

## Apprentice Practicum Evaluation – Completed by University Supervisors

	<b>1. Unsatisfactory (1 pt)</b>	<b>2. In Progress (2 pts)</b>	<b>3. Proficient (3 pts)</b>	<b>4. Exemplary (4 pts)</b>
<b>1. Professional Responsibilities: demonstrates promptness and punctuality in agreed upon responsibilities (1, 4%)</b>	Teacher candidate is consistently late to functions and misses due dates on reports.	Teacher candidate has to be reminded about starting time and due dates before being prompt.	Teacher candidate is on time except for 1 or 2 functions; most due dates are met for reports.	Teacher candidate is on time to all functions; all due dates are met for all reports.
<b>2. Professional Responsibilities: The candidate uses suggestions and feedback to take responsibility for planning, instruction, and management. (1, 4%)</b>	When the student has difficulty, the teacher candidate either gives up or blames outside factors for the students' lack of success. Teacher candidate makes no effort to use suggestions offered.	Teacher candidate attempts to find ways to help specific students who are not meeting the learning goals but has a limited repertoire of strategies. Teacher candidate makes effort to make use of suggestions discussed.	Teacher candidate suggests specific, practical actions that he or she intends to take to help specific students who are not successful. Demonstrates use and improvement on most areas discussed.	Teacher candidate continually seeks effective approaches for students who need help, soliciting additional resources from other professionals. Demonstrates use and improvement on all areas discussed.
<b>3. Professional Responsibilities: participates in school functions (1, 4%)</b>	Teacher candidate fails to attend most of the required school functions and meetings with faculty	Teacher candidate has to be reminded of required school functions and meetings with faculty.	Teacher candidate consistently attends required school functions and meetings with faculty without prompting.	Teacher candidate participates in school functions, meetings with faculty and other events that are in addition to required school functions (extra curricular events, etc.)
<b>4. Professional Responsibilities: communicates with parents (1, 4%)</b>	Teacher candidate demonstrates no knowledge of forms of communication that he or she can use to communicate with parents, guardians or other school personnel OR makes no attempt when it is clearly necessary.	The teacher candidate makes inconsistent attempts to communicate with parents (through phone calls, newsletters, parent/teacher conferences, etc).	The teacher candidate communicates with many of the parents(through phone calls, newsletters, parent/teacher conferences, etc).	The teacher candidate establishes a professional relationship with many of the parents and communicates regularly (through phone calls, newsletters, parent/teacher conferences, etc).
<b>5. Professional Responsibilities: demonstrates acceptable communication skills (1, 4%)</b>	Teacher candidate often communicates using unacceptable skills.	Teacher candidate communicates ineffectively at times using incorrect grammar or rambling through explanations of content.	Teacher candidate communicates effectively using grammatically correct language.	AND Teacher candidate demonstrates confidence, eye contact, and appropriate listening skills during communication with others.
<b>6. Planning &amp; Reflection: plans prepared in advance and builds on previous lessons (1, 4%)</b>	Teacher candidate does not explain how the content of this lesson relates to the content of previous or future lessons OR is illogical or inaccurate.	Teacher candidate attempts to explain how the content of this lesson relates to the content of previous or future lessons, but not clearly.	Teacher candidate explains how the content of this lesson relates to the content of previous or future lessons or other topics.	AND Teacher candidate accurately explains how the content of this lesson fits within the structure of the discipline.
<b>7. Planning &amp; Reflection: plans for differentiated student-centered/active learning and incorporates objectives and standards (1, 4%)</b>	Teacher candidate does not articulate clear learning objectives OR has chosen objectives that are inappropriate for the students. The teacher candidate does not reference	Teacher candidate occasionally plans for differentiation and student centered learning objectives that are appropriate for a variety of learning styles.	Teacher candidate often plans for differentiation and student centered learning objectives that are appropriate for a variety of learning styles. Articulated	Teacher candidate consistently plans for differentiation and student centered learning objectives that are appropriate for a variety of learning styles.

