

**EVALUATION FORM** SUBJECT AREA: \_\_\_\_\_ GRADE(S) \_\_\_\_\_ SCHOOL \_\_\_\_\_

M401 Candidate's name \_\_\_\_\_ Cooperating teacher's name \_\_\_\_\_

|   |  |
|---|--|
| SEMESTER _____<br><br>Program: <b>Sec. or Elem.</b> (←circle one)<br><br>DATE _____ | <b>Directions:</b> For each item below, place an "X" in the box that best describes the M401 candidate's level of participation/performance during this field experience. The following descriptors apply to the numbers on the scale:<br>N- not observed (A rating of "N" does not have a negative impact on the M401 candidate's field experience grade.)<br>1 – major growth, assistance and practice are required for independent performance<br>2 – regular assistance and practice are needed to continue growth toward independent performance<br>3 – minimal assistance and/or practice needed to continue independent performance |
|---|--|

**CONCEPTUAL FRAMEWORK THEME STANDARDS**

| <b>GLOBAL CITIZEN – Seeks to shape the world of the future through his/her role in the classroom and beyond challenging students to examine and think critically about global issues.</b> |   |  |  |  |          |          |          |          |                          |
|---|---|--|--|--|----------|----------|----------|----------|--------------------------|
| <b>Global citizens...</b>   |   |  |  |  | <b>N</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>COMMENTS/EVIDENCE</b> |
| <b>1</b>  | <b>comprehend their own cultural perspectives and deliberately broaden them.</b>  |  |  |  |          |          |          |          |                          |
| <b>2</b>  | <b>challenge self and students to think critically about their impact on the world today and in the future.</b>   |  |  |  |          |          |          |          |                          |
| <b>3</b>  | <b>include differentiated instruction, adaptations and a multicultural focus as appropriate in instructional plans in order to meet students' needs and curriculum goals.</b> |  |  |  |          |          |          |          |                          |
| a   | incorporate meaningful cultural content throughout the curriculum.  |  |  |  |          |          |          |          |                          |
| b   | gain multiple perspectives on the ways people communicate and overcome barriers to communications.  |  |  |  |          |          |          |          |                          |
| c   | use technology to gain information or collaborate with diverse cultures.  |  |  |  |          |          |          |          |                          |
| d   | seek and obtain resources for curriculum and instructional planning including technology, multicultural, intergenerational, environmental, and exceptionality resources.      |  |  |  |          |          |          |          |                          |

| <b>INSTRUCTIONAL LEADER – Takes a leadership role as his/her personal visions are shared with colleagues who embrace the same goals and move together toward a unified learning community.</b> |   |  |  |  |          |          |          |          |                          |
|--|---|--|--|--|----------|----------|----------|----------|--------------------------|
| <b>Instructional leaders...</b>  |   |  |  |  | <b>N</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>COMMENTS/EVIDENCE</b> |
| <b>4</b>   | <b>work to develop and implement a well-chosen curriculum that promotes active engagement in developmentally appropriate, meaningful learning for all students.</b> |  |  |  |          |          |          |          |                          |
| <b>5</b>   | <b>monitor and assess student learning and growth and make adjustments to optimize learning experiences.</b>  |  |  |  |          |          |          |          |                          |
| <b>6</b>   | <b>apply content and pedagogical knowledge.</b>   |  |  |  |          |          |          |          |                          |
| <b>7</b>   | <b>match assessments to learning objectives and design lesson procedures to facilitate students' abilities to meet those objectives.</b>                            |  |  |  |          |          |          |          |                          |
| e  | create a classroom climate in which the teacher has strong presence and high expectations for self and all students.  |  |  |  |          |          |          |          |                          |
| f  | apply and develop critical thinking and problem solving skills in self and students.  |  |  |  |          |          |          |          |                          |
| g  | make appropriate professional development choices and implement professional learning into teaching.  |  |  |  |          |          |          |          |                          |

| <b>REFLECTIVE SCHOLAR – Demonstrates understanding that self-reflection is an on-going part of being an effective teacher.</b> |  |  |  |  |          |          |          |          |                          |
|--|--|--|--|--|----------|----------|----------|----------|--------------------------|
| <b>Reflective scholars...</b>  |  |  |  |  | <b>N</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>COMMENTS/EVIDENCE</b> |
| <b>8</b>   | <b>deliberately use a clearly identified on-going process for reflection to critically analyze professional experiences.</b> |  |  |  |          |          |          |          |                          |
| <b>9</b>   | <b>thoughtfully solicit, consider and respond appropriately to assessment and mentoring.</b>                                 |  |  |  |          |          |          |          |                          |
| <b>10</b>  | <b>apply professional literature and research as it relates to issues of diversity, technology, pedagogy and content.</b>    |  |  |  |          |          |          |          |                          |
| h  | modify professional practices based on self-knowledge and experience.  |  |  |  |          |          |          |          |                          |

