Part 1: ECE Standards (NAEYC)

INDIANA UNIVERSITY - PURDUE UNIVERSITY
Educational Studies Department

Early Childhood Education Practicum (PreK) Final Evaluation

As part of understanding what knowledge, skills, and dispositions our students possess, we are asking you to complete an end-of-practicum evaluation. This tool is comprised of three different parts. The first part is based on the National Association for Education of Young Children (NAEYC) standards for beginning teachers. The second part contains knowledge and skills as outlined by InTASC and CAEP, our accreditating body. The last part asks to you to consider the dispositions that are valued by the faculty at IPFW. In other words, these dispositions align with our Conceptual Framework. You will also be asked to provide a narrative summary of the Student Teacher's performance. Thank you in advance for the time you put into this evaluation -- it is very important to us and the Student Teacher.

Evaluation Information:

Date of Evaluation mm/dd/yyyy	
Teacher Candidate Name	
Teacher Candidate E-mail	
School	
Grade Level	
University Supervisor Name	
University Supervisor E-mail	
Cooperating Teacher Name	
Cooperating Teacher E-mail	

This evaluation is being completed by:

○ Cooperating Teacher

○ University Supervisor

NAEYC 1b:

Responding to multiple influences on development and learning.

TARGET

The learning experiences clearly demonstrated and specifically pointed to candidate's understanding of multiple influences (culture, linguistic contexts, relationships, SES, health-developmental status, media & technology) that positively and negatively impact children's development. Candidate effectively addressed developmental and contextual characteristics of young children and immediately took action when they learned new developmental information that will impact how children respond to learning experiences.

○

ACCEPTABLE

The learning experiences demonstrated that candidate considered some of the influences that positively and negatively impact children's development and was in search of more knowledge that could explain these influences. Candidate took action to positively impact child outcomes during the experience with their current knowledge of each child.

○

UNACCEPTABLE

Candidate focused on the negative aspects or impacts of family and community characteristics on children's learning and development. Candidate made minimal attempt to positively respond to identified characteristics during experiences nor sought new information about children.

○

NAEYC 1c:

Using knowledge of child development to plan achievable and challenging curriculum for young children at various developmental levels.

UNACCEPTABLE

ACCEPTABLE

TARGET

Candidate used specific, current observations of development and learning to justify appropriateness of curriculum. Candidate planned curriculum that stretched and challenged the children's development and learning.

○

Candidate built curriculum based on general observations of children' development and learning. Candidate designed curriculum to meet the children's current level of development and learning. They were supported in their current levels but not moved forward.

○

Candidate based curricular decisions on outdated or biased information regarding the children's development and learning. Candidate created curriculum that was not aligned with children's current development and learning. Children expressed through actions or words that they were bored or unengaged with experience.

○

Comments:

NAEYC 2a:

Knowing about and understanding diverse family and community characteristics

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Candidate's understanding of family and community characteristics and unique strengths are reflected and honored on the objectives and processes of learning experiences. Candidate was able to provide a research-based rationale for incorporating family practices.	Candidate's understanding of family and community characteristics are aligned with the objectives and processes of learning experiences although not always justified through research.	Candidate's understanding of family and community characteristics is not observable in the learning experiences OR not aligned with family and community characteristics.
○	○	○

NAEYC 2b:

Build reciprocal relationships to involve families in supporting their child's development.

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Candidate supported and engaged *each* family through respectful, reciprocal relationships and incorporated families' languages and cultures, strengths, expectations, values, and childrearing practices in learning experiences. Evidence demonstrated that candidate involves family members in gathering/sharing data when a problem arises and works directly with them to solve it jointly.	Candidate built respectful, positive relationships, taking families' preferences and goals into account. Evidence demonstrated that candidate considers family members to be resources for insight into their children, using that information to solve problems.	Candidate treated each family the same, not accounting for variations in language, strengths, expectations, values and childrearing practices. Candidate solved problems unilaterally or with colleagues without seeking information or input from family members.
○	○	○

NAEYC 2b:

Build reciprocal relationships to involve families in supporting their child's development.

