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**Student Teaching: Mild Interventions P-12 Candidate Evaluation Rubric (5.2020*)***

*EDU Coordinator Cheryl Torline will be requesting this documentation.   
Evaluations must be completed (typed) electronically and submitted by email to torline@hanover.edu*

**Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clinical Educator/Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**HC Clinical Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade and Subject Matter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Directions: This candidate evaluation rubric will be completed twice during the student teaching experience. The initial evaluation during the first three or four weeks in the experience then again at the end for the final evaluation to indicate candidate growth throughout the experience. The final evaluation will determine if a candidate is ready for licensure and the first year of teaching. Please provide your honest feedback on the candidate’s performance in this experience. Initially, not all criterion may be able to be scored due to the limited time period. The clinical educator should indicate the rating by shading/highlighting the applicable box. For the final evaluation, if a candidate is unable to meet one of the criteria due to contextual factors, also indicate with Not Applicable (NA). We respectfully ask that fields not be left blank. Fields shaded in pink or green are for CAEP tagging and should be scored. ***\* INDICATES OUR NON-NEGOTIABLES***

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| **CEC Standards** | **COMPETENCE: CONTENT AND PEDAGOGICAL KNOWLEDGE**  (INTASC 1, 7, 8, 9) | **4**  **Highly Effective** | **3**  **Effective** | **2**  **Developing** | **1**  **Not Effective** | **NA** |
| 1.0 | Understand how  exceptionalities may interact with development and learning and use this  knowledge to provide meaningful and challenging learning experiences  for individuals with exceptionalities | Candidate can easily explain an understanding of how exceptionalities interact with development and learning | Candidate can clearly explain an understanding of how exceptionalities interact with development and learning | Candidate needs assistance explaining how exceptionalities interact with development and learning | Candidate is unable to explain how exceptionalities interact with development and learning | Not applicable to this clinical experience |
| 1.1 | Understand how language, culture, and family background influence the learning of individuals with exceptionalities. |  |  |  |  | Not applicable to this clinical experience |
| 1.2 | Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. |  |  |  |  | Not applicable to this clinical experience |
| 2.0 | Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. |  |  |  |  | Not applicable to this clinical experience |
| 2.1 | Through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. |  |  |  |  | Not applicable to this clinical experience |
| 2.2 | Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. |  |  |  |  | Not applicable to this clinical experience |
| 2.3 | Know how to intervene safely and appropriately with individuals with exceptionalities in crisis. |  |  |  |  | Not applicable to this clinical experience |
| 3.0 | Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. |  |  |  |  | Not applicable to this clinical experience |
| 3.1 | Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities |  |  |  |  | Not applicable to this clinical experience |
| 3.2 | Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities |  |  |  |  | Not applicable to this clinical experience |
| 3.3 | Modify general and specialized curricula to make them accessible to individuals with exceptionalities. |  |  |  |  | Not applicable to this clinical experience |
| 4.0 | Use multiple methods of assessment and data-sources in making educational decisions. |  |  |  |  | Not applicable to this clinical experience |
| 4.1 | Select and use technically sound formal and informal assessments that minimize bias. |  |  |  |  | Not applicable to this clinical experience |
| 4.2 | Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. |  |  |  |  | Not applicable to this clinical experience |
| 4.3 | In collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. |  |  |  |  | Not applicable to this clinical experience |
| 4.4 | Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. |  |  |  |  | Not applicable to this clinical experience |
| 5.0 | Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |  |  |  |  | Not applicable to this clinical experience |
| 5.1 | Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. |  |  |  |  | Not applicable to this clinical experience |
| 5.2 | Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. |  |  |  |  | Not applicable to this clinical experience |
| 5.3 | Are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. |  |  |  |  | Not applicable to this clinical experience |
| 5.4 | Use strategies to enhance language development and communication skills of individuals with exceptionalities |  |  |  |  | Not applicable to this clinical experience |
| 5.5 | Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. |  |  |  |  | Not applicable to this clinical experience |
| 5.6 | Teach to mastery and promote generalization of learning |  |  |  |  | Not applicable to this clinical experience |
| 5.7 | Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. |  |  |  |  | Not applicable to this clinical experience |
| 6.0 | Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. |  |  |  |  | Not applicable to this clinical experience |
| 6.1 | Use professional Ethical Principles and Professional Practice Standards to guide their practice. |  |  |  |  | Not applicable to this clinical experience |
| 6.2 | Understand how foundational knowledge and current issues influence professional practice. |  |  |  |  | Not applicable to this clinical experience |
| 6.3 | Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. |  |  |  |  | Not applicable to this clinical experience |
| 6.4 | Understand the significance of lifelong learning and participate in professional activities and learning communities. |  |  |  |  | Not applicable to this clinical experience |
| 6.5 | Advance the profession by engaging in activities such as advocacy and mentoring |  |  |  |  | Not applicable to this clinical experience |
| 6.6 | Provide guidance and direction to paraeducators, tutors, and volunteers. |  |  |  |  | Not applicable to this clinical experience |
| 7.0 | Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. |  |  |  |  | Not applicable to this clinical experience |
| 7.1 | Use the theory and elements of effective collaboration. |  |  |  |  | Not applicable to this clinical experience |
| 7.2 | Serve as a collaborative resource to colleagues. |  |  |  |  | Not applicable to this clinical experience |
| 7.3 | Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. |  |  |  |  | Not applicable to this clinical experience |
| **Comments:** | | | | | | |