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	the GPS.	Articulated objectives are clearly aligned with appropriate GPS.	objectives are clearly aligned with appropriate GPS.	Articulated objectives are clearly aligned with appropriate GPS.
<b>8. Planning &amp; Reflection: shows appropriate pacing/flow/flexibility, planning for transition and materials. (1, 4%)</b>	Lesson plans do not show flexibility, awareness, or planning for pacing or transitions.	Moderately appropriate for pacing, planning for transition, smooth flow, and materials. Modifications to plans may be needed.	Lesson plans are appropriate for pacing, planning for transition, smooth flow, and materials.	Lesson plans demonstrate well thought out pacing, planning for transition, smooth flow, and materials.
<b>9. Management: maintains classroom routines and promotes student responsibility for actions. (1, 4%)</b>	Teacher candidate is unaware of, non-responsive to or over-reactive to student behavior.	Teacher candidate generally is aware of student behavior and attempts to respond to misbehavior but with uneven results.	Standards of conduct are clear. Teacher candidate is alert to student behavior at all times and responds to student misbehavior with success.	Monitoring by Teacher candidate is subtle and preventative. Teacher candidate response to misbehavior is sensitive to students' individual needs.
<b>10. Management: has effective and appropriate rapport with students (1, 4%)</b>	Teacher candidate interaction with at least some students is unfair, demeaning or sponsors an environment of conflict.	Teacher candidate-student interactions are fair but may reflect occasional inconsistencies. A basic level of rapport is evident.	Teacher candidate-student interactions are friendly and demonstrate rapport.	Teacher candidate successfully establishes respect and rapport in ways that are appropriate to students' diverse backgrounds and needs.
<b>11. Management: gives clear directions and redirects students as needed allowing for smooth transitions. (1, 4%)</b>	Teacher candidate communicates explicitly or implicitly to individuals, to groups or to the class that they are incapable of learning or that the teacher's expectations for their learning are very low. Uses an ineffective gathering and dispersal routine. Uses incomplete and indecisive directions.	Instructional goals and activities, interactions and the classroom environment convey inconsistent expectations for student achievement. Uses an inconsistent gathering and dispersal routine. Sometimes uses incomplete and indecisive directions.	Instructional goals and activities, interactions and the classroom environment convey consistently high expectations for student achievement. Often uses effective gathering and dispersal routines. Often uses complete and concise directions.	Teacher candidate demonstrates high expectations for all students through the planning of learning activities, interactions and the classroom environment. Candidate always uses and enforces effective gathering and dispersal routines. Teacher candidate always uses complete and concise directions.
<b>12. Management: uses time wisely (1, 4%)</b>	Teacher candidate allows frequent off-task behavior.  Teacher candidate has routines that do not create smoothly running and time saving techniques.	Class is disjointed with some off-task behaviors.  Teacher candidates have a few routines that create some smooth running and time saving techniques.	Class runs smoothly with few off-task behaviors. Teacher candidate has routines that create smoothly running and time saving techniques.	Students are actively engaged with no off-task behaviors.  Teacher candidate has routines that create the optimal time saving techniques.
<b>13. Teaching Ability: demonstrates appropriate content knowledge (1, 4%)</b>	The content appears to be incomprehensible to the students OR the lesson contains substantive inaccuracies.	The content is accurate, the structure of the lesson is coherent and most of the students become engaged with the learning.	Students are engaged with the content, and content is meaningful to them on some level. Activities make sense conceptually and lesson seems to flow.	AND Teacher candidate used a variety of methods to link content with prior knowledge and interrelated ideas or current processes in this lesson.
<b>14. Teaching Ability: focuses on meeting individual needs (1, 4%)</b>	Teacher candidate displays little to no knowledge of students' skills, abilities,	Teacher candidate does not consistently display knowledge	Teacher candidate often displays knowledge of students' skills,	Teacher candidate displays knowledge of students' skills,

