher.	evidenc	and extensively ses solid base of gical 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.

4. Evidences solid base of subject content knowledge.						
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable		
Consistently displays solid base	Usually and extensively	Sometimes and adequately	Needs to display evidences solid	Insufficient basis for judgment.		
of subject content knowledge-	evidences solid base of subject	evidences solid base of subject	base of subject content			
well beyond what would be	content knowledge.	content knowledge.	knowledge.			
expected of a novice teacher.						
	U INSTRUCTION AND A	CCCCCCATAIT C	. "			
		SSESSMENT – Constructs and imple /outcome assessments, and assesse				
Incorporates a variety of research	experiences earch-based instructional/educatio		es continuously.			
	□2 – Superior		□0 Uncatisfactory	□N/A Not Applicable		
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable		
Consistently incorporates a	Usually and extensively	Sometimes and adequately	Needs to incorporate a variety	Insufficient basis for judgment.		
variety of research-based	incorporates a variety of	incorporates a variety of	of research-based	linearities assister jaaginena		
instructional/educational	research-based	research based	instructional/educational			
strategies-well beyond what	instructional/educational	instructional/educational	strategies.			
would be expected of a novice	strategies.	strategies.				
teacher.						
2. Promotes problem-solving, critical thinking, and creative thinking.						
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable		
Consistently promotes problem	Usually and extensively	Sometimes and adequately	Needs to promote problem	Insufficient basis for judgment.		
solving, critical thinking, and	promotes problem solving,	promotes problem solving,	solving, critical thinking, and			
creative thinking-well beyond	critical thinking, and creative	critical thinking, and creative	creative thinking.			
what would be expected of a	thinking.	thinking.				
novice teacher.						
3. Promotes constructive, collaborative, and cooperative learning opportunities.						
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable		
Consistently many stars	Maria Historial automaticalis	Constitutes and adams to be	No ode to more to construction	La sufficient la sia familia de cont		
Consistently promotes	Usually and extensively	Sometimes and adequately	Needs to promote constructive,	Insufficient basis for judgment.		
constructive, collaborative, and cooperative learning	promotes constructive, collaborative, and cooperative	promotes constructive, collaborative, and cooperative	collaborative, and cooperative			
opportunities-well beyond what	learning opportunities.	learning opportunities.	learning opportunities.			
would be expected of a novice	learning opportunities.	learning opportunities.				
teacher.						
teacher.		1	İ			

4. Integrates technology appropriately to promote learning.					
Technology is defined as using	tools to enhance teaching and lear	ning (e.g., audiovisual, multimedia,	computers, digital computers, assis	stive technology.	
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable	
Consistently integrates	Usually and extensively	Sometimes and adequately	Needs to integrate	Insufficient basis for judgment.	
technology appropriately to	integrates technology	integrates technology	appropriately to promote		
promote learning-well beyond	appropriately to promote	appropriately to promote	learning.		
what would be expected of a	learning.	learning.			
novice teacher.					
5. Employs authentic assessmen	nt appropriately.				
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable	
Consistently employs authentic	Usually and extensively employs	Sometimes and adequately	Needs to employ authentic	Insufficient basis for judgment.	
assessment appropriately-well	authentic assessment	employs authentic assessment	assessment appropriately.		
beyond what would be expected	appropriately.	appropriately.			
of a novice teacher.					
6. Monitors and reports student	progress effectively.				
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable	
Consistently monitors and	Usually and extensively	Sometimes and adequately	Needs to monitor and report	Insufficient basis for judgment.	
reports student progress	monitors and reports student	monitors and reports student	student progress effectively.		
effectively-well beyond what	progress effectively.	progress effectively			
would be expected of a novice					
teacher.					
7. Uses assessment data to design instruction and improve student learning.					
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable	
Consistently uses assessment	Usually and extensively uses	Sometimes and adequately uses	Needs to use assessment data	Insufficient basis for judgment.	
data to design instruction and	assessment data to design	assessment data to design	to design instruction and		
improve student learning-well	instruction and improve student	instruction and improve student	improve student learning.		
	-	I			
·	5	5			
8. Aligns assessments to local, state, or national standards.					
<del>-</del>		□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable	
	=== superior	== Sucisiación y		Zity/t itee/tppileasie	
Consistently aligns assessments	Usually and extensively aligns	Sometimes and adequately	Needs to align assessments to	Insufficient basis for judgment	
			_		
		,			
•		I	Standards of Sest practices.		
	F. 33000				
data to design instruction and improve student learning-well beyond what would be expected of a novice teacher.	instruction and improve student learning.	Sometimes and adequately uses assessment data to design instruction and improve student learning.	to design instruction and	Insufficient basis for judgment.  □N/A – Not Applicable  Insufficient basis for judgment.	

