

# Teacher Candidate Evaluation Form

(To be completed by a Building Administrator)

**Standard 1: Content knowledge aligned with appropriate instruction.**

**Quality Indicator 1.2 Score**

1.2 Student engagement in subject matter			
<p>1C2) The <b>teacher candidate</b> demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.</p>	<p>1E2) The <b>emerging teacher</b> chooses from multiple sources to engage student interest and activity in the content.</p>	<p>1D2) The <b>developing teacher</b> also uses a variety of differentiated instructional strategies which purposefully engage students in content.</p>	
<p><b>Evidence</b> <i>Is knowledgeable of different strategies that result in increased levels of student engagement</i></p>	<p><b>Evidence of Practice</b> <i>Use various engagement strategies to maintain student interest</i></p> <p><b>Evidence of Impact</b> <i>Students are interested and engaged in the content</i></p>	<p><b>Evidence of Practice</b> <i>Uses engagement strategies to increase students' levels of interest and activity</i></p> <p><b>Evidence of Impact</b> <i>Students' engagement causes content knowledge to advance</i></p>	
<p><b>Possible Observable Data</b> <i>-Is knowledgeable on how to assess student engagement while in the process of instruction</i> <i>-Familiarity with possible strategies for building student engagement</i> <i>-Understands different strategies for adjusting pacing to enhance student engagement</i></p>	<p><b>Possible Observable Data</b> <i>-Implementation of strategies that prompt engagement by most students</i> <i>-Some variance in pacing that generally captures student interest and attention</i> <i>-Most but not all students visibly paying attention</i> <i>-Most but not all students providing accurate responses</i></p>	<p><b>Possible Observable Data</b> <i>-Scanning of room regularly to identify low engagement</i> <i>-Consistent use of strategies to prompt engagement by all students</i> <i>-Variance in pacing that enhances student interest and attention</i> <i>-Students visibly paying attention</i> <i>-Students providing accurate responses</i></p>	<p><b>Possible Observable Data</b> <i>-Scans room consistently, identifies low engagement, and promptly uses strategies that result in an increase of student engagement</i> <i>-Effectively uses pacing and other engagement strategies that result in higher levels of student interest and participation</i> <i>-Evidence that higher levels of engagement result in increased learning</i> <i>-Students accurate responses reflect deeper learning and retention of content</i></p>
<b>Approaching Emerging - 0</b>	<b>Emerging - 1</b>	<b>Emerging – 2</b>	<b>Developing – 3</b>

**Standard 2: Student Learning, Growth and Development**

**Quality Indicator 2.4 Score**

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<b>2.4 Differentiated lesson design</b>			
<b>2C4) The teacher candidate</b> recognizes diversity and the impact it has on education.	<b>2E4) The emerging teacher</b> designs and implements instruction that considers the needs of students.	<b>2D4) The developing teacher</b> also designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.	
<b>Evidence</b> <i>Is knowledgeable about the significance of student differences and how varying lessons and activities can address those differences</i>	<b>Evidence of Commitment</b> <i>Designs lessons and activities based on the unique needs of students</i> <b>Evidence of Practice</b> <i>Can articulate important characteristics and needs of students as they apply to learning</i> <b>Evidence of Impact</b> <i>Students appear to exhibit positive rapport with the teacher and are generally motivated to learn</i>	<b>Evidence of Commitment</b> <i>Lesson design and plans for instruction demonstrate respect and value for each student</i> <b>Evidence of Practice</b> <i>Highlights unique attributes of individual students as a part of classroom instruction and learning</i> <b>Evidence of Impact</b> <i>Students perceive they are respected, valued and are encouraged to learn</i>	
<b>Possible Observable Data</b> <i>-Can characterize various types of student differences and their potential impact on student learning -Understands the role that assessment plays in identifying student differences -Is knowledgeable about possible ways to adjust instruction based on student differences</i>	<b>Possible Observable Data</b> <i>-Lessons and activities include the occasional use of informal and formal assessment to determine student needs -Can describe particular learning characteristics of some students -Some adjustments made to instruction to address variations in student learning -Student confusion and struggling is sometimes resolved -Students respond mostly to teachers' instruction and appear motivated</i>	<b>Possible Observable Data</b> <i>- Lessons and activities include the frequent use of informal and formal assessment to determine student needs - Can describe particular learning characteristics of most students -Adjustments routinely made to instruction to address variations in student learning -Student confusion and struggling is resolved -Students visibly respond to teachers' instruction and appear motivated</i>	<b>Possible Observable Data</b> <i>-Lesson design and activities communicate respect and value for each student by addressing their unique needs -Instructional strategies link to the different needs and attributes of students in the class to address variations in student learning -Student perception reflects a feeling that the teacher cares and respects them -Students actively respond to the encouragement to learn -Evidence that students learn at higher levels based on the teacher addressing particular learning needs</i>
<b>Approaching Emerging - 0</b>	<b>Emerging - 1</b>	<b>Emerging – 2</b>	<b>Developing – 3</b>