TARGET

Candidate demonstrated a variety of communication skills to foster formal and informal conversations, including appropriate uses of conferencing and technology to share children's work and to communicate with families. Candidate was proactive and took initiative in communicating with families.
O

ACCEPTABLE

Candidate used a number of positive communication skills when interacting with families. Found ways to share children's work with families, although they may not always be effective. Candidate was more hesitant when parents did not display interest.
O

UNACCEPTABLE

Candidate used technology or another one approach as the basis for all communication with families. Candidate put responsibility of communication on parents and expected to be communicated frequently.
O

NAEYC 2c:

Involving families and communities in young children's development and learning

TARGET

The learning experiences candidate planned encourage active engagement of families in school and incorporate family home practices in children's learning. Candidate modified family involvement practices in order to create more in-depth family involvement even when they already actively reached families.
O

ACCEPTABLE

The learning experiences candidate planned allows family engagement at school and home and respects family home practices. Candidate modified their family involvement practices when they were not able to effectively reach families.
O

UNACCEPTABLE

The learning experiences candidate planned does not consider family engagement at home or school as an integral part. Candidate did not modify their family involvement practices.
O

Comments:

NAEYC 3b:

Collaborate with families and with professional colleagues to identify children with special rights.

TARGET

Candidate engaged in appropriate screening for each child, consistently sharing information about each child's development, strengths, and needs with cooperating teacher.
If the process revealed a child who might have special rights, candidate participates effectively as a member of an inter-professional team to conduct additional assessments and/or analyses.
○

ACCEPTABLE

Candidate used at least one tool for screening purposes. Assessment results are shared with cooperating teacher if candidate noticed an area of concern. Candidate attended inter-professional team meetings to learn more about how the referral/ assessment process works.
○

UNACCEPTABLE

Candidate did not complete the same assessments on each child; thus, has minimal evidence for judging when a child may need a referral. OR Results of assessments were not shared with cooperating teacher even when there is concern for a child. When another person raised an issue, candidate did not act as an inter-professional team member.
○

NAEYC 3c:

Using observation, documentation, and other appropriate assessment tools (through spontaneous observations, formative and summative, qualitative and standardized)

TARGET

Candidate systematically collected for each child a variety of data in both formal and playful learning contexts and used the results to benefit the child. Candidate documented the learning and development of each child, providing insight into critical issues of justice and equity for children, families, and the profession.
○

ACCEPTABLE

Candidate collected a variety of data in both formal and playful learning contexts, and reflects on them for each child. Candidate documented the learning and development of each child, reflecting on how young children develop and respond to opportunities and obstacles in their lives.
○

UNACCEPTABLE

Candidate randomly collected data on children's development and learning, rather than following a systematic plan for gathering it. OR relied primarily on one data source. Candidate documented the learning and development of children by focusing on their "cuteness," weaknesses, or misconceptions.
○

NAEYC 3d:

Practicing responsible assessment to promote positive outcomes for each child (ideals/principles can be found in NAEYC's Code of Ethical Conduct).

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Candidate practiced ethical assessment (e.g., ideals and principles) that supports children, rather than being used to exclude them or deny them services. Candidate modified assessments and otherwise accounted for culturally and linguistically diverse children and for children with developmental delays, disabilities, or other special characteristics in their analyses of the results.	Candidate upheld select ethical principles for children such as confidentiality and using multiple, on-going sources of information. Candidate provided some evidence of modifying assessment or accounting for diversity in their analyses of the results.	Candidate upheld select ethical principles for children such as confidentiality and using multiple, on-going sources of information. Candidate provided some evidence of modifying assessment or accounting for diversity in their analyses of the results
○	○	○

Comments:

NAEYC 4a:

Establishing positive relationships in work with young children

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Candidate displayed warm, nurturing interactions with each child, communicating genuine liking for and interest in young children's activities and characteristics.	Candidate interacted sensitively with young children, responding to their individual characteristics, likes and dislikes.	Candidate acted disingenuously, made promises but did not keep them, or engaged with children in an emotionally stilted manner.
○	○	○

NAEYC 4b:

Applying effective strategies and tools for early education, including technology.

