University of Idaho Teacher Candidate Evaluation (Based on the Charlotte Danielson Model)

Student Name Mentor Teacher _		Term (Circl	le one) Mid-term	Final
	Planning a	nd Preparation fo	or Learning	
	Met with Excellence	Met	Minimally Met	Not Met
	4	3	2	1
Knowledge	Is expert in the subject area and has an excellent grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
esson Planning	Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals and state standards.	Plans lessons with unit goals in mind.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.

Designs lessons that

motivating, and likely

to engage students in

Designs lessons that

needs, styles, and

interests.

learning.

target diverse learning

Plans on-the-spot and

unit assessments to

measure student

are relevant,

active learning.

Plans lessons that will

catch some students'

interest and perhaps

get a discussion going.

Plans lesson with

special needs

students.

some thought as to

Drafts unit tests as

instruction proceeds.

how to accommodate

Plans lessons with very

motivating or involving

Plans lessons aimed at

the "middle" of the

Writes final tests

shortly before they are

little likelihood of

students.

class.

given.

Comments:

Engagement

Differentiation

Assessments

Designs highly relevant

all students and involve

them in active learning.

Designs lessons that

break down complex

tasks and address all

and interest.

lesson.

learning needs, styles,

Prepares formative and summative assessments

learning throughout each

to monitor student

lessons that will motivate

Classroom Management

	Met with Excellence	Met	Minimally Met	Not Met
	4	3	2	1
Expectations	Is direct, specific, and consistent in communicating and enforcing high expectations for the	Clearly communicates and consistently enforces high standards for student behavior.	Inconsistently enforces classroom standards.	Comes up with rules and punishments as events unfold or does not enforce classroom rules.
	classroom.			rules.
Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and build positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
Respect	Earns all students' respect and creates a climate in which disruption of learning is minimal.	Commands respect and refuses to tolerate disruption.	Earns the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline "moves" and constantly struggles to get students' attention.
Efficiency	Lessons are clear and effective; uses smooth transitions to get the most out of every minute of class.	Lessons are generally clear and effective; transitions are good with minimal waste of instructional time.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
Prevention	Is alert, poised, dynamic, and confident and nips virtually all discipline problems in the bud.	Is a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.

Comments:

Delivery of Instruction

	Met with Excellence	Met	Minimally Met	Not Met
	4	3	2	1
Expectations	Has high expectations and	Conveys to students:	Tells students that	Gives up on sor

Expectations	Has high expectations and	Conveys to students:	Tells students that	Gives up on some
	determination and	This is important,	the subject matter is	students as
	convinces all students that	you can do it, and	important and they	hopeless.
	they will master the	I'm not going to give	need to work hard.	
	material.	up on you.		
Goals	Shows students exactly	Gives students a	Tells students the	Begins lessons
	what's expected by posing	clear sense of	main learning	without giving
	essential questions, goals,	purpose by posting	objective of each	students a sense of
	rubrics, and examples.	the unit's essential	lesson.	where instruction is
		questions and the		headed.
		lesson's goals.		
Connections	Consistently grabs students'	Usually connects	Tries to make the	Rarely hooks
	interest and makes	material to students'	subject interesting	students' interest or
	connections to prior	prior knowledge and	and relate it to	makes connections
	knowledge, experience, and	hooks their interest.	things students	to their lives.
	reading.		already know.	
Clarity	Consistently presents	Uses clear	Sometimes uses	Often presents
	material clearly and	explanations,	language and	material in a
	explicitly, with well-chosen	appropriate	explanations that	confusing way, using
	examples and vivid and	language, and good	are fuzzy, confusing,	language that is
	appropriate language.	examples to present	or inappropriate.	inappropriate.
		material.		
Repertoire	Orchestrates highly effective	Orchestrates	Uses a limited range	Uses only one or
	strategies, materials, and	effective strategies,	of classroom	two teaching
	classroom groupings to	materials, and	strategies, materials,	strategies and types
	involve and motivate	classroom groupings	and groupings with	of material and fails
	students.	to promote student	mixed success.	to reach most
		learning.		students.
Engagement	Gets all students highly	Has students	Attempts to get	Mostly lectures to
	involved in focused work in	actively think about,	students actively	passive students or
	which they are active	discuss, and use the	involved but some	has them plod
	learners and problem-	ideas and skills	students are	through textbooks
	solvers.	being taught.	disengaged.	and worksheets.
Differentiation	Skillfully meets the learning	Differentiates and	Attempts to	Fails to provide for
	needs and styles of all	scaffolds instruction	accommodate	differentiated
	students by differentiating	to accommodate	students with	instruction for
	and scaffolding.	most students'	special needs, with	students with
		learning needs.	mixed success.	special needs.
Reflection	Works with a mentor to	Reflects on the	At the end of a	Does not draw
	reflect on what worked and	effectiveness of	teaching unit, thinks	lessons for the
	what didn't and	lesson and units and	about what might	future when
	continuously improves	continuously works	have been done	teaching is
	instruction.	to improve them.	better.	unsuccessful.
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Comments:

