

**AUGUSTA STATE UNIVERSITY**  
**Apprentice Evaluation Form**

Apprentice \_\_\_\_\_

Master Teacher: \_\_\_\_\_

The following form should be used to evaluate the apprentice at a level of competence expected of a proficient beginning teacher. In order to be guaranteed by Augusta State University there should be no more than two scores below the proficient level (3) in any one area at the end of apprenticeship. This form is to be completed and shared once at mid-term and at apprenticeship's end by Apprentice and Master Teacher.

**Rating Scale**

4 = exemplary level - level of excellence/mastery  
3 = proficient level - level of competence

2 = in progress level - approaching competence  
1 = unsatisfactory level - not competent at this time

Component	Unsatisfactory	In Progress	Proficient	Exemplary
Score	1	2	3	4
<b>Professional Responsibilities</b>				
1. Demonstrates promptness and punctuality in agreed upon responsibilities.	<u>Unsatisfactory Performance</u> Candidate is consistently late to functions and misses due dates on reports	<u>In Progress Performance</u> Candidate has to be reminded about starting time and due dates before being prompt	<u>Proficient Performance</u> Candidate is on time except for 1or2 functions; most due dates are met for reports	<u>Exemplary Performance</u> Candidate is on time to all functions; all due dates are met for all reports
2. Takes responsibility for planning, instruction, and management using suggestions and feedback effectively.	<u>Unsatisfactory Performance</u> When the student has difficulty, the Candidate either gives up or blames outside factors for the students' lack of success. Candidate makes no effort to use suggestions offered.	<u>In Progress Performance</u> Candidate attempts to find ways to help specific students who are not meeting the learning goals but has a limited repertoire of strategies. Candidate makes effort to make use of suggestions discussed.	<u>Proficient Performance</u> 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.	<u>Exemplary Performance</u> Candidate continually seeks effective approaches for students who need help, soliciting additional resources from other professionals. Demonstrates use and improvement on all areas discussed.

3. Participates in school functions.	<u>Unsatisfactory Performance</u> Candidate is unaware of resources OR does not attempt to use them despite an obvious need OR does not share with colleagues.	<u>In Progress Performance</u> Candidate demonstrates knowledge of resources and attempts to consult with colleagues when necessary on matters related to learning and instruction.	<u>Proficient Performance</u> Candidate collaborates with colleagues outside of his or her own classroom to coordinate learning activities, address concerns and locate resources.	<u>Exemplary Performance</u> Candidate initiates collaboration with specialists such as ESL, Speech Pathologist, etc.
4. Communicates with parents	<u>Unsatisfactory Performance</u> 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.	<u>In Progress Performance</u> Candidate demonstrates knowledge of forms of communication that he or she can use to communicate with parents, guardians or other school personnel about students for various purposes.	<u>Proficient Performance</u> Candidate can describe situations in which she or he has communicated or would communicate with parents, guardians or other school personnel regarding specific students and indicates the form he or she would use.	<u>Exemplary Performance</u> AND Candidate has a documentation log of parent or guardian communication. Response to parent concerns is handled in a professional manner.
5. Demonstrates acceptable communication skills	<u>Unsatisfactory Performance</u> Candidate often communicates using unacceptable skills	<u>In Progress Performance</u> Candidate communicates ineffectively at times using incorrect grammar or rambling through explanations of content	<u>Proficient Performance</u> Candidate communicates effectively using grammatically correct language.	<u>Exemplary Performance</u> AND Candidate demonstrates confidence, eye contact, and appropriate listening skills during communication with others
Level Scored and Comments				
<b>Planning &amp; Reflection:</b>				
6. Plans prepared in advance and builds on previous lessons	<u>Unsatisfactory Performance</u> Candidate does not explain how the content of this lesson relates to the content of previous or future lessons	<u>In Progress Performance</u> Candidate attempts to explain how the content of this lesson relates to the content of previous or	<u>Proficient Performance</u> Candidate explains how the content of this lesson relates to the content of previous or future lessons	<u>Exemplary Performance</u> AND Candidate accurately explains how that content of this lesson fits within the structure of the discipline.