TARGET

Candidate used emergent or project-based curriculum to seamlessly integrate academic content. Engaging conversations, open-ended, thought-provoking questions, provision of materials, and spontaneous activities are all evident in the candidate's repertoire of teaching skills. Candidate used a variety of technology to support learning in meaningful ways that best fit the task and the level of the children.

○

ACCEPTABLE

Candidate created the learning environment to support planned and spontaneous interactions with materials that separate academic content areas. Used conversations and open-ended questions to engage children in thinking about each content area. Candidate used technology to help children research or investigate questions.

○

UNACCEPTABLE

During the learning experiences, candidate did not utilize engaging conversations, thought provoking questions, provision of materials, or spontaneous activities. Candidate used technology for "edutainment" rather than to extend and deepen learning or focuses on "fun" games or rote learning.

○

NAEYC 4c:

Using a broad repertoire of developmentally appropriate teaching/ learning approaches

TARGET

Learning experiences included a broad repertoire of developmentally appropriate teaching/learning approaches such as fostering oral language and communication, teaching through social interactions and indoor and outdoor play, addressing children's challenging behaviors and incorporating children's language and culture. Learning experiences demonstrate that candidate drew from a continuum of teaching strategies, purposefully set up the environment, schedule and routines to use time effectively, and focused on children's individual characteristics, needs, and interests.

◯

ACCEPTABLE

Learning experiences included an appropriate but not well balanced variety of developmentally appropriate teaching/learning approaches. Learning experiences demonstrate that candidate generally used a continuum of teaching strategies, set up the environment, schedule and routines to use time feasibly, and generally focused on children's individual or group characteristics, needs, and interests.

◯

UNACCEPTABLE

Learning experiences lacked a variety of developmentally appropriate teaching/learning approaches. Learning experiences lacked evidence of the use of a continuum of teaching strategies, and effective use of the environment, schedule and routines and did not consider children's unique and group characteristics, needs, and interests.

◯

NAEYC 4c:

Using a broad repertoire of developmentally appropriate teaching/ learning approaches.

TARGET

ACCEPTABLE

During the learning experiences, candidate intentionally fostered critical developmental skills such as empathy, sociability, cooperation, friendship, self-concept, and self-esteem, responsibility, reasoning, planning and organization by embedding them in curriculum and teaching/learning process.

◯

During the learning experiences, candidate fostered some of the critical developmental skills such as empathy, sociability, cooperation, friendship, self-concept, and self-esteem, responsibility, reasoning, planning and organization by directly addressing them during teaching/learning process.

◯

UNACCEPTABLE

During the learning experiences, candidate failed to focus on the critical developmental skills such as empathy, sociability, cooperation, friendship, self-concept, and self-esteem, responsibility, reasoning, planning and organization.

◯

Comments:

NAEYC 5b:

Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines (math, science, social studies, literacy, language arts, art, music, drama, movement, health, nutrition).

TARGET

Learning experiences demonstrate that candidate has an in-depth understanding of content knowledge beyond isolated facts or information. Evidence suggest that candidate was well-informed about the research base underlying the content, and emphasized essential concepts and inquiry tools of each content area that will serve as a foundation for later academic success. Learning experiences demonstrate that the candidate understands big ideas and ways of knowing in each discipline and fosters children's faith in themselves as learners of specific content areas.

○

ACCEPTABLE

Learning experiences demonstrate candidate's understanding of content knowledge beyond facts. The learning experiences demonstrate candidate's understanding of distinct tools of research in each discipline. Candidate used various themes or concepts in each discipline and was overall encouraging towards children's engagement in different ways of knowing.

○

UNACCEPTABLE

There is evidence that candidate does not comprehend nor utilize content knowledge associated with classroom practice. Candidate did not distinguish among various tools of inquiry for each discipline. Children engage in each classroom practice similarly.

○

NAEYC 5c:

Using own knowledge, appropriate early learning standards, and other resources to design,

implement, and evaluate developmentally meaningful and challenging curriculum for each child.