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| **COMPETENCE: UNIT/LESSON PLANNING and ASSESSMENT**– Demonstrates the following components:(InTASC Standards 5,6,7,8) (REPA3 standards 1,2,3,4) | **4**  **Highly Effective** | **3**  **Effective** | **2**  **Developing** | **1**  **Not Effective** | **NA**  **Not Applicable** |
| \*Advanced preparation of plans and materials; lessons well-organized | Candidate demonstrates skill on a regular basis focusing on student needs and learning with guidance from mentor teacher; | Candidate demonstrates skill on a consistent basis; performing task part of regular routine and able to do without much assistance from mentor teacher | Candidate displays some difficulty in performing task on a consistent basis and at times, candidates unable to satisfactorily complete the task and mentor teacher must assist | Candidate displays little or no competency in performing skill/task | Lesson planning not required |
| Clear focus, long-range goals, in relevant learning progression with purpose of lessons clearly stated. | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively plan instruction | Lesson planning not required |
| \* Objectives are specific, measurable and aligned to standards | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively plan instruction | Lesson planning not required |
| Content reviewed, restated, rephrased, and re-taught using appropriate examples, explanations, and multiple representations  *CAEP diversity tag* | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively plan instruction | Lesson planning not required |
| \*Engaging introductions to activities | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively plan instruction | Lesson planning not required |
| High level of student engagement in most lessons | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively plan instruction | Lesson planning not required |
| \*Developmentally appropriate instructional level | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively plan instruction | Lesson planning not required |
| \*Adapts and differentiates instruction for all students’ abilities (r) including exceptional learners  *CAEP diversity tag* | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively plan instruction | Lesson planning not required |
| Demonstrates relevance to students’ lives and to the community; provides real world examples and opportunities for learning | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively plan instruction | Lesson planning not required |
| Lessons build on prior knowledge of key concepts and make connections evident; checks for student alternative conceptions. | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively plan instruction | Lesson planning not required |
| \*Frequently checks for student understanding using a variety of methods Includes: formal, informal, discussions, student choice, exit slips, do-nows, guided or independent practice | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively plan instruction and assessments | Lesson planning not required |
| Data used for planning lessons and applies circular model of planning and instructional assessment | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively plan instruction and use data | Lesson planning not required |
| Analyzes and creates assessments that are valid (measures standards), reliable, and free from bias | Candidate independently demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis; able to do as part of regular routine with little assistance | Candidate displays some difficulty in performing task on a consistent basis and needs assistance from mentor | Candidate unable to effectively design and analyze assessments | Lesson planning not required |
| **Comments:** | | | | | |