**Standard 5: Positive Classroom Environment**

**Quality Indicator 5.1 Score**

<b>5.1 Classroom management techniques</b>			
5C1) The <b>teacher candidate</b> knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.	5E1) The <b>emerging teacher</b> demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.	5D1) The <b>developing teacher</b> also uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.	
<p><b>Evidence</b> <i>Is knowledgeable about various strategies and techniques for managing student behavior in the classroom</i></p>	<p><b>Evidence of Commitment</b> <i>Classroom artifacts (posted rules and protocols) support effective techniques</i></p> <p><b>Evidence of Practice</b> <i>Engages in techniques to manage behavior in the classroom</i></p> <p><b>Evidence of Impact</b> <i>Student misbehavior is addressed</i></p>	<p><b>Evidence of Commitment</b> <i>Artifacts include strategies for addressing misbehavior</i></p> <p><b>Evidence of Practice</b> <i>Techniques address misbehavior promptly and positively allowing instruction to continue</i></p> <p><b>Evidence of Impact</b> <i>Student misbehavior is addressed promptly and positively allowing instruction to continue</i></p>	
<p><b>Possible Observable Data</b></p> <ul style="list-style-type: none"> <li>-Understands how teacher movement around the classroom can be used to manage student behavior</li> <li>- Has developed verbal and non-verbal signals as a means for managing student behavior</li> <li>-Understands the importance of exhibiting calm and in-control behavior at all times</li> </ul>	<p><b>Possible Observable Data</b></p> <ul style="list-style-type: none"> <li>-Frequent movement around the room to monitor and manage student behavior</li> <li>-Misbehavior is generally addressed when it occurs</li> <li>- Verbal and non-verbal signals generally management behavior</li> <li>-Teacher response and demeanor is generally calm and in control</li> <li>-Students generally respond quickly to prompts and directions</li> </ul>	<p><b>Possible Observable Data</b></p> <ul style="list-style-type: none"> <li>-Efficient and effective movement around the room to monitor and manage student behavior</li> <li>-Misbehavior is addressed quickly when it occurs</li> <li>-Effective use of verbal and non-verbal signals as a management technique</li> <li>-Teacher demonstrates calm, controlled behavior</li> <li>-Students respond quickly to prompts and directions</li> </ul>	<p><b>Possible Observable Data</b></p> <ul style="list-style-type: none"> <li>-Techniques are demonstrated that address misbehavior immediately when it occurs</li> <li>-Teacher addresses misbehavior positively to retain respect and value for the student</li> <li>-The process of instruction is uninterrupted by student misbehavior</li> <li>-Students demonstrate an awareness of the expectations of the teacher</li> </ul>
<b>Approaching Emerging - 0</b>	<b>Emerging - 1</b>	<b>Emerging – 2</b>	<b>Developing – 3</b>

**Standard 7: Student Assessment and Data Analysis**

**Quality Indicator 7.2 Score**

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<b>7.2 Assessment data to improve learning</b>			
7C2) The <b>teacher candidate</b> has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.	7E2) The <b>emerging teacher</b> demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.	7D2) The <b>developing teacher</b> also reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.	
<b>Evidence</b> <i>Understands the importance of data for instructional planning and decision-making</i>	<b>Evidence of Practice</b> <i>Collects data information and assessment results for instructional planning and decision-making</i> <b>Evidence of Impact</b> <i>Students engage in learning goals that advance mastery of content</i>	<b>Evidence of Practice</b> <i>Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions</i> <b>Evidence of Impact</b> <i>Individual students and the whole class advance in their learning</i>	
<b>Possible Observable Data</b> <i>-Is knowledgeable of different ways to gather and analyze assessment data</i> <i>-Understands the process for using informal and formal assessment to inform modifications to the instructional process</i>	<b>Possible Observable Data</b> <i>-Assessment data sometimes informs changes to instructional plans and activities</i> <i>-Informal and formal assessment data sometimes result in adjustments to learning activities</i> <i>-Student mastery of content sometimes improves as a result to adjustments made to instruction based on data</i>	<b>Possible Observable Data</b> <i>-Assessment data consistently informs changes to instructional plans and activities</i> <i>-Informal and formal assessment data consistently create adjustments to learning activities</i> <i>- Student mastery of content frequently improves as a result to adjustments made to instruction based on data</i>	<b>Possible Observable Data</b> <i>-Student growth data using a variety of different means of assessment is used to determine trend data</i> <i>-Trend data reveals positive growth in student learning</i> <i>-Pre-and Post Tests are used to determine the extent of student growth</i> <i>-Teacher has some type of mechanism or structure for tracking trend data or changes in student growth</i>
<b>Approaching Emerging - 0</b>	<b>Emerging - 1</b>	<b>Emerging – 2</b>	<b>Developing – 3</b>

## Calculating the Summative Score for the Teacher Candidate

Quality Indicators	Score
1.2 Student engagement in subject matter	
2.4 Differentiated lesson design	
5.1 Classroom management techniques	
7.2 Assessment data to improve learning	
<b>TOTAL SCORE</b>	
<b>AVERAGE SCORE PER INDICATOR (total score / 14)</b>	