# **EVALUATION OF TEACHER CANDIDATE**

ESEE: Exceptional Students and Elementary Education

2015-2017 Academic Year

MID-TERM and FINAL evaluations request that mentor teachers provide written evidence of areas of strength and areas for development for the teacher candidates working in their classrooms.

Teacher candidates are responsible for arranging conferences with their mentor at MID-TERM and toward the END of the field placement to discuss the evaluation.

Teacher candidates are also responsible for self-evaluating, providing the mentor with evidence to support their assessments.

The mentor teacher's FINAL evaluation is an official document. The UHM field supervisor collects the signed forms to file with the program.

The evaluations are organized according to the Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards (InTASC), which align with Council for Exceptional Children (CEC) standards.

InTASC	CEC
Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards	Council for Exceptional Children
1. Learner Development	1. Learner Development and Individual
2. Learner Differences	Learning Differences
3. Learning Environments	2. Learning Environments
4. Content Knowledge	3. Curricular Content Knowledge
5. Application of Content	
6. Assessment	4. Assessment
7. Planning for Instruction	5. Instructional Planning and Strategies
8. Instructional Strategies	
9. Professional Learning and Ethical	6. Professional Learning and Practice
Practice	7. Collaboration
10. Leadership and Collaboration	

## **Clinical Practice Evaluation Form – General Education Setting**

ESEE: Exceptional Students and Elementary Educaiton University of Hawai'i at Mānoa

	First Name	Last Name
Teacher Candidate		
Mentor Teacher		
	UH Email	School
Teacher Candidate		
Mentor Teacher		
Person completing this for Teacher Candidate	m: Mentor Teacher	Field Supervisor
012(not a passing score)(passing score)(passing score)Teacher candidate is notTeacher candidate is meetingTeacher candidate ismeeting expectations of theexpectations of the professionexpectations as aeducation profession.as a novice educator.professional educator.		
Teacher candidates are expected to score <b>one or two</b> for all standards.		
Please see the followir	ng link for a detailed overview of th	he HTPS / InTASC standards:

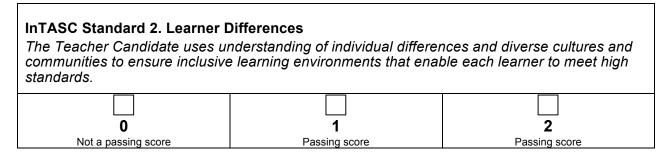
Interstate Teacher Assessment Support Consortium (InTASC) Standards

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#### InTASC Standard 1. Learner Development

The Teacher Candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

0	1	2
Not a passing score	Passing score	Passing score



#### InTASC Standard 3. Learning Environments The Teacher Candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. 2 0 1 Not a passing score Passing score Passing score InTASC Standard 4. Content Knowledge The Teacher Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. InTASC Standard 4.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

1	2
Passing score	Passing score
	<b>1</b> Passing score

### InTASC Standard 4. Content Knowledge

The Teacher Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**InTASC Standard 4.2 Science**—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

0	1	2
Not a passing score	Passing score	Passing score

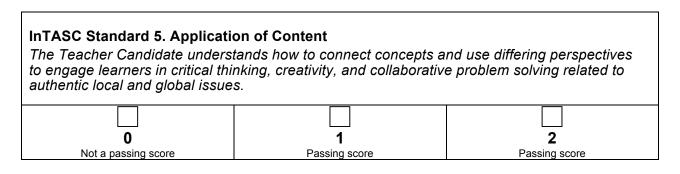
#### InTASC Standard 4. Content Knowledge

The Teacher Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 4.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

InTASC Standard 4. Content Knowledge		
The Teacher Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.		
<b>InTASC Standard 4.4 Social studies</b> —Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.		
0		2
Not a passing score	Passing score	Passing score
InTASC Standard 4. Content Knowledge The Teacher Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. InTASC Standard 4.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing		
arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.		
1 1		

0	1	2
Not a passing score	Passing score	Passing score



	tands and uses multiple methods owth, to monitor learner progress	
0	1	2
Not a passing score	Passing score	Passing score

## InTASC Standard 7. Planning for Instruction The Teacher Candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. 1 2 0 Not a passing score Passing score Passing score InTASC Standard 8. Instructional Strategies The Teacher Candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. 0 1 2 Not a passing score Passing score Passing score InTASC Standard 9. Professional Learning and Ethical Practice The Teacher Candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

0	1	2
Not a passing score	Passing score	Passing score
Not a passing score		

InTASC Standard 10. Leadership and Collaboration		
The Teacher Candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.		
Not a passing score Passing score Passing score		

Professional Dispositions	0 (Not a Passing Score)	1 (Passing Score)	2 (Passing Score)
1. Professional and Ethical Conduct			
2. Effective Work Habits			
3. Effective Communication			
4. Self-reflection			
5. Effective Collaboration			

Summary Statements Please describe the overall performance of the teacher candidate. For candidates who exceed expectations (with one or more "2" ratings) or do not meet expectations (with one or more "0" ratings) please provide specific evidence.

Signatures indicate review of this evaluation.

Teacher Candidate	Date
Mentor Teacher	Date
UHM Field Supervisor	Date

This evaluation should be signed by the Teacher Candidate, the Mentor Teacher, and the UHM Field Supervisor. UHM Field Supervisor will collect the original. The Teacher Candidate and Mentor Teacher will each receive digital copies. Thank you for your assistance!