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	learning styles content knowledge, and/or cultural heritage and those students with special needs.	of students' skills, abilities, learning styles content knowledge, and/or cultural heritage and those students with special needs.	abilities, learning styles, content knowledge, and/or cultural heritage and those students with special needs.	abilities, learning styles, content knowledge, and/or cultural heritage and those students with special needs.
<b>15. Teaching Ability: uses multiple resources, and teaching techniques including technology (1, 4%)</b>	Materials, methods, activities or technology do not support the goal of the lesson or engage students in meaningful learning.	Teacher candidate chooses some materials, methods, activities, and/or some use of technologies that are aligned with the goals of the lesson and are appropriate to the students.	Most of the learning activities are suitable to students and goals and include student use of technology. Progression of activities in the unit is fairly even and engages students.	Teacher candidate chooses materials, activities and methods that allow a differentiated learning experience for individual students or groups. Student use of technology is an integral part of the differentiated learning.
<b>16. Teaching Ability: uses a range of questions (convergent-divergent) (1, 4%)</b>	Teacher candidate discourages students from thinking independently, creatively or critically.	Teacher candidate encourages students to problem solve creatively or critically in the context of the content being studied.	Teacher candidate encourages students to problem solve and think independently, creatively or critically about the content using higher order questions and adequate time for students to respond.	Teacher candidate encourages students to problem solve and think independently, creatively or critically about the discipline being taught, using higher level questioning techniques.
<b>17. Teaching Ability: adjusts instruction to changes in conditions; uses learner contributions (1, 4%)</b>	Teacher candidate makes no attempt to determine whether students understand and gives them no feedback during the lesson.	Teacher candidate monitors the students' understanding of the content during the lesson. Students receive feedback as necessary.	Teacher candidate monitors groups of students and makes appropriate instructional adjustments. Students receive substantive and specific feedback.	Teacher candidate monitors individual student understanding and adjusts instruction. Provision is made for students to use feedback in their learning.
<b>18. Teaching Ability: uses instructional time effectively (1, 4%)</b>	No routines are evident. Pacing of the lesson is inappropriate to the content and/or the students. Substantial amounts of time are spent on activities of little instructional value.	Some routines are evident. Pacing of the lesson is inconsistent at times. Non-instructional procedural matters sometimes occupy an excessive amount of time.	Teacher candidate provides students with activities of instructional value for the entire time and paces them appropriately. Non-instructional procedures are performed efficiently.	Digressions from the planned activities do not constitute a waste of time if they result in valuable learning. If work is completed early, students are given relevant and meaningful work.
<b>19. Teaching Ability: provides practice opportunities for objectives (1, 4%)</b>	No practice opportunities are provided for new material.	Practice opportunities are planned but not consistently provided.	Some practice opportunities are provided to reinforce new skills.	Multiple opportunities for guided practice to reinforce new skills are provided prior to assessments.
<b>20. Teaching Ability: shows enthusiasm, warmth, friendliness (1, 4%)</b>	Teacher candidate has negative reactions to students and responds inappropriately to students.	Teacher candidate appears to be uncomfortable and shows lack of desire to respond to students in the classroom.	Teacher candidate interacts appropriately with children demonstrating moderate enthusiasm.	Teacher candidate shows genuine enthusiasm, warmth, and friendliness toward students. Desire for working with students is apparent.

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<b>21. Ability to Assess: uses multiple strategies (1, 4%)</b>	Teacher candidate has not provided criteria or standards for evaluating student learning OR inappropriate criteria is used.	Teacher candidate criteria and standards have been developed, but they are either not clear or have not been communicated to students.	Teacher candidate criteria and standards are clear and aligned with the goals of the lesson.	AND Teacher candidate attempts authentic assessment strategies that are aligned with the goals of the lesson.
<b>22. Ability to Assess: uses assessment to guide further instruction (1, 4%)</b>	Assessment data is not considered when making instructional decisions.	Consideration is given to previous data to make instructional decisions.	Assessments are used during instruction to make instructional decisions.	Uses assessment data to guide instructional planning prior to and during instruction to make instructional decisions.
<b>23. Ability to Assess: provides timely feedback to students (1, 4%)</b>	Student is given little or no feedback about progress.	Feedback is often too little or too late to be used to inform student progress.	Teacher candidate often provides feedback that can be used to inform student progress.	Teacher candidate always provides prompt, immediate feedback to students that can be used to inform student progress.
<b>24. Ability to Assess: connects assessment to objectives and standards (1, 4%)</b>	Teacher candidate has not provided criteria or standards for evaluating student learning OR inappropriate criteria is used.	Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students.	Assessment criteria and standards are clear and aligned with the goals of the lesson.	Teacher candidate attempts authentic assessment strategies that are aligned with the goals of the lesson.
<b>25. Ability to Assess: promotes self assessment by students (1, 4%)</b>	Teacher candidate provides no opportunities for the student to self assess their own progress.	Teacher candidate provides few opportunities for the student to self assess their own progress.	Teacher candidate provides some opportunities for the student to self assess their own progress.	Teacher candidate provides frequent opportunities for the student to self assess their own progress providing opportunities to improve their skills.

