PURDUE UNIVERSITY
FORT WAYNE

Part 1: ECE Standards (IDS, NAEYC)

Early Childhood Education Student Teaching (K to Grade 3) Final Evaluation

As part of understanding what knowledge, skills, and dispositions our students possess, we are asking you to complete final evaluation. This tool is comprised of three parts. The first part is based on the Indiana Developmental Standards (IDS) for Early Childhood and National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators. Part 2 contains knowledge and skills as outlined by InTASC and CAEP. Part 3 asks to you to consider the dispositions that are valued by the faculty at Purdue University Fort Wayne. In other words, these dispositions align with our Conceptual Framework. You will also be asked to provide a narrative summary of the Student Teacher's performance. Thank you in advance for the time you put into this evaluation -- it is very important to us and the Student Teacher.

This file updated Fall 2024.

Evaluation Information (results will be sent to the addresses

entered):

Date of Evaluation mm/dd/yyyy	08/22/2024
Teacher Candidate Name	
Teacher Candidate E-mail	
School	
Grade Level of Placement	
University Supervisor Name	
University Supervisor E-mail	
Cooperating Teacher Name	
Cooperating Teacher E-mail	

This evaluation is being completed by:

○ Cooperating Teacher

○ University Supervisor

The length of this placement was:

○ 10 weeks

○ 6 weeks

Part 1: ECE Standards (IDS, NAEYC)

For each of the following items in Part 1 (only):

- Use DEVELOPING if the candidate demonstrates performance described in both Acceptable and Unacceptable levels of performance.

- Use APPROACHING TARGET if the candidate demonstrates performance described in both Target and Acceptable levels of performance.

IDS 1.3; NAEYC 1c: Understanding and using multiple influences on development and learning.

○ **Target**: Candidate applies their understanding of multiple contextual influences (culture, linguistic contexts, relationships, SES, health-developmental status, media & technology) that positively and negatively impact children's development to their planning.

○ **Approaching Target**

○ **Acceptable**: The learning experiences demonstrate that candidate considered influences that positively and negatively impact children's development and was in search of more knowledge that could explain these influences.

○ **Developing**

○ **Unacceptable**: Candidate focuses on the negative aspects or impacts of family and community characteristics on children's learning and development.

IDS 1.4, NAEYC 1d: Using multidimensional knowledge (age, individual, and context) to make evidence-based decisions that support each child

○ **Target**: Candidate designs challenging, risk-taking, and supportive curriculum that encourages each child's ability to learn through play, spontaneous activities, & guided investigations to understand and make meaning from experiences.

○ **Approaching Target**

○ **Acceptable**: Candidate plans curriculum that supports each child's individual developmental levels or abilities.

○ **Developing**

○ **Unacceptable**: Candidate plans for an age group or grade level, with minimal attention to individual developmental levels or abilities.

IDS 2.1, NAEYC 2a: Knowing about and understanding diverse family and community characteristics

○ **Target**: Candidate intentionally uses knowledge of the community as well as families' assets, strengths, home languages and cultural values when planning and interacting with children.

○ **Approaching Target**

○ **Acceptable**: Candidate's uses understanding of family and community characteristics in learning experiences.

○ **Developing**

○ **Unacceptable**: Candidate's understanding of family and community characteristics is not observable in the learning experiences OR not aligned with family and community characteristics.

IDS 2.2, NAEYC 2b: Collaborate as partners with families to support young children's development and learning

○ **Target**: Candidate takes initiative in communicating and sustaining respectful relationships with families in informal conversations, teacher-family conferences, home visits, and reciprocal technology such as apps, texts, phone calls or emails. Information was shared in ways families could understand using their preferred communication methods and home language if possible.

○ **Approaching Target**

○ **Acceptable**: Candidate interacts with families when opportunities arose using positive communication methods such as informal conversations at pick-up/drop-off times, conferences or with technology. Shared information and children's work with families.

○ **Developing**

○ **Unacceptable**: Candidate puts responsibility of communication on families. Candidate usually used one approach as the basis for all communication. When methods to gain family involvement are not effective, candidate assumes they "are just not interested."

IDS 3.2, NAEYC 3b: Use results of observation, documentation, and other appropriate assessment tools and approaches to make informed choices about instruction and planning.

○ **Target**: Candidate systematically collects for each child a variety of data in both formal and playful learning contexts.

○ **Approaching Target**

○ **Acceptable**: Candidate collects a variety of data in both formal and playful learning contexts.

○ **Developing**

○ **Unacceptable**: Candidate randomly collects data on children's development and learning, relied primarily on one data source, or used results to limit children's experiences.