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Learning experiences demonstrate candidate's ability to go beyond their own basic knowledge and to use early learning standards, identify other sound resources such as books, Web resources, and individuals with content expertise to create meaningful and challenging curriculum for children with diverse backgrounds, abilities and interests. The curriculum and the learning experiences reflect a clear emphasis on fostering children's ability to solve problems and think deeply, at their differing, individual levels.	Learning experiences demonstrate candidate's ability to bring together a general variety of resources for creating curriculum and learning experiences for the diverse backgrounds, abilities and interests of every child. The curriculum and the learning experiences reflect an indirect emphasis on group of children solving problems and thinking deeply.	Learning experiences do not provide evidence for candidate's use of sound knowledge base and resources and fails to challenge and provide meaningful content for young children. The curriculum and learning experiences emphasize telling and following directions.
○	○	○

NAEYC 5c:

Using own knowledge, appropriate early learning standards, and other resources to design,

implement, and evaluate developmentally meaningful and challenging curriculum for each child.

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Learning experiences are designed as dynamic, and demonstrate that candidate critique and modify curriculum experiences using professional standards and research on child development and learning.	Learning experiences demonstrate candidate's general understanding of adaptive methods and ways to engage students when needed.	Candidate sticks with initial plan and does not make adaptations to address standards, research, or to better engage children.
○	○	○

Comments:

NAEYC 6b:

Knowing about and upholding ethical standards and other early childhood professional guidelines.

TARGET

Candidate made it clear during the field work how they based their decisions for the professional dilemmas on the NAEYC Code of Ethical Conduct and used other professional guidelines to guide their decisions in order to ensure confidentiality, sensitivity, and respect for children, families and colleagues.

○

ACCEPTABLE

Candidate implicitly displayed through documentation, or verbal discussions their ability to use NAEYC Code of Ethical Conduct and other professional guidelines to guide their decisions in order to ensure confidentiality, sensitivity, and respect for children, families.

○

UNACCEPTABLE

The decisions made did not reflect any knowledge base or philosophical stance to uphold high standards for ethics based on NAEYC Code of ethical conduct and other professional guidelines.

○

NAEYC 6c:

Engaging in continuous, collaborative learning to inform practice;

Using technology effectively with young children, with peers, and as a professional resource.

TARGET	ACCEPTABLE	UNACCEPTABLE
An attitude of inquiry and collaboration seeking was evident in candidate's writing, discussion, and actions. Candidate's communication behavior demonstrated a strong endeavor to negotiate, learn with and benefit from colleagues such as other candidates, higher education faculty, and experienced practitioners, as well as interdisciplinary collaboration with special educators and specialists working with children to ensure they fulfill their roles as a team member. ○	Candidate displayed a positive attitude toward inquiry and collaboration as evident in reflections. Candidate displayed an emerging interest and willingness to negotiate, learn with, and benefit from colleagues and began learning about the roles/contributions of each colleague in different capacities. ○	Candidate made most of the decisions alone, and avoided collaboration when not required. Candidate displayed hesitancy or resentment toward constructive criticism or opportunities to collaborate to make decisions or appreciate the possible contributions of professional they worked with. Candidate did not view them as a member of the team. ○

NAEYC 6c:

Engaging in continuous, collaborative learning to inform practice;

Using technology effectively with young children, with peers, and as a professional resource.

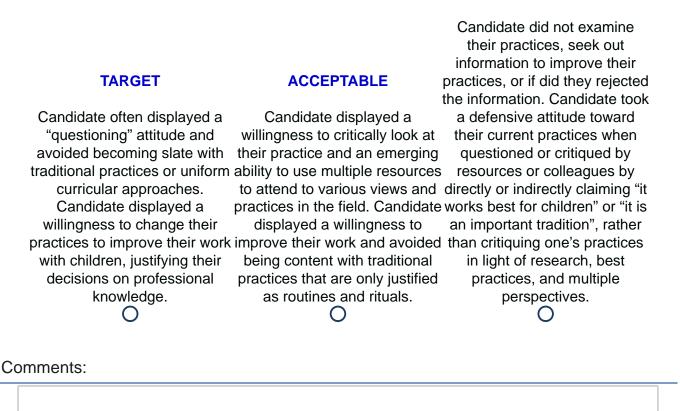| TARGET	ACCEPTABLE	UNACCEPTABLE
Candidate demonstrated self-motivated, purposeful learning to directly influence the quality of work with young children, while also seeking ways to utilize technology more effectively. ○	Candidate demonstrated purposeful learning when a challenge arose or when encouraged by colleagues while also beginning to learn how to utilize technology in their work. ○	Candidate displayed a content and self-sufficient attitude towards learning opportunities. Candidate avoided using any technology. ○