**INTASC STANDARDS**

**1. Knowledge of subject matter** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

| The teacher... |   | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
|----------------|---|---|---|---|---|-------------------|
| a              | understands major concepts, assumptions, debates, processes of inquiry and ways of knowing central to the discipline(s) s/he teaches.                   |   |   |   |   |                   |
| b              | effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior knowledge. |   |   |   |   |                   |
| c              | can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, & methods of inquiry from several subject areas.  |   |   |   |   |                   |

**2. Learning and human development** – The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

| The teacher... |   | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
|----------------|---|---|---|---|---|-------------------|
| d              | understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.  |   |   |   |   |                   |
| e              | stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks. |   |   |   |   |                   |

**3. Adapting instruction to diversity in learning** – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

| The teacher... |   | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
|----------------|---|---|---|---|---|-------------------|
| f              | understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as a basis for growth.  |   |   |   |   |                   |
| g              | knows about areas of exceptionality in learning—including learning disabilities, visual & perceptual difficulties, & special physical or mental challenges.   |   |   |   |   |                   |
| h              | seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures). |   |   |   |   |                   |

**4. Variety of instructional strategies** – The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

| The teacher... |   | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
|----------------|---|---|---|---|---|-------------------|
| i              | knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes & discs, local experts, primary documents & artifacts, texts, reference books, literature, and other print resources). |   |   |   |   |                   |
| j              | uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources.              |   |   |   |   |                   |

**5. Motivation and classroom management** – The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

| The teacher... |   | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
|----------------|---|---|---|---|---|-------------------|
| k              | understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.  |   |   |   |   |                   |
| l              | creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities. |   |   |   |   |                   |

**6. Communication** – The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

| The teacher... |   | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
|----------------|---|---|---|---|---|-------------------|
| m              | knows about and can use effective verbal, nonverbal and media communication techniques (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation, shows enthusiasm, uses engaging manner/voice, is articulate and clear in communicating information to students). |   |   |   |   |                   |
| n              | knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas & thinking processes, promoting risk-taking & problem-solving, facilitating factual recall, encouraging convergent & divergent thinking, stimulating curiosity, helping students to question.              |   |   |   |   |                   |
| 6.1            | uses appropriate voice (volume, tone, expression) when working with students.   |   |   |   |   |                   |
| 6.2            | uses correct grammar, etc. in all verbal and written communications.  |   |   |   |   |                   |

**7. Instructional planning** – The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

| The teacher... |  | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
|----------------|--|---|---|---|---|-------------------|
| <b>o</b>       | understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.   |   |   |   |   |                   |
| <b>p</b>       | selects and creates learning experiences (as an individual and as a member of a team) that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired). |   |   |   |   |                   |
| <b>q</b>       | creates short-range and long-range plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.   |   |   |   |   |                   |

**8. Assessment** – The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

| The teacher... |   | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
|----------------|---|---|---|---|---|-------------------|
| 8.1            | helps construct, administer, and/or grade learning activities, and/or tests or quizzes.   |   |   |   |   |                   |
| 8.2            | evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.   |   |   |   |   |                   |
| <b>r</b>       | understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. |   |   |   |   |                   |
| <b>s</b>       | appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.  |   |   |   |   |                   |

**9. Commitment (reflection and responsibility)** – The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

| The teacher... |   | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
|----------------|---|---|---|---|---|-------------------|
| <b>t</b>       | uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice. |   |   |   |   |                   |
| <b>u</b>       | is committed to seeking out, developing, and continually refining practices that address the individual needs of students.  |   |   |   |   |                   |

**10. Relationships and partnerships** – The teacher fosters relationships with school colleagues, parents, & agencies in the larger community to support students' learning and well-being.

| The teacher... |  | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
|----------------|--|---|---|---|---|-------------------|
| <b>v</b>       | understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse). |   |   |   |   |                   |
| <b>w</b>       | establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.  |   |   |   |   |                   |
| <b>x</b>       | is willing to work with other professionals to improve the overall learning environment for students.  |   |   |   |   |                   |