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| **COMPETENCE: ORGANIZING FOR TEACHING and CRITICAL THINKING** – Demonstrates the following components: (InTASC Standards 2, 3,5,7,8,9) (REPA3 standard 2,3,5) | **4**  **Highly Effective** | **3**  **Effective** | **2**  **Developing** | **1  Not Effective** | **NA**  **Not Applicable** |
| **\*Positive and respectful classroom climate and good student rapport** | Candidate demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis without much guidance from mentor teacher | Candidate displays some difficulty in performing task on a consistent basis | Candidate displays little or no competency in performing skill/task | Not applicable to this clinical experience |
| Establishes and maintains effective classroom management; including appropriate voice and cadence;students on-task majority of class time with few disruptions | Candidate demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis without much guidance from mentor teacher | Candidate displays some difficulty in performing task on a consistent basis | Candidate displays little or no competency in performing skill/task | Not applicable to this clinical experience |
| Effective time management of classroom activities and other responsibilities (routines, transitions and procedures well-executed) | Candidate demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis without much guidance from mentor teacher | Candidate displays some difficulty in performing task on a consistent basis | Candidate displays little or no competency in performing skill/task | Not applicable to this clinical experience |
| Wait time used effectively | Candidate demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis without much guidance from mentor teacher | Candidate displays some difficulty in performing task on a consistent basis | Candidate displays little or no competency in performing skill/task | Not applicable to this clinical experience |
| Incorporates varied verbal and non-verbal teaching strategies according to student strengths, varied talents and interests | Candidate demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis without much guidance from mentor teacher | Candidate displays some difficulty in performing task on a consistent basis | Candidate displays little or no competency in performing skill/task | Not applicable to this clinical experience |
| Appropriate use of whole class, collaborative group, paired, discussions, independent practice learning structures reflecting student centered practice | Candidate demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis without much guidance from mentor teacher | Candidate displays some difficulty in performing task on a consistent basis | Candidate displays little or no competency in performing skill/task | Not applicable to this clinical experience |
| Responds appropriately to student misunderstanding | Candidate demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis without much guidance from mentor teacher | Candidate displays some difficulty in performing task on a consistent basis | Candidate displays little or no competency in performing skill/task | Not applicable to this clinical experience |
| Seeks and uses resources to enhance teaching  *CAEP technology tag* | Candidate demonstrates skill on a regular basis focusing on student needs and learning | Candidate demonstrates skill on a consistent basis without much guidance from mentor teacher | Candidate displays some difficulty in performing task on a consistent basis | Candidate displays little or no competency in performing skill/task | Not applicable to this clinical experience |
| Uses higher order thinking questions (Blooms) to promote divergent responses | Candidate demonstrates skill on a regular basis focusing on student needs and learning | Not applicable to this clinical experience | Candidate displays some difficulty in performing task on a consistent basis | Candidate displays little or no competency in performing skill/task | Not applicable to this clinical experience |
| \***Strategic use of digital and computer-related technology in various formats (see ISTE standards)**  *CAEP technology tag* | Candidate demonstrates skill on a regular basis focusing on student needs and learning | Not applicable to this clinical experience | Candidate displays some difficulty in performing task on a consistent basis | Candidate displays little or no competency in performing skill/task | Not applicable to this clinical experience |

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| **Comments:** |

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| **CULTURAL RESPONSIVENESS** – Demonstrates the following actions:  (InTASC Standards 1,2,9) (ACEI 3.2 as noted)  (REPA3 standards 1, 3, 4, 5) | | | **4**  **Highly Effective** | **3**  **Effective** | **2**  **Developing** | **1**  **Not Effective** | **NA Not Applicable** |
| Facilitates a community of learners that demonstrates awareness of inclusion (cultural identity, language, socio-economic status, learning differences, beliefs, global perspective, and gender)  *CAEP diversity tag* | | | Candidate purposely and consistently facilitates an inclusive community of learners | Candidate can facilitate an inclusive community of learners | Candidate displays little effort or difficulty in establishing a community of learners | Candidate displays little or no competency | Not applicable to this clinical experience |
| **\*Creates an atmosphere where all students can be successful and learn to the best of their ability**  *CAEP diversity tag* | | | Candidate purposely and consistently creates this atmosphere | Candidate can effectively create this atmosphere | Candidate displays little effort or difficulty in establishing this atmosphere | Candidate displays little or no competency | Not applicable to this clinical experience |
| Has appropriate accommodations for ELL students  *CAEP diversity tag* | | | Candidate has multiple strategies for effectively planning ELL instruction | Candidate can effectively plan instruction for ELL students | Candidate displays little effort or difficulty in planning for ELL students | Candidate displays little effort or difficulty in planning for ELL students | No opportunity to work with ELL students |
| **Comments:** | | | | | | | |