NAEYC 6d:

Integrating knowledgeable, reflective, and critical perspectives on early education

		UNACCEPTABLE
TARGET	**ACCEPTABLE**	Candidate did not examine their practices, seek out information to improve their practices, or if did they rejected the information. Candidate took a defensive attitude toward their current practices when questioned or critiqued by resources or colleagues by directly or indirectly claiming "it works best for children" or "it is an important tradition", rather than critiquing one's practices in light of research, best practices, and multiple perspectives.
Candidate often displayed a "questioning" attitude and avoided becoming slate with traditional practices or uniform curricular approaches. Candidate displayed a willingness to change their practices to improve their work with children, justifying their decisions on professional knowledge.	Candidate displayed a willingness to critically look at their practice and an emerging ability to use multiple resources to attend to various views and practices in the field. Candidate displayed a willingness to improve their work and avoided being content with traditional practices that are only justified as routines and rituals.	
○	○	○

Comments:

[ ]

You have completed Part 1 of this survey. Please continue on for Part 2 and 3.

Part 2: Unit-wide Assessment of InTASC & CAEP Standards

Learners & Learning

The candidate regularly assesses development and learning of each student and uses that information to scaffold to next levels.

InTASC #1

CAEP 1.1

Target	**Acceptable**	
Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.	Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.	**Unacceptable** Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.
O	O	O

Content Knowledge

Candidate uses interactive technology efficiently and effectively to achieve content-specific learning goals.

InTASC #5

CAEP 1.5

Target	**Acceptable**	**Unacceptable**
Candidate engages students in use of and critical analysis of different media and communication technologies in their content area to achieve specific learning goals. The media are used in such a way that students are helped to reflect on the content of their learning.	Candidate engages students in use and critical analysis of different media and communication technologies that are applicable and connected to the specific learning goals for the content area.	Candidate uses different media and communication technologies that are generic in nature (i.e., not connected directly to the specific content area) or have limited utility for enriching learning in the content area. Students are not encouraged to respond critically to the technology selected.
O	O	O

Content Knowledge

Candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.

InTASC #4

CAEP 1.1

Target
Candidate engages students in discovering meaning of the content by questioning and analyzing ideas from diverse perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other larger meanings and critical stances in the content area.
○

Acceptable
Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.
○

Unacceptable
Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.
○

Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

CAEP 1.1

Target
Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.
○

Acceptable
Candidate uses both formative and summative assessments to document learning.
○

Unacceptable
Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.
○

Instructional Practice

The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners.

InTASC #7

CAEP 1.1

Target	**Acceptable**	**Unacceptable**
Candidate creates learning experiences that are meaningful to learners due to students' contextual variables and prior knowledge. The experiences also align to curriculum and content standards	Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly.	Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are for learners or for addressing content standards.
◯	◯	◯

Instructional Practice

Candidates use technology to support student learning through gathering, interpreting, evaluating, and applying information.

InTASC #8

CAEP 1.1

Target	**Acceptable**	**Unacceptable**
Technology tools are used to access, interpret, evaluate, and apply information. Candidate uses the technology to engage the students in higher order thinking skills. In addition, technology is age appropriate, and builds student creativity, communication, and/or collaboration skills.	Technology is used to access, interpret, evaluate, and apply information. In addition, it is age appropriate and supports student learning.	Technology use focuses on accessing information or repeating information, rather than supporting student learning. The approach may also lack engagement or be age inappropriate.
◯	◯	◯

Professional Responsibility

The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.

InTASC #9

CAEP 3.6

Target	**Acceptable**	**Unacceptable**
Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/ adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students.	Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans.	Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may lack links between changes made and data collected.
O	O	O

Professional Responsibility

The candidate understands laws related to learners' rights and teacher responsibilities.