Assessment

	Met with Excellence	Met	Minimally Met	Not Met
	4	3	2	1
Formal	Posts and reviews the	Posts clear criteria	Tells students some	Expects students to
Assessment	criteria for proficient	for proficient work,	of the qualities that	know (or figure out)
	work, including rubrics	including rubrics and	their finished work	what it takes to get
	and examples.	examples.	should exhibit.	good grades.
Informal Assessment	Uses a variety of	Frequently checks for	Uses moderately	Uses ineffective
	effective methods to	understanding and	effective methods	methods ("Is
	check for understanding;	gives students	(e.g., thumbs up,	everyone with
	immediately	helpful information if	thumbs down) to	me?") to check for
	unscrambles confusion	they seem confused.	check for	understanding.
	and clarifies.		understanding during	
			instruction.	
Analysis	Works with mentor to	Analyzes data from	Records students'	Records students'
	analyze and chart	assessments and	grades and notes	grades and moves
	assessment data, draw	draws conclusions.	some general	on with the
	conclusions, and adjust		patterns for future	curriculum.
	instruction.		reference.	
Use of Data	Works with mentor to	Uses data from	Looks over students'	Gives tests and
	use interim assessment	interim assessments	tests to see if there is	moves on without
	data, fine-tune teaching,	to adjust teaching,	anything that needs	analyzing them and
	re-teach, and help	re-teach, and follow	to be re-taught.	following up with
	struggling students	up with failing		students.
		students.		
Follow-up with	Consistently follows up	Takes responsibility	Offers students who	Tells students that if
students	with struggling students	for students who are	fail tests some	they fail a test,
	with personal attention	not succeeding and	additional time to	that's it; the class
	to reach proficiency.	gives them extra	study and do re-	has to move on to
		help.	takes.	cover the
				curriculum.

Comments:

Professional Responsibilities

Met with Excellence Met Minimally Met Not Met
4 3 2 1

Attendance	Has perfect or near-	Has very good	Has mediocre	Has poor attendance.
	perfect attendance.	attendance.	attendance.	'
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Reliability	Carries out assignments	Is punctual and reliable	Occasionally skips	Frequently skips
	conscientiously and	with paperwork,	assignments, is late,	assignments, is late,
	punctually, keeps	duties, and	makes errors in	makes errors -in
	meticulous records, and	assignments; keeps	records, and misses	records, and misses
	is never late.	accurate records.	paperwork deadlines.	paperwork deadlines.
Professionalism	Presents themselves as	Demonstrates	Occasionally acts	Frequently acts and/or
	an experienced	professional demeanor	and/or dresses in an	dresses in an
	professional and always	and maintains	unprofessional	unprofessional manner
	observes appropriate	appropriate	manner and violates	and violates
	boundaries.	boundaries.	boundaries.	boundaries.
Judgment	Is always ethical, honest,	Is ethical and above-	Sometimes uses	Acts in an ethically
	and above-board, uses	board, uses good	questionable	questionable manner,
	impeccable judgment,	judgment, and	judgment, is less than	uses poor judgment,
	and respects	maintains	completely honest,	and/or discloses
	confidentiality.	confidentiality with student records.	and discloses student	student information.
		student records.	information.	
Respect	Shows great sensitivity	Communicates	Tries to be sensitive	Is often insensitive to
nespect	and respect for family	respectfully with	to the culture and	the culture and beliefs
	and community culture,	parents and is sensitive	beliefs of students'	of students' families.
	values, and beliefs.	to different families'	families but	or students rannines.
	values, and benefit.	culture and values.	sometimes is	
			insensitive.	
Parent	Makes sure parents hear	Promptly informs	Lets parents know	Seldom informs parents
Communication	positive news about their	parents of behavior	about problems their	of concerns or positive
		•	children are having	I -
	1 · ·	and learning problems,	Cilliulen ale naving	news about their
	children first, and	and learning problems, and also updates	_	news about their children.
	1 · ·	and also updates	but rarely mentions positive news.	
	children first, and immediately flags any	= -	but rarely mentions	
Openness	children first, and immediately flags any problems. Actively seeks out	and also updates	but rarely mentions	
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Openness Collaboration	children first, and immediately flags any problems. Actively seeks out feedback and suggestions and uses them to improve performance. Meets at least weekly	and also updates parents on good news. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Collaborates with	but rarely mentions positive news. Is somewhat defensive but does listen to feedback and suggestions. Meets occasionally	children. Is very defensive about criticism and resistant to changing classroom practice. Meets infrequently
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