	OR is illogical or inaccurate.	future lessons, but not clearly.	or other topics.	
7. Plans for differentiated student-centered/active learning and incorporates objectives and standards	<u>Unsatisfactory Performance</u> Candidate does not articulate clear learning goals OR has chosen goals that are inappropriate for the students.	<u>In Progress Performance</u> Candidate articulates moderately clear learning goals that are appropriate for most of the students.	<u>Proficient Performance</u> Candidate articulates clear learning goals and provides a well-thought out explanation of why they are appropriate for the students.	<u>Exemplary Performance</u> Candidate articulates clear, student centered, learning goals that are appropriate for varying learning needs of groups of students.
8. Shows appropriate pacing/flow/flexibility, planning for transition and materials.	<u>Unsatisfactory Performance</u> Lesson plans do not show no flexibility, awareness, or planning for pacing or transitions.	<u>In Progress Performance</u> Moderately appropriate for pacing, planning for transition, smooth flow, and materials. Modifications to plans may be needed.	<u>Proficient Performance</u> Lesson plans are appropriate for pacing, planning for transition, smooth flow, and materials.	<u>Exemplary Performance</u> Lesson plans demonstrate well thought out placing, planning for transition, smooth flow, and materials.
Level Scored and Comment				
<b>Management</b>				
9. Maintains classroom routines and promotes student responsibility for actions.	<u>Unsatisfactory Performance</u> Candidate is unaware of, non-responsive to or over-reactive to student behavior	<u>In Progress Performance</u> Candidate generally is aware of student behavior and attempts to respond to misbehavior but with uneven results.	<u>Proficient Performance</u> Standards of conduct are clear. Candidate is alert to student behavior at all times and responds to student misbehavior with success.	<u>Exemplary Performance</u> Monitoring by Candidate is subtle and preventive. Candidate response to misbehavior is sensitive to students' individual needs.
10. Has effective rapport with students	<u>Unsatisfactory Performance</u> Candidate interaction with at least some students is unfair, demeaning or sponsors an environment of conflict.	<u>In Progress Performance</u> Candidate-student interactions are fair but may reflect occasional inconsistencies. A basic	<u>Proficient Performance</u> Candidate-student interactions are friendly and demonstrate rapport.	<u>Exemplary Performance</u> Candidate successfully establishes respect and rapport in ways that are appropriate to students'

		level of rapport is evident.		diverse backgrounds and needs.
11. Gives clear directions and redirects students as needed allowing for smooth transitions.	<u>Unsatisfactory Performance</u> Candidate communicates explicitly or implicitly to individuals, to groups or to the class that they are incapable of learning or that the Candidate's expectations for their learning are very low. Uses an ineffective gathering and dispersal routine. Uses incomplete and indecisive directions	<u>In Progress Performance</u> Instructional goals and activities, interactions and the classroom environment convey inconsistent expectations for student achievement. Use an inconsistent gathering and dispersal routine. Sometimes uses incomplete and indecisive directions	<u>Proficient Performance</u> 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	<u>Exemplary Performance</u> 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. Candidate always uses complete and concise directions
12. Uses time wisely	<u>Unsatisfactory Performance</u> Candidate allows frequent off-task behavior  Candidate has routines that do not create smoothly running and time saving techniques.	<u>In Progress Performance</u> Class is disjointed with some off-task behaviors  Candidate has a few routines that create some smooth running and time saving techniques:	<u>Proficient Performance</u> Class runs smoothly with few off-task behaviors Candidate has routines that create smoothly running and time saving techniques.	<u>Exemplary Performance</u> Students are actively engaged with no off-task behaviors.  Candidate has routines that create the optimal time saving techniques.
Level Scored and Comments				
<b>Teaching Ability</b>				
13. Demonstrates appropriate content knowledge	<u>Unsatisfactory Performance</u> The content appears to be incomprehensible to the students OR the lesson contains substantive inaccuracies.	<u>In Progress Performance</u> The content is accurate, the structure of the lesson is coherent and most of the students become engaged with the learning.	<u>Proficient Performance</u> Students are engaged with the content, and content is meaningful to them on some level. Activities make sense conceptually and lesson seems to flow.	<u>Exemplary Performance</u> AND Candidate used a variety of methods to link content with prior knowledge and interrelated ideas or current processes in this lesson.