## Dispositions

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<b>1. Prepared: To think critically about the process of teaching, learning and assessment. (1, 33%)</b>	Interactions and dialogue fail to focus on teaching and learning. Tasks are not completed and no actions address meeting the learning needs of all students.	Interactions and dialogue address completing tasks related to teaching and learning.	Interactions and dialogue address the quality of teaching and learning with an emphasis on understanding and supporting the individual needs of all learners. The relationship between teacher performance and student performance is critically analyzed. Adjustments in curriculum, instruction, and assessment are attributed to this analysis.	Interactions and dialogue consistently address the quality of teaching and learning with an emphasis on understanding and supporting the individual needs of all learners. The relationship between teacher performance, student performance, and support services is critically analyzed. This analysis provides formative and summative data for adjustments in curriculum, instruction, and assessment.
<b>2. Able: To be Creative, challenging, and flexible in teaching/professional practices. (1, 33%)</b>	Interactions and dialogue fail to demonstrate a commitment to providing a creative, challenging, and flexible learning environment that supports all students fairly and equally.	Interactions and dialogue suggest some intention for providing a creative, challenging, and flexible learning environment that supports all students fairly and equally.	Interactions and dialogue provide a creative, challenging, and flexible learning environment that supports all students fairly and equally.	Interactions and dialogue provide evidence of multiple approaches to providing a creative, challenging, and flexible learning environment that supports all students fairly and equally. Regular, consistent monitoring of the educational processes guide school improvement.
<b>3. Responsive: To act in a manner that is empathetic, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others. (1, 33%)</b>	Interactions and dialogue are limited and generic in nature. No evidence of ability to be caring when interacting with students, peers, or parents. There is no viable learning community to demonstrate being empathetic (caring), inclusive, and enthusiastic towards students, peers, and parents.	Interactions and dialogue are centered on meeting the needs of students, peers, and parents. Interactions and dialogue seldom go beyond required duties. Some behaviors (verbal and nonverbal) indicate caring for students, peers, or parents.	Interactions and dialogue are centered on meeting the developmental needs and concerns of students. A variety of verbal and nonverbal behaviors clearly demonstrate caring for all students, peers, and parents. A learning community is active and behaves in an empathetic (caring), inclusive, and enthusiastic manner.	Interactions and dialogue are centered on a comprehensive approach for meeting the developmental needs of students. The voices of students, parents, and the community are sought in a proactive way. The learning community demonstrates a strong and consistent commitment for being empathetic (caring), inclusive, and enthusiastic when responding to individuals.

**Midterm Status**

	<b>Passing</b>	<b>Not Passing</b>
<b>At Midterm Teacher Candidate is: (1, 100%)</b>		

**Apprentice Guarantee - TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR**

	<b>I Agree</b>	<b>I Disagree</b>
<b>This is to affirm that the apprentice is performing at a level of competence in each Conceptual Framework Principle as would be expected of a proficient beginning teacher. (1, 50%)</b>		
<b>Indicate in the comments section the total number of tardies and the total number of absences the Teacher Candidate has accumulated throughout his/her apprenticeship/practicum (at the time of evaluation completion). (1, 50%)</b>		