IDS 3.3, NAEYC 3c: Embeds ethical assessment tools into curriculum that are appropriate for developmental level, ability, cultural, and linguistic background of each child.

○ **Target**: Candidate modifies assessment tools to account for cultural and linguistic diversity and for children with developmental delays or disabilities. Candidate used the results to design learning and developmental goals and curriculum that reflect individual strengths and needs of each child.

○ **Approaching Target**

○ **Acceptable**: Candidate provides evidence of modifying select assessments OR accounting for diversity when analyzing or reflecting on the data for each child.

○ **Developing**

○ **Unacceptable**: Candidate applies each assessment and analyzes the data in the same way for each child, not accounting for diversity.

IDS 4.1, NAEYC 4a: Establishing positive relationships in work with young children

○ **Target**: Candidate displays warm, nurturing interactions with each child, communicating genuine liking for and interest in young children's activities and characteristics.

○ **Approaching Target**

○ **Acceptable**: Candidate interacts respectfully with young children, responding to their individual characteristics, likes and dislikes.

○ **Developing**

○ **Unacceptable**: Candidate acts disingenuously, uses threats to control, makes promises but does not keep them, or engages with children in an emotionally distant manner.

IDS 4.4, NAEYC 4b: Applying effective, strategies that are responsive to young children's learning trajectories, including the incorporation of inquiry and play as core teaching practices

○ **Target**: Candidate is purposeful in planning an inquiry based differentiated learning environment for individual children's needs and interests. Scaffolded and extended children's learning across domains. Used multiple forms of play and children's choice of activities and materials as the primary method to develop content knowledge, symbolic and imaginative thinking, peer relationships, social skills, language, creative movement and problem-solving skills.

○ **Approaching Target**

○ **Acceptable**: Candidate creates a child-centered, theme- and play-based learning environment to support planned and spontaneous interactions with materials. Academic content areas are engaged with or supported separately in terms of space, conversations, and open-ended questions.

○ **Developing**

○ **Unacceptable**: Candidate uses teacher-directed, theme-based planning. During the learning experiences, candidate asked primarily close-ended questions, discouraged spontaneous play activities or children's ideas of how to use materials. May use a rotation of centers or use some other limit rather than children's free play and use of materials and activities.

IDS 5.7, NAEYC 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches that reflect principles of universal design for learning.

○ **Target**: Candidate purposefully set up the environment, schedule and routines focusing on children's individual characteristics, needs, and learning interests. Key features include:

- ○ Consistent schedules and predictable routines

- ○ Promoted time, space, & materials to encourage child-initiated play, choice, risk taking, and big body play both inside & outside

- ○ Materials & space available and accessible for all children

- ○ Engage children as co-constructors of the curriculum & environment

○ **Approaching Target**

○ **Acceptable**: Candidate set up the environment, schedule and routines to use time feasibly, and generally focused on children's individual or group characteristics, needs, and interests.

- ○ Generally followed schedule and routines

- ○ Provided accessible materials and space for play inside and outside

○ **Developing**

○ **Unacceptable**: Learning experiences lack evidence of the use of a continuum of teaching strategies, and effective use of the environment.

- ○ Schedule and routines do not consider children's unique and group characteristics, needs, and interests.

- ○ Limits children's use of space and/or materials

IDS 4.3, NAEYC 4c: Using a broad repertoire of developmentally appropriate teaching/ learning approaches that advance academic knowledge.

○ **Target**: Candidate includes a broad repertoire of inquiry-based, developmentally appropriate teaching/learning approaches to seamlessly integrate academic content. Key features include:

- ○ Observations inform decisions about teaching strategies and curriculum implementation

- ○ Child initiated & directed play

- ○ Integrates curriculum content into projects, play and other learning activities reflecting children's interests.

- ○ Genuine reciprocal conversations with and among children in groups and individually that stimulate thinking, understanding, theory-building & meaning

- ○ Literacy experiences in both English and children's home languages

○ **Approaching Target**

○ **Acceptable**: Learning experiences demonstrate that candidate generally used a continuum of teaching strategies. Learning experiences included an appropriate but not well-balanced variety of developmentally appropriate teaching/learning approaches.

- ○ Topics or themes are evident in both in formal activities and informal play experiences

- ○ Asks open-ended questions

- ○ Engages in conversations in groups and with individual children.

○ **Developing**

○ **Unacceptable**: Learning experiences lack a variety of developmentally appropriate teaching/learning approaches.

