

# Apprentice Evaluation Form

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.

Apprentice \_\_\_\_\_ 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

## Midterm

## Final

### **Professional Responsibilities**

- |       |       |   |
|-------|-------|---|
| _____ | _____ | demonstrates promptness and punctuality in agreed upon responsibilities |
| _____ | _____ | takes responsibility for planning, instruction, and management          |
| _____ | _____ | participates in school functions  |
| _____ | _____ | communicates with parents   |
| _____ | _____ | uses suggestions and feedback effectively                               |
| _____ | _____ | meets professional expectations of the school                           |
| _____ | _____ | demonstrates acceptable communication skills                            |
| _____ | _____ | demonstrates adequate academic preparation                              |
| _____ | _____ | has a positive attitude   |
| _____ | _____ | shows initiative and self-direction                                     |

\_\_\_\_\_ \_\_\_\_\_ **Conceptual Framework Principle – 10** fosters relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

**Comments:**

**Midterm**

**Final**

**Planning & Reflection**

_____	_____	plans prepared in advance of lesson
_____	_____	builds on previous lessons
_____	_____	incorporates objectives and standards
_____	_____	shows appropriate pacing/flow/flexibility
_____	_____	plans for transitions/materials
_____	_____	plans for student-centered/active learning
_____	_____	plans for a range of thinking skills
_____	_____	plans for assessment of learning
_____	_____	<b>Conceptual Framework Principle – 7</b> plans instruction based upon knowledge of subject matter, the learners, the community and curriculum goals
_____	_____	reflects on past teaching to refine future lessons
_____	_____	<b>Conceptual Framework Principle – 9</b> be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, other professionals in the learning community) and actively seek the opportunity to grow professionally.

**Comments:**

**Midterm**

**Final**

**Management**

_____	_____	maintains classroom routines
_____	_____	manages paper work effectively
_____	_____	has effective rapport with students
_____	_____	gives clear directions
_____	_____	promotes mutual respect
_____	_____	uses problem solving strategies with students
_____	_____	promotes student responsibility for actions
_____	_____	re-directs students as needed
_____	_____	allows for smooth transitions
_____	_____	uses time wisely
_____	_____	<b>Conceptual Framework Principle – 5</b> use 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.

**Comments:**

**Midterm**

**Final**

**Teaching Ability**

- \_\_\_\_\_ demonstrates appropriate content knowledge
- \_\_\_\_\_ focuses on meeting individual needs
- \_\_\_\_\_ uses multiple techniques
- \_\_\_\_\_ uses multiple resources, including technology
- \_\_\_\_\_ uses a range of questions (convergent - divergent)
- \_\_\_\_\_ explains difficult content effectively
- \_\_\_\_\_ adjusts instruction to changes in conditions
- \_\_\_\_\_ uses activities and procedures that involve the learners
- \_\_\_\_\_ uses instructional time effectively
- \_\_\_\_\_ provides practice opportunities for objectives
- \_\_\_\_\_ uses learner contributions
- \_\_\_\_\_ shows enthusiasm, warmth, friendliness
- \_\_\_\_\_ demonstrates the ability to teach reading
- \_\_\_\_\_ demonstrates the ability to teach language arts
- \_\_\_\_\_ demonstrates the ability to teach mathematics
- \_\_\_\_\_ demonstrates the ability to teach science
- \_\_\_\_\_ demonstrates the ability to teach social studies
- \_\_\_\_\_ demonstrates the ability to teach the arts
- \_\_\_\_\_ **Conceptual Framework Principle 1** -understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
- \_\_\_\_\_ **Conceptual Framework Principle 2** -understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social and personal development.
- \_\_\_\_\_ **Conceptual Framework Principle 3** -understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
- \_\_\_\_\_ **Conceptual Framework Principle 4** -understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
- \_\_\_\_\_ **Conceptual Framework Principle 6** -use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Comments:**



**Midterm**

**Final**

**Ability to Assess**

\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

- uses multiple strategies
- uses assessment to guide further instruction
- provides timely feedback to students
- connects assessment to objectives and standards
- promotes self assessment by students
- evaluates self on instruction and management

**Conceptual Framework Principle 8** understand and use authentic assessment to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Comments:**

**DISPOSITIONS**

**Midterm**

**Final**

The candidate is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- A critical thinker about the process of teaching and learning.
- Creative, challenging, and flexible in the teaching process.
- Empathetic, responsive, and enthusiastic in relations with students, parents and peers.
- Inclusive and reflective in planning, teaching, and assessment.

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