**ASSESSMENT OF PROFESSIONAL POTENTIAL (APP)**

| Personal and Professional Responsibility  |   | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
|---|---|---|---|---|---|-------------------|
| <b>A</b>                                  | Meets obligations and deadlines.  |   |   |   |   |                   |
| <b>B</b>                                  | Accepts procedures and rules.   |   |   |   |   |                   |
| <b>C</b>                                  | Seeks exceptions under appropriate circumstances.                             |   |   |   |   |                   |
| <b>D</b>                                  | Submits work that reflects high personal standards.                           |   |   |   |   |                   |
| <b>E</b>                                  | Demonstrates effective use of problem-solving techniques.                     |   |   |   |   |                   |
| <b>F</b>                                  | Demonstrates tenacity and self-reliance in pursuit of solutions.              |   |   |   |   |                   |
| <b>G</b>                                  | Reflects upon and takes responsibility for own behavior.                      |   |   |   |   |                   |
| Social, emotional and physical well-being |   | N | 1 | 2 | 3 | COMMENTS/EVIDENCE |
| <b>H</b>                                  | Solves problems in constructive ways.   |   |   |   |   |                   |
| <b>I</b>                                  | Displays appropriate affect and emotions.                                     |   |   |   |   |                   |
| <b>J</b>                                  | Demonstrates awareness of social and professional behaviors and expectations. |   |   |   |   |                   |

**M401 Field Experience**

| <b>Social, emotional and physical well-being (continued)</b> |   | <b>N</b> | <b>1</b> | <b>2</b> | <b>3</b> |                          |
|--|---|----------|----------|----------|----------|--------------------------|
| <b>K</b>   | Accepts suggestions positively and modifies behavior appropriately.                     |          |          |          |          |                          |
| <b>L</b>   | Demonstrates awareness of self and sets reasonable goals and expectations.              |          |          |          |          |                          |
| <b>M</b>   | Demonstrates ability to make the best of <u>all</u> experiences.                        |          |          |          |          |                          |
| <b>N</b>   | Demonstrates a high-energy level and generally positive attitude.                       |          |          |          |          |                          |
| <b>O</b>   | Understands the role of both positive and negative experiences in personal development. |          |          |          |          |                          |
| <b>Interpersonal relationships</b>                           |   | <b>N</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>COMMENTS/EVIDENCE</b> |
| <b>P</b>   | Demonstrates respect for the feelings, opinions, knowledge and abilities of others.     |          |          |          |          |                          |
| <b>Q</b>   | Is genuine and authentic in relationships.  |          |          |          |          |                          |
| <b>R</b>   | Is empathetic and resonates with the feelings of others.                                |          |          |          |          |                          |
| <b>S</b>   | Demonstrates effective interpersonal skills.  |          |          |          |          |                          |
| <b>T</b>   | Functions effectively in a variety of group roles.                                      |          |          |          |          |                          |
| <b>U</b>   | Solicits and considers alternative viewpoints.  |          |          |          |          |                          |
| <b>V</b>   | Speaks with clarity, fluency, and appropriate grammar.                                  |          |          |          |          |                          |
| <b>W</b>   | Communicates effectively with diverse audiences.  |          |          |          |          |                          |

M401 experience starting date \_\_\_\_\_, ending date \_\_\_\_\_ Total number of participation hours completed \_\_\_\_\_

Total number of CT/M401 candidate conferences \_\_\_\_\_ Signature of CT verifying completion of the M401 field experience \_\_\_\_\_

My overall judgment regarding this candidate at this time is: \_\_\_\_\_

(check one →) \_\_\_\_\_

\_\_\_\_\_ The candidate requires major assistance and practice during student teaching.  
 \_\_\_\_\_ The candidate needs regular assistance and practice during student teaching.  
 \_\_\_\_\_ The candidate needs minimal assistance and regular practice during student teaching..

**M401 - For added comments, please use space designated below or the back of this form.**

|                      |   |
|----------------------|---|
| Areas of strength... | Areas needing development or improvement... |
|----------------------|---|

Please, indicate the ways in which the M401 candidate participated in the classroom. Check all that apply, add others and/or write in appropriate numbers.

|                                |   |                                 |
|--------------------------------|---|---------------------------------|
| reading aloud (elem)....._____ | playing an instructional game with students....._____   | number of lessons planned_____  |
| tutoring students....._____    | teaching a mini-lesson or a portion of a lesson..._____ | number of lessons taught.._____ |
| preparing bulletin boards_____ | assisting students at a computer....._____              |                                 |
| other:                         |   |                                 |