- ○ Focus is on direct instruction

- ○ Questions tend to be closed-ended

IDS 5.5, NAEYC 4c (3 of 3): Using a broad repertoire of developmentally appropriate teaching/ learning approaches that provides inclusive S/E support and guidance

○ **Target**: Candidate intentionally fosters critical developmental skills such as empathy, sociability, cooperation, friendship, self-concept, and self-esteem, responsibility, reasoning, planning and organization by embedding them in curriculum and teaching/learning process.

- ○ Addresses children's challenging behaviors using positive guidance strategies

- ○ Incorporates children's home language and culture using anti-bias strategies.

○ **Approaching Target**

○ **Acceptable**: Candidate fosters some critical developmental skills such as empathy, sociability, cooperation, friendship, self-concept, and self-esteem, responsibility, reasoning, planning and organization by directly addressing them (appropriately contextualized) during teaching/learning process.

- ○ Addresses children's challenging behavior and biases when occasion occurred

○ **Developing**

○ **Unacceptable**: Candidate often misses opportunities to focus on critical developmental skills such as empathy, sociability, cooperation, friendship, self-concept, and self-esteem, responsibility, reasoning, planning and organization.

- ○ Either ignores challenging behavior or uses negative strategies (e.g., punishment, singling child out of group)

IDS 4, NAEYC 5a, ICS 1 & 2 Knowing and using the central concepts, inquiry tools, and structures of Science of Reading.

○ **Target**: Candidate directly, explicitly, and systematically implemented strategies based on the Science of Reading with fidelity. Candidate built on students' prior understandings of the five essential components of reading: Phonemic awareness; Fluency; Phonics; Vocabulary; and Comprehension.

○ **Approaching Target**

○ **Acceptable:** Candidate implemented strategies based on Science of Reading strategies inconsistently. Candidate built on *some* students' prior understandings of the five essential components of reading.

○ **Developing**

○ **Unacceptable:** Unclear if or how Science of Reading research impacted candidate's selection or implementation of teaching strategies. Candidate taught according to curriculum guide or used other strategies, ignoring scientifically based reading research areas.

IDS 4, NAEYC 5a, ICS 3 Knowing and using the central concepts, inquiry tools, and structures of writing.

○ **Target:** Candidate implemented strategies based on scientifically-based writing research with fidelity.

Writing includes: Handwriting; Genres; Research Process; Conventions of Standard Language (i.e., grammar, punctuation, etc.)

○ **Approaching Target**

○ **Acceptable:** Candidate **i**mplemented strategies based on scientifically-based writing strategies inconsistently. Candidate built on *some* students' prior writing abilities.

○ **Developing**

○ **Unacceptable:** Unclear if or how scientifically based writing research impacted candidate's selection or implementation of teaching strategies. Candidate taught according to curriculum guide, ignoring the scientifically-based research.

IDS 4, NAEYC 5a, ICS 3 Knowing and using the central concepts, inquiry tools, and structures of speaking/listening.

○ **Target:** Candidate implemented strategies based on speaking and listening research with fidelity.

Speaking/Listening include: Active discussion; Critical listening; Collaboration; Presentation

○ **Approaching Target**

○ **Acceptable:** Candidate implemented strategies based on research-based speaking and listening strategies inconsistently. Candidate built on *some* students' prior speaking and listening skills.

○ **Developing**

○ **Unacceptable:** Unclear if or how scientifically-based reading research impacted selection or implementation of teaching strategies. Taught according to curriculum guide, ignoring the research.

IDS 4, NAEYC 5a, ICS 3 Knowing and using the central concepts, inquiry tools, and structures of media literacy.

○ **Target:** Candidate implemented instructional strategies based on media literacy research with fidelity. Includes analysis and interpretation of media and use of media to present information and ideas.

Media Literacy includes: Roles and purpose of media; Influences of media

○ **Approaching Target**

○ **Acceptable:** Candidate **i**mplemented strategies based on research-based based media literacy strategies inconsistently. Candidate built on *some* students' prior understanding of media literacy.

○ **Developing**

○ **Unacceptable:** Unclear if or how research-based media literacy research impacted selection or implementation of teaching strategies. Candidate taught according to curriculum guide, ignoring the research areas.

IDS 4, NAEYC 5a, ICS 3 Assessment in English Language Arts.

○ **Target:** Candidate implemented scientifcally-based assessment strategies for Reading and English Language Arts.

Assessment practices include: Aligned with Science of Reading; Assessment used to inform instruction; Formative and Summative assessment

○ **Approaching Target**

○ **Acceptable:** Candidate implemented *some* scientifcally-based assessment strategies for Reading and English Language Arts.

