



**PRACTICUM
TEACHER CANDIDATE EVALUATION FORM
(to be completed by the mentoring teacher)**

Please complete the following form by placing your cursor in the provided spaces and entering your text. After completing the form, it can be returned by email or printed out and sent to: *Field Experience Coordinator, University of Hawaii West Oahu, 96-129 Ala 'Ike, Pearl City, HI 96782.* Thank you for your help!

Teacher candidate's name: _____

Mentor teacher's name: _____

School: _____ **Grade Level:** _____ **Semester:** _____

Directions: For each item below, place an X in the 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 – Emerging (Acceptable) 2 – Developing (Target) 3 – Refining (Exemplary)

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

STANDARDS/INDICATORS	N	0	1	2	EVIDENCE
HTSB Standard 1: Focuses on the child The extent to which the teacher candidate:					
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.					

HTSB Standard 2: Creates & maintains a safe and positive learning environment

The extent to which the teacher candidate:

Promotes empathy, compassion, and mutual respect among students.					
Models a caring attitude and promotes positive interpersonal relationships.					
Provides learning experiences which actively engage students as individuals and as member of collaborative groups.					

HTSB Standard 3: Adapts to learner diversity

The extent to which the teacher candidate:

Develops rapport with all students.					
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Adapts instruction to students' differences in development, learning styles, strengths and needs					
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HTSB Standard 4: Fosters effective communication in the learning environment

The extent to which the teacher candidate:

Communicates openly with all students and others working in the learning environment.					
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Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.					
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Engages students in different modes of communication.					
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HTSB Standard 5: Demonstrates knowledge of content

The extent to which the teacher candidate:

Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations.					
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HTSB Standard 6: Designs and Provides Meaningful Learning Experiences

The extent to which the teacher candidate:

Plans and implements logical, sequenced instruction and continually adjusts plans based on learner needs.					
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Provides learning experiences & instructional materials that are developmentally appropriate & based on desired outcomes, principles of effective instruction & curricular goals.					
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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 challenging learning experiences which develop higher order thinking skills.					
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.					
HTSB Standard 8: Uses assessment strategies					
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.					
HTSB Standard 9: Demonstrates professionalism					
The extent to which the teacher candidate:					
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.					
Demonstrated good work habits including reliability, punctuality, and follow-through on commitments.					
Participates actively and responsibly in classroom activities, as appropriate.					

Directions: Please provide your comments regarding the teacher candidate's areas of strength and areas to be developed below:

Areas of strength are:

Areas to be developed are: