

## 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.

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

# Clinical Practice Evaluation Form – General Education Setting

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

First Name		Last Name	
<b>Teacher Candidate</b>			
<b>Mentor Teacher</b>			
UH Email		School	
<b>Teacher Candidate</b>			
<b>Mentor Teacher</b>			

Person completing this form:

Teacher Candidate     
  Mentor Teacher     
  Field Supervisor

<p><b>0</b> <i>(not a passing score)</i> Teacher candidate is not meeting expectations of the education profession.</p>	<p><b>1</b> <i>(passing score)</i> Teacher candidate is meeting expectations of the profession as a novice educator.</p>	<p><b>2</b> <i>(passing score)</i> Teacher candidate is exceeding expectations as a professional educator.</p>
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Teacher candidates are expected to score **one or two** for all standards.

<b>Please see the following link for a detailed overview of the HTPS / InTASC standards:</b>
<a href="#">Interstate Teacher Assessment Support Consortium (InTASC) Standards</a>

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<p><b>InTASC Standard 1. Learner Development</b> <i>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.</i></p>		
<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score

<p><b>InTASC Standard 2. Learner Differences</b> <i>The Teacher Candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p>		
<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> 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.*

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**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.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**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.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**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.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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*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 4.4 Social studies**—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.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**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.

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**InTASC Standard 5. Application of Content**

*The Teacher Candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**InTASC Standard 6. Assessment**

*The Teacher Candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the Teacher Candidate’s and learner’s decision making.*

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**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.*

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**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.*

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**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.*

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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**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.*

<input type="checkbox"/> <b>0</b> Not a passing score	<input type="checkbox"/> <b>1</b> Passing score	<input type="checkbox"/> <b>2</b> Passing score
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Professional Dispositions	0 (Not a Passing Score)	1 (Passing Score)	2 (Passing Score)
1. Professional and Ethical Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Effective Work Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Effective Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Self-reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Effective Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 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!