○ **Developing**

○ **Unacceptable:** Unclear if or how scientifically-based reading research impacted selection or implementation of assessment strategies. Assessment included strategies that are NOT supported by scientific research, such as Running Records, Developmental Reading Assessment (DRA); Informal Reading Inventory (IRI), or Qualitative Reading Inventory (QRI).

IDS 4.7, NAEYC 5a: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines (math, science, social studies, art, music, drama, movement, health, nutrition).

○ **Target**: Candidate demonstrates an in-depth knowledge base of content when creating appropriate learning environments that support learning in each content area for each child.

Designs integrated meaningful learning experiences that cover all content areas (math, science, social studies, literacy, language arts, art, music, drama, movement, health, nutrition) and developmental domains.

○ **Approaching Target**

○ **Acceptable**: Candidate demonstrates understanding of content knowledge when designing learning experiences.

Designs integrated meaningful learning experiences that cover most content areas and developmental domains.

○ **Developing**

○ **Unacceptable**: Candidate planned learning experiences that demonstrated own misunderstanding or misapplication of content knowledge

IDS 4.8, NAEYC 5c: Using own content & pedagogical knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

○ **Target**: Candidate designs and evaluates curricular decisions for:

    a. Appropriate use of resources (knowledge of approaches, websites, published curriculum, etc.);

    b. Alignment with appropriate early learning standards;

    c. Degree of meaningfulness and challenge for the age group and each individual child; <u>AND</u>

    d. Ability to foster children's ability to solve problems and think deeply, at their differing ability levels.

○ **Approaching Target**

○ **Acceptable**: Candidate designs and reflects on curricular decisions for:

    a. Variety of resources used;

    b. Planned and spontaneous learning experiences that account for the diverse backgrounds, abilities and interests of every child; <u>AND</u>

    c. Alignment with appropriate early learning standards.

○ **Developing**

○ **Unacceptable**: Candidate designs and implement curriculum such that:

    a. Are not adapted to better engage children;

    b. Relies on published curriculum to demonstrate alignment with early learning standards; <u>AND</u>

    c. Places emphasis on telling and following directions.

IDS 6.4, NAEYC 6a: Engaging in informed advocacy for young children

○ **Target**: Candidate discusses and advocates for current issues and trends, rights and needs of children in their daily work as well as for families so that change or resources are made available equitably.

○ **Approaching Target**

○ **Acceptable**: Candidate discusses issues and trends, rights and needs of children and families when brought up and works within established systems so that change or resources are made available equitably.

○ **Developing**

○ **Unacceptable**: Candidate does not discuss issues and trends, or raise concerns about equity and resources for children or families, even when children and families need a voice.

IDS 6.5, NAEYC 6c: Professionally communicates with families and colleagues

○ **Target**: Candidate demonstrates the ability to respectfully learn from and negotiate with colleagues (other teachers, director) as well as engage in interdisciplinary collaboration with special educators and specialists working with children.

○ **Approaching Target**

○ **Acceptable**: Candidate displays a willingness to negotiate and learn from colleagues and explores their roles/contributions when working with special educators and specialists working with children.

○ **Developing**

○ **Unacceptable**: Candidate displays hesitancy or resentment toward constructive criticism or opportunities to collaborate.

IDS 6.6, NAEYC 6d: Engaging in continuous, collaborative learning to inform practice

○ **Target**: As a reflective, self-motivated practitioner, candidate independently seeks ways to improve their practice through classroom-based research, collegial feedback, analysis of own work, other sources, and identifying areas for improvement.

○ **Approaching Target**

○ **Acceptable**: Candidate engages in addressing challenges when encouraged by colleagues.

○ **Developing**

○ **Unacceptable**: Candidate displays a content or defensive attitude towards learning more about teaching or changing their practice.

Comments:

[   ]

You have completed Part 1 of this evaluation. Please continue on for Parts 2 and 3.

Part 2: Unit-wide Assessment of InTASC & CAEP Standards

Learners & Learning

The candidate regularly assesses development and learning of each student and uses that information to scaffold to next levels.

InTASC #1

Target	Acceptable	Unacceptable
Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.	Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.	Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.
○	○	○

Content Knowledge

Candidate uses technology effectively to achieve content-specific learning goals.

InTASC #5; ISTE 2.6

Target	Acceptable	Unacceptable
Candidate engages and involves students with different technologies to achieve specific learning goals in the content area(s). The technology tools or apps are used in such a way that students deepen their understanding of the content.	Candidate engages students in technologies that are connected to the specific learning goals for the content area(s).	Candidate emphasizes technologies that have limited utility for enriching learning in the content area(s).
○	○	○

Content Knowledge
Candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.
InTASC #4

Target	Acceptable	Unacceptable
Candidate engages students in discovering meaning of the content by questioning and analyzing ideas from diverse perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other larger meanings and critical stances in the content area.	Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.	Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.
○	○	○

Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

Target	Acceptable	Unacceptable
Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.	Candidate uses both formative and summative assessments to document learning.	Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.
○	○	○

Instructional Practice

The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners.

