

Methods Practicum Evaluation

(includes Learning Differences Observation)

Teacher Candidate's Name _____

Cooperating Teacher _____

School & Address _____

Grade/Subject _____ Beginning Date _____ Ending Date _____

The Conceptual Framework for the Wheaton Teacher Education Program is *Preparing Educators who Teach and Lead for Human Flourishing*. This framework encompasses three major aspects of teaching: (1) embodying justice, (2) making ethical and reasoned decisions, and (3) acting responsibly. Please use the following scale to evaluate the teacher candidate at this stage:

1 = not acceptable
2 = developing but needs improvement
3 = developing appropriately
4 = outstanding development
NA = not applicable or not observed

Circle the number that best indicates the level at which the candidate is performing at this time:

Embodying Justice

- | | |
|---|--------------------|
| 1. Facilitates a learning community in which differences are respected. | 1 2 3 4 NA |
| 2. Uses evidence-based instructional strategies and technologies to meet diverse students' needs. | 1 2 3 4 NA |
| 3. Organizes and manages time, materials, and space to provide active, respectful, and equitable student engagement based on high expectation for all students. | 1 2 3 4 NA |

Making Ethical And Reasoned Decisions

- | | |
|--|--------------------|
| 1. Evaluates teaching resources and curriculum materials. | 1 2 3 4 NA |
| 2. Analyzes differing viewpoints, theories, and "ways of knowing" in teaching concepts. | 1 2 3 4 NA |
| 3. Designs learning experiences to promote student skill in technology. | 1 2 3 4 NA |
| 4. Applies and adapts an array of content areal literacy strategies to make all subject matter accessible to each student. | 1 2 3 4 NA |
| 5. Uses a variety of explanations and representations of concepts. | 1 2 3 4 NA |
| 6. Establishes appropriate expectations for student learning. | 1 2 3 4 NA |

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|---|---|---|---|---|----|
| 7. Applies principles of scope and sequence in instructional planning. | 1 | 2 | 3 | 4 | NA |
| 8. Uses data, research, and student response and feedback to guide instruction. | 1 | 2 | 3 | 4 | NA |
| 9. Accesses a wide range of information and utilizes technologies to enhance student learning. | 1 | 2 | 3 | 4 | NA |
| 10. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and the revision of practice. | 1 | 2 | 3 | 4 | NA |
| 11. Monitors and adjusts strategies in response to learner feedback. | 1 | 2 | 3 | 4 | NA |
| 12. Uses a wide range of instructional strategies to enhance student learning. | 1 | 2 | 3 | 4 | NA |
| 13. Models accurate, effective communication appropriate to each student when conveying ideas, questioning, and responding. | 1 | 2 | 3 | 4 | NA |
| 14. Communicates and challenges students in a supportive manner which provides constructive feedback. | 1 | 2 | 3 | 4 | NA |
| 15. Uses a variety of communication modes with a diverse student population. | 1 | 2 | 3 | 4 | NA |
| 16. Uses assessment results to diagnose student learning needs and modify instruction. | 1 | 2 | 3 | 4 | NA |
| 17. Appropriately uses a variety of formal/informal assessments to evaluate individual and group understanding, progress, and performance. | 1 | 2 | 3 | 4 | NA |

Acting Responsibly

- | | | | | | |
|--|---|---|---|---|----|
| 1. Initiates collaboration and co-teaching to enhance student learning. | 1 | 2 | 3 | 4 | NA |
| 2. Works with colleagues to develop an effective learning climate within the school. | 1 | 2 | 3 | 4 | NA |
| 3. Demonstrates potential to contribute to knowledge and expertise about teaching as a profession. | 1 | 2 | 3 | 4 | NA |
| 4. Follows codes of professional conduct and current legal directives. | 1 | 2 | 3 | 4 | NA |

NOTE: This form is open to candidate inspection and will be placed in the candidate's file.