

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate UIN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Developing Professional Educators

 Content Assessment of Teacher Candidate Interns

***Career and Technical Education – Technology Education***

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***Career and Technical Education – Technology Education***

The purpose of the student teaching “content assessment” is to provide more specific information to the Darden College of Education faculty regarding teacher candidate skill levels on national and state performance standards.

Please evaluate the teacher candidate on the following professional content items. Place a check in the box next to the item that best represents the teacher candidates routine performance on the item below based on the criteria provided.

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| 1. **Professional Growth**
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|  | MEETS STANDARD (2pts)- Career and Technical Education - Technology Education teacher candidate consistently demonstrate they value the importance of engaging in comprehensive sustained professional growth to improve the teaching of technology by collaborating with constituents, becoming actively involved in professional technology organizations, and developing a professional development plan for self-improvement in technology in education.  |
|  | NEEDS IMPROVEMENT (1pts)- Career and Technical Education - Technology Education teacher candidate sometimes demonstrate they value the importance of engaging in comprehensive sustained professional growth to improve the teaching of technology by collaborating with constituents, becoming actively involved in professional technology organizations, and developing a professional development plan for self-improvement in technology in education.  |
|  | UNACCEPTABLE (0pts)- Career and Technical Education - Technology Education teacher candidate does not demonstrate they value the importance of engaging in comprehensive sustained professional growth to improve the teaching of technology by collaborating with constituents, becoming actively involved in professional technology organizations, and developing a professional development plan for self-improvement in technology in education.  |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **2. Nature of Technology** |
|  | MEETS STANDARD (2pts)- Career and Technical Education - Technology Education teacher candidate consistently demonstrates their understanding of the relationships and connections between technology (i.e., medical, agricultural/biotechnology, energy, communication, transportation, construction, and/or manufacturing technologies).and other disciplines and effectively explains the positive and negative aspects of technology in terms of society. |
|  | NEEDS IMPROVEMENT (1pts)- Career and Technical Education - Technology Education teacher candidate sometimes demonstrates their understanding of the relationships and connections between technology (i.e., medical, agricultural/biotechnology, energy, communication, transportation, construction, and/or manufacturing technologies).and other disciplines and effectively explains the positive and negative aspects of technology in terms of society. |
|  | UNACCEPTABLE (0pts)- Career and Technical Education - Technology Education teacher candidate does not demonstrates their understanding of the relationships and connections between technology (i.e., medical, agricultural/biotechnology, energy, communication, transportation, construction, and/or manufacturing technologies).and other disciplines and effectively explains the positive and negative aspects of technology in terms of society. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **3. Technology and Society** |
|  | MEETS STANDARD (2pts)- Career and Technical Education - Technology Education teacher candidate consistently demonstrates their understanding of technology and society within the context of the *Designed World* (i.e., medical, agricultural/biotechnology, energy, communication, transportation, construction, and/or manufacturing technologies) by assessing the importance of significant technological innovations throughout history, judging the effects of technology on the environment, evaluating the relationship between technology and social institutions, and demonstrating sensitivity to appropriate/inappropriate uses of technology. |
|  | NEEDS IMPROVEMENT (1pts)- )- Career and Technical Education - Technology Education teacher candidate sometimes demonstrates their understanding of technology and society within the context of the *Designed World* (i.e., medical, agricultural/biotechnology, energy, communication, transportation, construction, and/or manufacturing technologies) by assessing the importance of significant technological innovations throughout history, judging the effects of technology on the environment, evaluating the relationship between technology and social institutions, and demonstrating sensitivity to appropriate/inappropriate uses of technology. |
|  | UNACCEPTABLE (0pts)- )- Career and Technical Education - Technology Education teacher candidate does not demonstrates their understanding of technology and society within the context of the *Designed World* (i.e., medical, agricultural/biotechnology, energy, communication, transportation, construction, and/or manufacturing technologies) by assessing the importance of significant technological innovations throughout history, judging the effects of technology on the environment, evaluating the relationship between technology and social institutions, and demonstrating sensitivity to appropriate/inappropriate uses of technology. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **4. Abilities for a Technology World** |
|  | MEETS STANDARD (2pts)- )- Career and Technical Education - Technology Education teacher candidate consistently demonstrates depth and breadth (ability to operate equipment, diagnose systems, analyze components) of subject matter knowledge to teach students through inquiry, critical analysis and evaluation of technology subject matter of the *Designed World* (i.e., medical, agricultural/biotechnology, energy, communication, transportation, construction, and/or manufacturing technologies).  |
|  | NEEDS IMPROVEMENT (1pts) Career and Technical Education - Technology Education teacher candidate sometimes demonstrates depth and breadth (ability to operate equipment, diagnose systems, analyze components) of subject matter knowledge to teach students through inquiry, critical analysis and evaluation of technology subject matter of the *Designed World* (i.e., medical, agricultural/biotechnology, energy, communication, transportation, construction, and/or manufacturing technologies). |
|  | UNACCEPTABLE (0pts) Career and Technical Education - Technology Education teacher candidate does not demonstrates depth and breadth (ability to operate equipment, diagnose systems, analyze components) of subject matter knowledge to teach students through inquiry, critical analysis and evaluation of technology subject matter of the *Designed World* (i.e., medical, agricultural/biotechnology, energy, communication, transportation, construction, and/or manufacturing technologies). |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **5. Curriculum** |
|  | MEETS STANDARD (2pts)- Career and Technical Education - Technology Education teacher candidate consistently designs, implements, and evaluates curricula based upon Standard for Technological Literacy K-12. The technology teacher candidate uses multiple sources for information and integrates content from other fields of study to expand the technological capabilities of the student, demonstrating an understanding and sensitivity for diverse student needs. This results in instructional adjustments for diverse learning needs. |
|  | NEEDS IMPROVEMENT (1pts)- Career and Technical Education - Technology Education teacher candidate sometimes designs, implements, and evaluates curricula based upon Standard for Technological Literacy K-12. The technology teacher candidate uses multiple sources for information and integrates content from other fields of study to expand the technological capabilities of the student, demonstrating an understanding and sensitivity for diverse student needs. This results in instructional adjustments for diverse learning needs. |
|  | UNACCEPTABLE (0pts)- Career and Technical Education - Technology Education teacher candidate does not designs, implements, and evaluates curricula based upon Standard for Technological Literacy K-12. The technology teacher candidate uses multiple sources for information and integrates content from other fields of study to expand the technological capabilities of the student, demonstrating an understanding and sensitivity for diverse student needs. This results in instructional adjustments for diverse learning needs. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **6. Instructional Strategies** |
|  | MEETS STANDARD (2pts)- Career and Technical Education - Technology Education teacher candidate consistently applies principals of learning to meet all student learning needs by utilizing a variety of instructional strategies to maximize student learning about technology, technology tools, equipment, and the technology process..  |
|  | NEEDS IMPROVEMENT (1pts)- Career and Technical Education - Technology Education teacher candidate sometimes applies principals of learning to meet all student learning needs by utilizing a variety of instructional strategies to maximize student learning about technology, technology tools, equipment, and the technology process.. |
|  | UNACCEPTABLE (0pts) - Career and Technical Education - Technology Education teacher candidate does not applies principals of learning to meet all student learning needs by utilizing a variety of instructional strategies to maximize student learning about technology, technology tools, equipment, and the technology process.. |
| **Comments** |
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