InTASC #9

CAEP 3.6

Target	**Acceptable**	**Unacceptable**
Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/ harassment/bullying.	Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment /bullying.	Candidate demonstrates misunderstandings or gaps in knowledge concerning educational laws, especially confidentiality, requirements for reporting child abuse and neglect and/or discrimination/ harassment/bullying.
O	O	O

Professional Responsibility

The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).

InTASC #9

CAEP 1.5

Target Candidate explicitly teaches and supports students' application of digital citizenship characteristics.When necessary, family members are notified in advance of classroom activities.	**Acceptable** Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities.	**Unacceptable** Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary.
⭘	⭘	⭘

You have now completed Parts 1 and 2 of the survey. Please continue for Part 3.

Part 3: Unit-wide Assessment of Dispositions (CF)

College of Education and Public Policy

Disposition Assessment

Indicator 1: DEMOCRACY & COMMUNITY: Builds a community based on belief that each **child/adolescent (c/a**) can learn to high levels.

InTASC #2

CAEP 3.3

Target	ACCEPTABLE	UNACCEPTABLE
Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, strengths, and competencies of each c/a and family. Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.	Communicates through words and actions that each c/a can learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.	Communicates through words and actions that some (not all) c/a can learn to high levels. Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.
O	O	O

Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create inclusive classroom.

InTASC # 2

CAEP 3.3

TARGET	ACCEPTABLE	UNACCEPTABLE
Value in culturally responsive practices is evident in delivery of instruction, such as cooperative learning, storytelling, and acceptance of code-switching in oral and written discourse. In conjunction with c/a, identifies biases in curricular materials, pedagogical practices, and assessments, and makes appropriate adjustments.	Supplements prescribed curriculum through integration of multicultural literature and content. Engages c/a in dialogue to find out their perceptions and understandings about the world and their place in it. Builds multiple perspectives into classroom activities and assignments.	Displays a negative attitude towards diversity OR displays a superficial understanding of it. Perspective of dominant group dictates classroom materials, activities, and assignments.
O	O	O

Indicator 3: HABITS OF MIND: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as a teacher.
InTASC # 9

TARGET Independently reflects on effectiveness of teaching by asking critical questions. Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.	**ACCEPTABLE** Makes changes to practices in response to feedback. Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.	**UNACCEPTABLE** Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities
○	○	○

Indicator 4: HABITS OF MIND: Committed to designing meaningful, intellectually engaging curriculum.
InTASC # 7
CAEP 3.3

TARGET Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that similarities and differences are understood by c/a.	**ACCEPTABLE** Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.	**UNACCEPTABLE** Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.
○	○	○

Indicator 5: ADVOCACY:

Willingness to engage ethical responsibilities to help each child learn.

InTASC # 9

CAEP 3.3

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Creates innovative solutions to issues of classroom complexity and learning environments. Collaborates with multiple stakeholders before developing a plan for success for a c/a. Consistently uses ethical guidelines to inform decision making.	Generates standard, technical, or traditional solutions to issues. Coordinates actions with colleagues to meet students' learning needs. Uses ethical guidelines, albeit inconsistently, in decision making.	Relies on others to identify issues and/or solutions. Important educational decisions are made independently without communicating with families or colleagues. Violates ethical guidelines such as confidentiality when making decisions.
○	○	○

Indicator 6: ADVOCACY: Persistent in advocating for and promoting the profession.

InTASC # 10

CAEP 3.3

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Advocates for the mission of the school through involvement in events that extend beyond the school day. OR Engages in public pedagogy on educational issues or the teaching profession.	Projects positive view of profession to others. When appropriate, reframes negative comments about c/a, families, colleagues, or the profession.	Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a negative view of the profession to others.
○	○	○

COMMENTS - FOR FINAL EVALUATION ONLY:

This is the most important part of the rating of the student teacher. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. The summary should include your recommendation of the student teacher's potential as a member of the profession. Please remember that many times candidates are required to include this as part of their job application packet.

FOR FINAL - Final Recommendation

○ Recommend for licensing

○ Recommend for licensing with reservations

○ I do not recommend for licensing

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