Urban Institute for Teacher Education
College of Education, University of Utah

Field Practicum Evaluation, Elementary Education

Teacher Candidate: Click here to enter text. **Date:** m/d/yyyy
Site Teacher Educator(s): Click here to enter text
School: Click here to enter text. **District:** Click here to enter text
Content Area: Click here to enter text **Grade(s):** Grade **# Lessons Observed:** enter
University Supervisor: Click here to enter text
This form was filled out by: Click here to enter text

Please rate each are below using the following descriptions and 5 point rating scale:

1-2 – Unsatisfactory:	Teacher Candidate lacks basic knowledge and an ability to meet performance standards.
3 – Practicing:	Teacher Candidate possesses developing competencies in his/her knowledge and ability to meet performance standards.
4 – Effective:	Teacher Candidate displays a general understanding of linkages between knowledge and content and executes sound lessons on a consistent basis.
5 – Highly Effective:	Teacher Candidate exhibits exemplary performance, beyond that of a novice teacher.
Distinguished:	An evaluation level intended for *inservice* teachers.

SECTION 1: LEARNER DEVELOPMENT

rating 1. The Teacher Candidate creates developmentally appropriate and challenging learning experiences based on individual students' strengths, interests, and needs.

rating 2. The Teacher Candidate collaborates with families, colleagues, and other professionals to promote student growth and development.

SECTION 2: LEARNING DIFFERENCES

rating 3. The Teacher Candidate understands individual learner differences and holds high expectations of students.

rating 4. The Teacher Candidate designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.

rating 5. The Teacher Candidate allows students different ways to demonstrate learning sensitive to their multiple experiences and diversity.

rating 6. The Teacher Candidate creates a learning culture that encourages individual learners to persevere and advance.

rating 7. The Teacher Candidate incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.

SECTION 3: LEARNING ENVIRONMENTS

rating 8. The Teacher Candidate develops learning experiences that engage and support students as self-directed learners, who internalize classroom routines, expectations, and procedures.

rating 9. The Teacher Candidate collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

rating 10. The Teacher Candidate uses a variety of classroom management strategies to effectively maintain a positive learning environment (e.g., proximity, cuing, desists, routines).

rating 11. The Teacher Candidate equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.

rating 12. The Teacher Candidate extends the learning environment using technology, media, and local and global resources.

rating 13. The Teacher Candidate encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

SECTION 4: CONTENT KNOWLEDGE

rating 14. The Teacher Candidate knows the content of discipline and conveys accurate information and concepts.

rating 15. The Teacher Candidate demonstrates an awareness of the Utah Common Core/Core curriculum and references it in short and long term planning.

rating 16. The Teacher Candidate engages students in applying methods of inquiry and standards of evidence of the discipline.

rating 17. The Teacher Candidate uses multiple representations and explanations of concepts that capture key ideas.

rating 18. The Teacher Candidate supports students in learning and using academic language accurately and meaningfully.

SECTION 5: ASSESSMENT

rating 19. The Teacher Candidate designs, and/or selects pre-assessments, formative, and summative assessments in variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills.

rating 20. The Teacher Candidate engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.

rating 21. The Teacher Candidate adjusts assessment methods and makes appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals.

rating 22. The Teacher Candidate uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

rating 23. The Teacher Candidate documents student progress, and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.

rating 24. The Teacher Candidate provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

SECTION 6: INSTRUCTIONAL PLANNING

rating 25. The Teacher Candidate plans instruction based on the approved state curriculum.

rating 26. The Teacher Candidate individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards, relevant to learners, based on principles of effective instruction.

rating 27. The Teacher Candidate differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

rating 28. The Teacher Candidate creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

rating 29. The Teacher Candidate integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

SECTION 7: INSTRUCTIONAL STRATEGIES

rating 30. The Teacher Candidate understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.

rating 31. The Teacher Candidate uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual and group learners.

rating 32. The Teacher Candidate analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.

rating 33. The Teacher Candidate uses a variety of instructional strategies to support and expand learners' communication skills.

rating 34. The Teacher Candidate provides multiple opportunities for students to develop higher order and meta-cognitive skills.

rating 35. The Teacher Candidate provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

rating 36. The Teacher Candidate supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.

rating 37. The Teacher Candidate uses a variety of questioning strategies to promote engagement and learning.

SECTION 8: REFLECTION AND CONTINUOUS GROWTH

rating 38. The Teacher Candidate independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.

rating 39. The Teacher Candidate actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.

rating 40. The Teacher Candidate recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.

rating 41. The Teacher Candidate actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

rating 42. The Teacher Candidate develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

SECTION 9: LEADERSHIP AND COLLABORATION

rating 43. The Teacher Candidate prepares for and participates actively as a team member in decision-making process and building a shared culture that affects the school and larger educational community.

rating 44. The Teacher Candidate participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning and giving and receiving feedback.

rating 45. The Teacher Candidate advocates for the learners, the school, the community, and the profession.

rating 46. The Teacher Candidate works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.

rating 47. The Teacher Candidate engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.

SECTION 10: PROFESSIONAL AND ETHICAL BEHAVIOR

rating 48. The Teacher Candidate is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, and supervisory directives.

rating 49. The Teacher Candidate is responsible for compliance with all requirements of State Board of Education Rules R277-530 at all levels of teacher development.

Comments:
Click here to enter comments

Signatures		Date
Teacher Candidate	By typing your name, you, a Teacher Candidate, are signing this document electronically and confirming that you understand the content of this form. **Type Name (Signature)** Please fill in your email address below. The email you supply will be used to verify that you have signed this document. **Type Email Address**	**m/d/yyyy**
Site Teacher Educator/Supervisor Signature	By typing your name, you, a Site Teacher and/or Supervisor, are signing this document electronically and confirming that you understand the content of this form. **Type Name (Signature)** Please fill in your email address below. The email you supply will be used to verify that you have signed this document. **Type Email Address**	**m/d/yyyy**

To pass field practicum and student teaching, Teacher Candidates must receive 3 or higher on all evaluation categories