

## STUDENT TEACHING TEACHER CANDIDATE EVALUATION FORM

**Separate forms to be completed by Mentor Teacher & University Supervisor**

### Instructions

- Mentor teachers and university supervisors independently prepare and discuss mid-term and final evaluations with the teacher candidate.
- Mentor teachers provide e-mail or hard copy to teacher candidate and the university supervisor.
- University supervisor submits final evaluations to UHWO Field Experience Coordinator

**Teacher Candidate:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**Mentor Teacher:** \_\_\_\_\_ **Grade:** K 1 2 3 4 5 6

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

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

*Directions: For each item below, please check on the appropriate box that best describes the teacher candidate's skill level. The numbers on the scale apply to the following descriptors:*

*N – Not Observed      0 – Unacceptable      1 – Acceptable      2 – Target*

*Please provide evidence in support of ratings in the designated spaces.*

STANDARDS/INDICATORS	N	0	1	2	EVIDENCE
<b>HTSB Standard 1: Focuses on the child</b>					
<b>ACEI Standard 1: Development, learning, &amp; motivation</b>					
The extent to which the teacher candidate:					
Provides opportunities for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.					
Nurtures students' desire to learn and achieve.					
Demonstrates concern and interest by taking time to listen and respond to students.					
Uses student experiences, interests and real-life situations in instruction.					
Uses developmentally appropriate activities to promote student success.					

Makes instructional decisions which consider students' physical, social, emotional and cognitive development.					
<b>HTSB Standard 2: Creates &amp; maintains a safe and positive learning environment</b>					
<b>ACEI Standard 3.4: Active engagement in learning</b>					
The extent to which the teacher candidate:					
Promotes empathy, compassion, and mutual respect among students.					
Uses effective classroom management techniques that foster self-control, self-discipline and responsibility to others.					
Models a caring attitude and promotes positive interpersonal relationships.					
Promotes students' intrinsic motivation by providing meaningful and progressively challenging developmentally appropriate learning experiences that enable student success.					
Provides learning experiences which actively engage students as individuals and as member of collaborative groups.					
Manages a classroom where students are encouraged to reflect, express interests, make choices, set goals, plan and organize, self-evaluate and produce quality work.					
<b>HTSB Standard 3: Adapts to learner diversity</b>					
<b>ACEI Standard 3.2: Adaptation to diverse students</b>					
The extent to which the teacher candidate:					
Develops rapport with all students.					
Fosters an appreciation of human and cultural differences					
Helps every student achieve success					
Adapts instruction to students' differences in development, learning styles, strengths and needs					
Seeks additional resources to support student achievement.					
Fosters trust, respect and empathy among diverse learners.					
<b>HTSB Standard 4: Fosters effective communication in the learning environment</b>					
<b>ACEI Standard 3.5: Communication to foster collaboration</b>					
The extent to which the teacher candidate:					
Communicates openly with all students and others working in the learning environment.					

Develops communication skills for active inquiry, collaboration and supportive interaction.					
Encourages self-expression, reflection and evaluation.					
Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.					
Applies principles of language acquisition and development to the teaching of communication skills.					
Fosters sensitivity to variations in meaning in verbal and non-verbal communication.					
Engages students in different modes of communication.					
Uses the school's current technologies to enrich student literacy.					
<b>HTSB Standard 5: Demonstrates knowledge of content</b>					
The extent to which the teacher candidate:					
Keeps abreast of current developments in content area(s).					
Teaches mastery of language, complex processes, concepts and principles unique to content area(s).					
Utilizes the school's current technologies to facilitate learning in content area(s).					
Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations.					
Possesses an understanding of technology appropriate to the content area, e.g. computer-assisted instruction.					
<b>HTSB Standard 6: Designs and Provides Meaningful Learning Experiences</b>					
<b>ACEI Standard 3.1: Integrating and applying knowledge for instruction</b>					
The extent to which the teacher candidate:					
Plans and implements logical, sequenced instruction and continually adjusts plans based on learner needs.					
Provides learning experiences & instructional materials that are developmentally appropriate & based on desired outcomes, principles of effective instruction & curricular goals.					

Incorporates a variety of appropriate assessment strategies as an integral part of instructional planning.					
Links concepts and key ideas to students' prior experiences and understandings, using multiple representations, examples and explanations.					
Applies concepts that help students relate learning to everyday life.					
Provides integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry, discussing diverse issues, dealing with ambiguity and incorporating differing viewpoints.					
<b>HTSB Standard 7: Uses active learning strategies</b> <b>ACEI: Standard 3.3 Development of critical thinking&amp; problem solving</b> The extent to which the teacher candidate:					
Involves students in setting goals and standards, selecting tasks, planning, implementing and evaluating to produce quality performance and quality products.					
Helps students to question, problem-solve, access resources, use information to reach meaningful conclusions and develop responsibility for their own learning.					
Provides challenging learning experiences which develop higher order thinking skills.					
Varies instructional roles (e.g., instructor, facilitator, coach, co-learner, audience) in relation to the content and purpose of instruction and students' needs.					
Engages students in active, hands-on, creative, open-ended, problem-based learning experiences.					
Provides opportunities for students to apply and practice what is learned.					
Uses the school's current technologies as tools for teaching and learning.					
<b>HTSB Standard 8: Uses assessment strategies</b> <b>ACEI Standard 4: Assessment for instruction</b> The extent to which the teacher candidate:					

Evaluates students' performances and products objectively and fairly.					
Uses a variety of appropriate assessment strategies to enhance knowledge of learners & appropriately modifies teaching & learning strategies.					
Involves students in developing assessment standards and criteria.					
Engages students in self-assessment activities and encourages them to set personal achievement goals.					
Obtains and uses information about students' experiences, strengths, needs and progress from parents, colleagues and students themselves.					
Uses assessment data to monitor and evaluate students' progress toward achieving the Hawaii Content and Performance Standards.					
Maintains appropriate and accurate records of student achievement and communicates students' progress to students, parents and colleagues as needed.					
<b>HTSB Standard 9: Demonstrates professionalism</b> <b>ACEI Standard 5.1: Professional growth, reflection, &amp; evaluation</b> The extent to which the teacher candidate:					
Engages in relevant opportunities to grow professionally, e.g., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor.					
Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.					
Provides and accepts evaluative feedback in a professional manner.					
Conducts self ethically in professional matters.					
Models ethical behaviors, including honesty, fairness and respect for individuals and for rules.					
Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.					
Maintains current knowledge in issues and trends in education.					

Practices effective listening, conflict resolution and group-facilitation skills as a team member.					
Works collaboratively with other professionals.					
Participates actively and responsibly in school activities.					
<b>HTSB Standard 10: Fosters parent and school community relationships</b>					
<b>ACEI Standard 5.2: Collaboration with families, colleagues, &amp; community agencies</b>					
The extent to which the teacher candidate:					
Collaborates with parents and school community members to support student learning.					
Consistently seeks opportunities to build strong partnerships with parents and community members.					
Supports activities and programs which encourage parents to participate actively in school-related organizations and activities.					
Establishes open and active lines of communication with parents.					
Utilizes community resources to enhance student learning.					