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

Middle School Education 6-8

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4301 Hampton Blvd.

Norfolk, VA 23529

**Middle School Education 6-8**

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)- Middle level student teacher candidates consistently model high standards of ethical behavior and professional competence and collegiality as part of their professional practice. |
|  | NEEDS IMPROVEMENT (1pts)- Middle level student teacher candidates sometimes model high standards of ethical behavior and professional competence and collegiality as part of their professional practice. |
|  | UNACCEPTABLE (Opts)- Middle level student teacher candidates do not model high standards of ethical behavior and professional competence and collegiality as part of their professional practice. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **2. Professionalism** | |
|  | MEETS STANDARD (2pts)- Middle level student teacher candidates consistently takes a leadership role in the learning community, accepting professional responsibilities and advocating for helping all young adolescents to become thoughtful, ethical, democratic citizens. |
|  | NEEDS IMPROVEMENT (lpts)- Middle level student teacher candidates sometimes takes a leadership role in the learning community, accepting professional responsibilities and advocating for helping all young adolescents to become thoughtful, ethical, democratic citizens. |
|  | UNACCEPTABLE (Opts)- Middle level student teacher candidates does not takes a leadership role in the learning community, accepting professional responsibilities and advocating for helping all young adolescents to become thoughtful, ethical, democratic citizens. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **3. Learning and Development** | |
|  | MEETS STANDARD (2pts )- Middle level student teacher candidates consistently use their knowledge of young adolescents to provide learning opportunities that are developmentally responsive, socially equitably, and academically rigorous. |
|  | NEEDS IMPROVEMENT (lpts)- Middle level student teacher candidates sometimes use  their knowledge of young adolescents to provide learning opportunities that are  developmentally responsive, socially equitably, and academically rigorous. |
|  | UNACCEPTABLE (0pts)- Middle level student teacher candidates do not use their  knowledge of young adolescents to provide learning opportunities that are developmentally responsive, socially equitably, and academically rigorous. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **4. Learning and Development** | |
|  | MEETS STANDARD (2pts)- Middle level student teacher candidates consistently create  and maintain supportive learning environments that promote mutually respectful relationships with young adolescents. |
|  | NEEDS IMPROVEMENT (1pts)- Middle level student teacher candidates sometimes create  and maintain supportive learning environments that promote mutually respectful relationships with young adolescents. |
|  | UNACCEPTABLE (0pts)- Middle level student teacher candidates do not create and maintain supportive learning environments that promote mutually respectful relationships with young adolescents. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **5. Philosophy and School Organization** | |
|  | MEETS STANDARD (2pts)- Middle level student teacher candidates consistently articulate and implement developmentally responsive practices for middle level education such as; teaming, advising, service learning, and foster adolescent development academically, socially, emotionally, and physically for all learners through instructional decisions. |
|  | NEEDS IMPROVEMENT (1pts)- Middle level student teacher candidates sometimes articulate and implement developmentally responsive practices for middle level education such as; teaming, advising, service learning, and foster adolescent development academically, socially, emotionally, and physically for all learners through instructional decisions. |
|  | UNACCEPTABLE (0pts)- Middle level student teacher candidates does not articulate and  implement developmentally responsive practices for middle level education such as; teaming, advising, service learning, and foster adolescent development academically, socially, emotionally, and physically for all learners through instructional decisions. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **6. Curriculum and Assessment** | |
|  | MEETS STANDARD (2pts)- Middle level student teacher candidates consistently utilizes their knowledge of early adolescent development to analyze local and state curriculum standards and designs instruction to meet young adolescent needs, integrating appropriate material and student interest. |
|  | NEEDS IMPROVEMENT (1pts)- Middle level student teacher candidates sometimes utilize their knowledge of early adolescent development to analyze local and state curriculum standards and designs instruction to meet young adolescent needs, integrating appropriate material and student interest. |
|  | UNACCEPTABLE (0pts)- Middle level student teacher candidates do not utilize their knowledge of early adolescent development to analyze local and state curriculum standards and designs instruction to meet young adolescent needs, integrating appropriate material and student interest. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **7. Curriculum and Assessment** | |
|  | MEETS STANDARD (2pts)- Middle level student teacher candidates consistently assess student achievement using multiple strategies and thev are able to articulate their criteria for strategy selection. |
|  | NEEDS IMPROVEMENT (1pts)- Middle level student teacher candidates sometimes assess student achievement using multiple strategies and they are able to articulate their criteria for strategy selection. |
|  | UNACCEPTABLE (0pts)- Middle level student teacher candidates does not assess student achievement using multiple strategies and they are able to articulate their criteria for strategy selection. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **8. Middle Level Teaching Fields** | |
|  | MEETS STANDARD (2pts)- Middle level student teacher candidates consistently demonstrates comprehensive in-depth knowledge in two content areas that are broad and multidisciplinary and use specific content teaching and assessment strategies which integrate the arts, technologies, and literacy in their teaching field. |
|  | NEEDS IMPROVEMENT (1pts)- Middle level student teacher candidates sometimes demonstrates comprehensive in-depth knowledge in two content areas that are broad and multidisciplinary and use specific content teaching and assessment strategies which integrate the arts, technologies, and literacy in their teaching field. |
|  | UNACCEPTABLE (0pts)- Middle level student teacher candidates does not demonstrate comprehensive in-depth knowledge in two content areas that are broad and multidisciplinary and use specific content teaching and assessment strategies which integrate the arts, technologies, and literacy in their teaching field. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **Comments** | |
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