9. Employs various assessment st	9. Employs various assessment strategies and measures to accommodate individual and diverse learners.					
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable		
Consistently uses assessment	Usually and extensively uses	Sometimes and adequately uses	Needs to use assessment data	Insufficient basis for judgment.		
data to design instruction and	assessment data to design	assessment data to design	to design instruction and			
improve student learning-well	instruction and improve student	instruction and improve student	improve student learning.			
beyond what would be expected	learning.	learning.				
of a novice teacher.						
	III. CLASSROON	COMMUNITY BUILDER AND FOST	ERS DIVERSITY			
	Fosters community, create	es a safe space for all learners, and r	eaches the value of diversity.			
1. Communicate high expectation	•	•				
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable		
	·	,	,			
Consistently communicates high	Usually and extensively	Sometimes and adequately	Needs to communicate high	Insufficient basis for judgment.		
expectations-well beyond what	communicates high	communicates high	expectations.			
would be expected of a novice	expectations.	expectations.				
teacher.						
2. Manages student behavior to	enhance learning.			1		
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable		
Consistently manages student	Usually and extensively	Sometimes and adequately	Needs to manage student	Insufficient basis for judgment.		
behavior to enhance learning-	manages student behavior to	manages student behavior to	behavior to enhance learning.			
well beyond what would be	enhance learning.	enhance learning.				
expected of a novice teacher.						
3. Accommodates for a range of differences in culture, development levels, and learning styles.						
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable		
Caraciata anthus a caracian and at a facility	Havelly and automaticals	Compating a good advanced by	Nondata communicate for a	la sufficient la sie fen indement		
Consistently accommodates for	Usually and extensively	Sometimes and adequately	Needs to accommodate for a	Insufficient basis for judgment.		
a range of differences in culture,	accommodates for a range of differences in culture,	accommodates for a range of	range of differences in culture,			
developmental levels, and	•	differences in culture,	developmental levels, and			
learning styles-well beyond	developmental levels, and	developmental levels, and	learning styles.			
what would be expected of a	learning styles.	learning styles.				
novice teacher.						

4. Promotes active learning.					
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable	
Consistently promotes active learning-well beyond what would be expected of a novice teacher.	Usually and extensively promotes active learning.	Sometimes and adequately promotes active learning.	Needs to promote active learning.	Insufficient basis for judgment.	
	IV. SCHOOL AND COMMUNITY P	ROFESSIONAL – Applies knowledge	of the context of education and		
	engages in colla	borative activities, partnership, serv	vice, and advocacy.		
1. Links subject matter within a	nd across disciplines and grade leve	els.			
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable	
Consistently links subject matter within and across disciplines and grade levels-well beyond what	Usually and extensively links subject matter within and across disciplines and grade levels.	Sometimes and adequately links subject matter within and across disciplines and grade levels.	Needs to link subject matter within and across disciplines and grade levels	Insufficient basis for judgment.	
would be expected of a novice teacher.					
	ispositions (e.g., ethical, engaged, e	handle in the second and responsi	 hia)	<u> </u>	
□3 – Exemplary	$\Box$ 2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable	
□3 – Exemplary	□ □ Z = Superior	□1 - Satisfactory		LivyA = Not Applicable	
Consistently demonstrates professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible)-well beyond what would be expected of a novice teacher.	Usually and extensively demonstrates professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	Sometimes and adequately demonstrate professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	Needs to demonstrate professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	Insufficient basis for judgment.	
3. Adheres to professional codes of ethics and school laws.					
□3 – Exemplary	□2 – Superior	□1 – Satisfactory	□0 – Unsatisfactory	□N/A – Not Applicable	
Consistently adheres to professional codes of ethics and school laws-well beyond what would be expected of a novice teacher.	Usually and extensively adheres to professional codes of ethics and school laws.	Sometimes and adequately adheres to professional codes of ethics and school laws.	Needs to adhere to professional codes of ethics and school laws.	Insufficient basis for judgment.	