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| **COMMITMENT** – Demonstrates the following dispositions:  (INTASC Standard 9, 10) (REPA standard 6)  ***\*indicates “non-negotiables”*** | **4**  **Highly Effective** | **3**  **Effective** | **2**  **Developing** | **1**  **Not Effective** |
| **\* Treats all students appropriately with respect avoiding implicit or explicit bias towards any gender, race, culture, or other diverse background.**  *CAEP Diversity Tag*  Added bias statement starting with Fall 2020 cohort | Candidate passionately and consistently displays positive professional disposition | Candidate consistently displays professional disposition | Candidate displays some positive effort on disposition, but not on a regular basis | Candidate has difficulty displaying disposition |
| **\*Demonstrates a commitment to serving diverse learning needs**  *CAEP Diversity Tag* | Candidate passionately and consistently displays positive professional disposition | Candidate consistently displays professional disposition | Candidate displays some positive effort on disposition, but not on a regular basis | Candidate has difficulty displaying disposition |
| **\*Confidence, able to establish teacher presence in classroom** | Candidate exhibits a confident teacher presence consistently | Candidate exhibits a teacher presence on regular basis | Candidate exhibits confident teacher presence in an inconsistent manner | Candidate has difficulty establishing a confident teacher presence |
| **\*Consistently communicates with supervisor and mentor** | Candidate was in regular and frequent communication asking pertinent questions and seeking advice | Candidate was in regular and frequent communication | Candidate at times does not effectively communication | Candidate does regularly communicate |
| **\*Encourages safe atmosphere for students to take risks** | Candidate passionately and consistently displays positive professional disposition | Candidate consistently displays professional disposition | Candidate displays some positive effort on disposition, but not on a regular basis | Candidate is unable to establish a safe atmosphere |
| **\*Self-control, patience, encourages students to work hard and persist** | Candidate passionately and consistently displays positive professional disposition | Candidate consistently displays professional disposition | Candidate displays some positive effort on disposition, but not on a regular basis | Candidate is unable to display disposition |
| **\*Promotes growth mindset communicating high expectations for all students** | Candidate passionately and consistently displays positive professional disposition | Candidate consistently displays professional disposition | Candidate displays some positive effort on disposition, but not on a regular basis | Candidate is unable to display this disposition |
| **\*Appropriate professional appearance** | Candidate always had an appropriate professional appearance | Candidate had an appropriate professional appearance | Candidate at times was unprofessional in appearance | Candidate struggles with being professional in appearance |
| **\*Demonstrates initiative – asking questions and becoming actively involved** | Candidate passionately and consistently displays positive professional disposition | Candidate consistently displays professional disposition | Candidate displays some positive effort on disposition, but not on a regular basis | Candidate is unable to display this disposition |
| **\*Positive about teaching and learning** | Candidate is enthusiastic and passionate about teaching | Candidate has a positive outlook about teaching | Candidate at times has a positive outlook about teaching | Candidate struggles being positive about experience |
| **\*Punctuality and dependability; (regular in attendance and on-time for field)** | Candidate passionately and consistently displays positive professional disposition | Candidate consistently displays professional disposition | Candidate displays some positive effort on disposition, but not on a regular basis | Candidate is unable to display this disposition |
| School or community involvement to support student learning (5.1) | Candidate was involved in multiple school or community events to support student learning | Candidate was involved in a school or community event to support student learning | Candidate was involved in a school or community event but did not contribute to student learning | Candidate does not become involved in the school community |
| Participates in a professional development (PD) activity (ACEI 5.1) | Candidate actively participated in more than one PD activity | Candidate actively participated in at least one PD activity | Candidate attended one PD session | Candidate elects not to attend PD |
| **\*High expectations for all learners and self** | Candidate passionately and consistently displays positive professional disposition | Candidate consistently displays professional disposition | Candidate displays some positive effort on disposition, but not on a regular basis | Candidate is unable to display this disposition |
| **\*Professional/demeanor inside and outside the classroom** | Candidate serves as a model for others around professional demeanor | Candidate always exhibited a positive professional demeanor | Candidate exhibits a professional demeanor inside the classroom but not outside | Candidate has difficulty displaying a professional demeanor |
| **\*Flexible to adapt to changing circumstances** | Candidate was positive in adapting quickly and effectively to multiple changing circumstances | Candidate was positive in adapting quickly and effectively to changing circumstances | Candidate was flexible at times but struggled adapting in certain situations | Candidate is unable to adapt to changing circumstances |
| **\*Open-minded to new ideas and suggestions** | Candidate eagerly accepted new ideas and suggestions | Candidate was open-minded to new ideas and suggestions | Candidate was open to new ideas but struggled implementing them | Candidate is unwilling to accept new ideas |
| Collaborates with other professionals | Candidate collaborated with professional staff throughout the school | Candidate collaborated with grade level/subject colleagues | Candidate collaborated with mentor teacher only | Candidate does not collaborate |
| Actively collaborates with faculty and mentors about learning needs and talents of students; advocate for students’ needs | Collaborated with colleagues to advocate for student learning needs | Collaborated with colleagues to inquire about student needs | Collaborated in a limited manner to inquire about students | Candidate does not collaborate |
| Effective and positive parental contact | Candidate makes attempts for positive parental contact every two weeks | Candidate has regular effective and positive parental contact (more than two instances per grading period) | Candidate has regular effective and positive parental contact (one or two instances per grading period) | Candidate does not attempt effective and positive parental contact |
| **Comments:** | | | | |