14. Focuses on meeting individual student needs	<u>Unsatisfactory Performance</u> Candidate displays little knowledge of students' skills, knowledge or cultural heritage and does not indicate that such knowledge is valuable.	<u>In Progress Performance</u> Candidate recognizes the value of understanding students' skills, knowledge and cultural heritage but displays this knowledge only for the class as a whole.	<u>Proficient Performance</u> Candidate displays knowledge of students' skills, knowledge and cultural heritage for groups of students and recognizes the value of this knowledge.	<u>Exemplary Performance</u> Candidate displays knowledge of students' skills knowledge, and cultural heritage for each student including those with special needs.
15. Uses multiple resources, and teaching techniques including technology	<u>Unsatisfactory Performance</u> Materials, methods, activities or technology do not support the goal of the lesson or engage students in meaningful learning.	<u>In Progress Performance</u> Candidate chooses some materials, methods, activities, or technologies that are aligned with the goals of the lesson and are appropriate to the students.	<u>Proficient Performance</u> Most of the learning activities are suitable to students and goals. Progression of activities in the unit is fairly even and engages students.	<u>Exemplary Performance</u> Candidate chooses materials, activities, methods or technologies that allow a differentiated learning experience for individual students or groups.
16. Uses a range of questions (convergent - divergent)	<u>Unsatisfactory Performance</u> Candidate discourages students from thinking independently, creatively or critically.	<u>In Progress Performance</u> Candidate encourages students to problem solve creatively or critically in the context of the content being studied.	<u>Proficient Performance</u> 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.	<u>Exemplary Performance</u> Candidate encourages students to problem solve and think independently, creatively or critically about the discipline being taught, using higher level questioning techniques.
17. Adjusts instruction to changes in conditions; uses learner contributions	<u>Unsatisfactory Performance</u> Candidate makes no attempt to determine whether students understand during the lesson and gives them no feedback.	<u>In Progress Performance</u> Candidate monitors the students understanding of the content during the lesson. Students receive feedback as necessary.	<u>Proficient Performance</u> Candidate monitors groups of students and makes appropriate instructional adjustments. Students receive substantive and specific feedback.	<u>Exemplary Performance</u> Candidate monitors individual student understanding and adjusts instruction. Provision is made for students to use feedback in their learning.
18. Uses instructional time effectively	<u>Unsatisfactory Performance</u> 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.	<u>In Progress Performance</u> Routines are evident. Pacing of the lesson is appropriate for most of the students. Non-instructional procedural matters do not occupy an excessive amount of time.	<u>Proficient Performance</u> Candidate provides students with activities of instructional value for the entire time and paces them appropriately. Non-instructional procedures are performed efficiently.	<u>Exemplary Performance</u> 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.
19. Provides practice opportunities for objectives	<u>Unsatisfactory Performance</u> No practice opportunities are provided for new material.	<u>In Progress Performance</u> Practice opportunities are planned but not consistently provided.	<u>Proficient Performance</u> Some practice opportunities are provided to reinforce new skills.	<u>Exemplary Performance</u> Multiple opportunities for guided practice to reinforce new skills are provided prior to assessments.
20. Shows enthusiasm, warmth, friendliness	<u>Unsatisfactory Performance</u> Candidate has negative reactions to students and responds inappropriately to students.	<u>In Progress Performance</u> Candidate appears to be uncomfortable and shows lack of desire to respond to students in the classroom.	<u>Proficient Performance</u> Candidate interacts appropriately with children demonstrating moderate enthusiasm.	<u>Exemplary Performance</u> Candidate shows genuine enthusiasm, warmth, and friendliness toward students. Desire for working with students is apparent.
Level Scored and Comments				
<b>Ability to Assess</b>				
21. Uses multiple strategies	<u>Unsatisfactory Performance</u> Candidate has not provided criteria or standards for evaluating student learning OR inappropriate criteria.	<u>In Progress Performance</u> Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students.	<u>Proficient Performance</u> Assessment criteria and standards are clear and aligned with the goals of the lesson.	<u>Exemplary Performance</u> AND Candidate attempts authentic assessment strategies that are aligned with the goals of the lesson.
22. Uses assessment to guide further instruction	<u>Unsatisfactory Performance</u> Assessment data is not considered when making instructional decisions.	<u>In Progress Performance</u> Assessments are used during instructional to make instructional decisions.	<u>Proficient Performance</u> Consideration is given to previous data to make instructional decisions.	<u>Exemplary Performance</u> Uses assessment data to guide instructional planning prior to and during instruction to make instructional decisions.
23. Provides timely feedback to students	<u>Unsatisfactory Performance</u> Student is given little or no feedback about progress.	<u>In Progress Performance</u> Feedback is often too little or too late to be used to inform student progress.	<u>Proficient Performance</u> Candidate often provides feedback that can be used to inform student progress.	<u>Exemplary Performance</u> Candidate always provides prompt, immediate feedback to students that can be used to inform student progress.

24. Connects assessment to objectives and standards	<u>Unsatisfactory Performance</u> Candidate has not provided criteria or standards for evaluating student learning OR inappropriate criteria.	<u>In Progress Performance</u> Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students.	<u>Proficient Performance</u> Assessment criteria and standards are clear and aligned with the goals of the lesson.	<u>Exemplary Performance</u> Candidate attempts authentic assessment strategies that are aligned with the goals of the lesson.
25. Promotes self assessment by students	<u>Unsatisfactory Performance</u> Candidate provides no opportunities for the student to self assess their own progress.	<u>In Progress Performance</u> Candidate provides few opportunities for the student to self assess their own progress.	<u>Proficient Performance</u> Candidate provides some opportunities for the student to self assess their own progress.	<u>Exemplary Performance</u> Candidate provides frequent opportunities for the student to self assess their own progress providing opportunities to improve their skills.
Level Scored and Comments				

To be completed at midterm of Apprenticeship.

**At midterm the Apprentice is \_\_\_\_\_ Passing/ \_\_\_\_\_ NOT PASSING**

**Master Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Apprentice:** \_\_\_\_\_

**Date:** \_\_\_\_\_

To be completed at the end of Apprenticeship.

\_\_\_\_\_ **Electronic Portfolio Score**

Comments:

## | Apprentice Guarantee

**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.**

**Master Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Apprentice:** \_\_\_\_\_  
□

**Date:** \_\_\_\_\_