InTASC #7

	Target	Acceptable	Unacceptable
	Candidate creates learning experiences that are meaningful to learners due to students' contextual variables and prior knowledge. The experiences also align to curriculum and content standards ○	Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly. ○	Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are for learners or for addressing content standards. ○

Instructional Practice
Candidates use technology to ensure accessibility and relevance for all learners.
InTASC #8; ISTE 2.5

	Target	Acceptable	Unacceptable
	Technology enhances the teaching and learning process in a way that is not achievable without it. Also, it is age-appropriate, matching ability levels, interests, and needs. ○	Technology selected is age-appropriate, matching ability levels, interests, and needs. ○	Technology selected is appropriate for a subset of students. ○

Professional Responsibility
The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.

InTASC #9

Target	Acceptable	Unacceptable
Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/ adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students.	Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans.	Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may lack links between changes made and data collected.
○	○	○

Professional Responsibility
The candidate understands laws related to learners' rights and teacher responsibilities.
InTASC #9

Target	Acceptable	Unacceptable
Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/ harassment/bullying.	Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.	Candidate demonstrates misunderstandings or gaps in knowledge concerning educational laws, especially confidentiality, requirements for reporting child abuse and neglect and/or discrimination/ harassment/bullying.
○	○	○

Professional Responsibility
The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).
InTASC #3; ISTE 2.3

Target	Acceptable	Unacceptable
Candidate explicitly teaches and supports students' application of digital citizenship characteristics.When necessary, family members are notified in advance of classroom activities.	Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities.	Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary.
○	○	○

You have now completed Parts 1 and 2 of the evaluation. Please continue for Part 3.

Part 3: Unit-wide Assessment of Dispositions (CF)

School of Education

Disposition Assessment

Indicator 1: DEMOCRACY & COMMUNITY: Builds a community based on belief that each **child/adolescent (c/a)** can learn to high levels.
InTASC #2

Target	ACCEPTABLE	UNACCEPTABLE
Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, strengths, and competencies of each c/a and family. Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.	Communicates through words and actions that each c/a can learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.	Communicates through words and actions that some (not all) c/a can learn to high levels. Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.
○	○	○

Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create an inclusive classroom.
InTASC # 2

TARGET	ACCEPTABLE	UNACCEPTABLE
Culturally responsive practices are evident in delivery of instruction. Works with children/adolescents to address injustices in curriculum, society, or own lives.	Creates a curriculum that demonstrates valuing diverse groups through classroom materials, activities, and assignments.	A single perspective dominates classroom materials, activities, and assignments.
○	○	○

Indicator 3: HABITS OF MIND: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as a teacher.
InTASC # 9

TARGET	ACCEPTABLE	UNACCEPTABLE
Independently reflects on effectiveness of teaching by asking critical questions. Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.	Makes changes to practices in response to feedback. Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.	Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities
◯	◯	◯

Indicator 4: HABITS OF MIND: Committed to designing meaningful, intellectually engaging curriculum.
InTASC # 7

TARGET	ACCEPTABLE	UNACCEPTABLE
Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that similarities and differences are understood by c/a.	Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.	Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.
○	○	○

Indicator 5: ADVOCACY: Willingness to collaborate to help each child learn.
InTASC # 3

TARGET	ACCEPTABLE	UNACCEPTABLE
Collaborates with family members and other teachers to create innovative solutions that support each child's/ adolescent's success.	Coordinates actions with colleagues to meet students' learning needs.	Important educational decisions are made independently without communicating with family members or colleagues.
○	○	○

Indicator 6: ADVOCACY: Persistent in advocating for and promoting the profession.

InTASC # 10
CAEP 3.3

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Advocates for the profession by speaking or acting publically on issues facing schools, teachers, families, students, or communities.	Projects positive view of profession when communicating with others about children, adolescents, families, colleagues, or the profession.	Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a negative view of the profession to others.

COMMENTS – FOR FINAL EVALUATION ONLY:

This is the most important part of the rating of the student teacher. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. The summary should include your recommendation of the student teacher's potential as a member of the profession. Please remember that many times candidates are required to include this as part of their job application packet.

FOR FINAL - Final Recommendation

○ Recommend for licensing

○ Recommend for licensing with reservations

○ I do not recommend for licensing