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| **CRITICALLY REFLECTIVE** – Demonstrates the following characteristics: (INTASC Standard 9) (REPA standard 6) | **4**  **Highly Effective** | **3**  **Effective** | **2**  **Developing** | **1**  **Not Effective** | **NA**  **Not Applicable** |
| **\*Seeks out and responds to feedback from supervising and mentor teachers (ACEI 5.1)** | Candidate enthusiastically seeks feedback and implements to improve instruction | Candidate seeks and implements feedback on a regular basis | Candidate seeks and implements feedback on a regular basis | Candidate does not seek or implement feedback provided | Not applicable to this field experience |
| **\*Continually uses reflection and analysis of own instruction to make timely adjustments (ACEI 5.1)** | Candidate consistently displays self-assessment and actively adjusts his/her practice to increase effectiveness | Candidate consistently displays self-assessment and awareness of impact on student learning | Candidate consistently displays self-assessment and awareness of impact on student learning | Candidate displays difficulty with self-assessment and understanding impact on others | Not applicable to this field experience |
| **Comments:** | | | | | |

**Overall Candidate Performance**

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| **Please give your professional opinion for each item below:** | **4**  **Strongly Agree** | **3**  **Agree** | **2**  **Undecided (reservations)** | **1**  **Disagree** | **0 Strongly**  **Disagree** |
| The candidate demonstrates a positive teacher presence |  |  |  |  |  |
| The candidate believes that all students can learn by establishing high expectations |  |  |  |  |  |
| The candidate demonstrates a strong commitment to teaching. |  |  |  |  |  |
| I would welcome this candidate as a colleague. |  |  |  |  |  |
| The candidate is recommended to advance in the program |  |  |  |  |  |
| The candidate is ready for his/her classroom as a first year teacher |  |  |  |  |  |
| **Comments on above:** | | | | | |

**Additional Comments:**

**This document was prepared in conjunction with:**

REPA3 - Indiana professional teacher standards for teachers in elementary education (K-6) school setting developmental standards, unless noted

InTASC standards - Interstate New Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

CEC—Initial Specialty Set: Individualized General Curriculum