OLD DOMINION UNIVERSITY

Darden College of Education and Professional Studies

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

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

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please attach to final evaluation and return with end of semester paperwork.**

Summary of Teacher Candidate Performance:

Developing Professional Educators

Content Assessment of Teacher Candidate Interns

***Elementary Education Prek-6***

Darden College of Education and Professional Studies Telephone: 757-683-3348

Office of Clinical Experiences Fax: 757-683-4872

4301 Hampton Blvd.

Norfolk, VA 23529

**Elementary Education Prek-6**

The purpose of the student teaching “content assessment” is to provide more specific information to the Darden College of Education and Professional Studies 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. **Professionalism** | |
|  | MEETS STANDARD (2pts)- Teacher candidate uses reflective practices related to their teaching, professional behavior, and professional resources for learning. |
|  | NEEDS IMPROVEMENT (1pts)- Teacher candidate sometimes uses reflective practices related to their teaching, professional behavior, and professional resources for learning. |
|  | UNACCEPTABLE (0pts)- Teacher candidate does not use reflective practices related to their teaching, professional behavior, and professional resources for learning. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **2. Professionalism** | |
|  | MEETS STANDARD (2pts)- Teacher candidate assesses the effects of their own professional behavior on constituents in the learning community and seeks opportunities to grow professionally. |
|  | NEEDS IMPROVEMENT (1pts)- Teacher candidate sometimes assesses the effects of their own professional behavior on constituents in the learning community and seeks opportunities to grow professionally. |
|  | UNACCEPTABLE (0pts)- Teacher candidate does not assesses the effects of their own professional behavior on constituents in the learning community and seeks opportunities to grow professionally. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **3. Curriculum and Instruction** | |
|  | MEETS STANDARD (2pts)- Teacher candidate effectively integrates English, reading, writing, oral language, science, mathematics, heath, history and social sciences, art, music, drama, movement, technology, and physical education in learning experiences. |
|  | NEEDS IMPROVEMENT (1pts)- Teacher candidate is moderately effective at integrating English, reading, Writing, oral language, science, mathematics, heath, history and social sciences, art, music, drama, movement, technology, and physical education in learning experiences. |
|  | UNACCEPTABLE (0pts)- Teacher candidate does not effectively integrate English, reading, writing, oral language, science, mathematics, heath, history and social sciences, art, music, drama, movement, technology, and physical education in learning experiences |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **4. Curriculum and Instruction** | |
|  | MEETS STANDARD (2pts)- Teacher candidate understands and uses content knowledge in reading, writing, oral language, science, mathematics, history and social science, the arts, health and physical education, and technology to support students’ learning of state and local competencies. |
|  | NEEDS IMPROVEMENT (1pts)- Teacher candidate moderately understands and uses content knowledge in reading, writing, oral language, science, mathematics, history and social science, the arts, health and physical education, and technology to support students’ learning of state and local competencies. |
|  | UNACCEPTABLE (0pts)- Teacher candidate does not understand and knowledge in reading, writing, oral language, science, mathematics, history and social science, the arts, health and physical education, and technology to support students’ learning of state and local competencies. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **5. Curriculum and Instruction** | |
|  | MEETS STANDARD (2pts)- Teacher candidate uses knowledge of student development and learning theory to differentiate instruction and provide learning opportunities that are adapted for diverse learning needs of all students. |
|  | NEEDS IMPROVEMENT (1pts)- Teacher candidate sometimes uses knowledge of student development and learning theory to differentiate instruction and provide learning opportunities that are adapted for diverse learning needs of all students. |
|  | UNACCEPTABLE (0pts)- Teacher candidate does not uses knowledge of student development and learning theory to differentiate instruction and provide learning opportunities that are adapted for diverse learning needs of all students. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **6. Curriculum and Instruction** | |
|  | MEETS STANDARD (2pts)- Teacher candidate effectively manages a learning environment to meet the diverse needs of all students and to motivate individuals and groups at the Prek-6 level to become engaged in the learning process. |
|  | NEEDS IMPROVEMENT (1pts)- Teacher candidate moderately manages a learning environment to meet the diverse needs of all students and to motivate individuals and groups at the Prek-6 level to become engaged in the learning process. |
|  | UNACCEPTABLE (0pts)- Teacher candidate does not manage a learning environment to meet the diverse needs of all students and to motivate individuals and groups at the Prek-6 level to become engaged in the learning process. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **7**. **Curriculum and Instruction** | |
|  | MEETS STANDARD (2pts)- Teacher candidate effectively uses knowledge and skills of verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. |
|  | NEEDS IMPROVEMENT (1pts)- Teacher candidate moderately uses knowledge and skills of verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom |
|  | UNACCEPTABLE (0pts)- Teacher candidate does not uses knowledge and skills of verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **8. Instruction and Assessment** | |
|  | MEETS STANDARD (2pts)- Teacher candidate consistently uses formal and informal assessment strategies to plan, evaluate, and modify instruction to promote on-going cognitive, social, emotional, and physical development of the Prek-6 student. |
|  | NEEDS IMPROVEMENT (1pts)- Teacher candidate sometimes uses formal and informal assessment strategies to plan, evaluate, and modify instruction to promote on-going cognitive, social, emotional, and physical development of the Prek-6 student. |
|  | UNACCEPTABLE (0pts)- Teacher candidate does not use formal and informal assessment strategies to plan, evaluate, and modify instruction to promote on-going cognitive, social, emotional, and physical development of the Prek-6 student. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **Comments:** | |
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