

EVALUATION AND ASSESSMENT

IDAHO TEACHER CANDIDATE EVALUATION (Based on the Charlotte Danielson Model¹)

Student Intern: _____

Term/Year _____

Mentor Teacher: _____

Boise/Coeur d'Alene/Moscow/Other (Select One) Mid-term/

University Supervisor: _____

Final (Select One)

In order to be recommended for teacher certification, teacher candidates must score a level two or above in all components of each domain.

Planning and Preparation (Correlated to Idaho Core Teacher Standards 1, 2, and 7)						
Strengths	Domain 1	1	2	3	4 ²	Growth Opportunities
	A. Demonstrating knowledge of content and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Demonstrating knowledge of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Setting instructional outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Demonstrating knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Designing coherent instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	F. Designing student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

¹ A complete list of the Charlotte Danielson Descriptors of Performance can be found in the University of Idaho's Internship Handbook.

1 = Unsatisfactory 2 = Basic 3 = Proficient

² Level four is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates.

The Classroom Environment
(Correlated to Idaho Core Teacher Standard 5)

Strengths	Domain 2	1	2	3	4*	Growth Opportunities
	A. Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Establishing a culture for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Managing classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Managing student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

Instruction and Assessment
(Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)

Strengths	Domain 3	1	2	3	4*	Growth Opportunities
	A. Communicating with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Using questioning and discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Engaging students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

Professional Responsibilities
(Correlated to Idaho Core Teacher Standard 9 and 10)

Strengths	Domain 4	1	2	3	4*	Growth Opportunities
	A. Reflecting on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Maintaining accurate records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Communicating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Participating in the professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Growing and developing professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	F. Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

ASSESSMENT FORM FOR TEACHER CANDIDATES
(Aligned with Professional Dispositions³)

Strengths		1	2	3	Growth Opportunities
	1. Attends regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Meets timeline commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Dress/Appearance is appropriate and professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Maintains appropriate relationships with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Scholar-practitioner - demonstrates adequate current content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Engaged, participates fully and takes initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Maintains confidentiality and is ethical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8. Maintains appropriate relationships with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9. Committed to and facilitates students' learning in a safe climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

³ A complete list of Professional Expectations for Candidates Descriptors can be found in the University of Idaho's Internship Handbook.
1 = Unsatisfactory 2 = Basic 3 = Proficient

Strengths		1	2	3	Growth Opportunities
	10. Maintains appropriate relationships with teachers, administrators and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11. Respects and advocates for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12. Responds appropriately to feedback and is flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	13. Written work communicates clearly and accurately in standard English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	14. Verbal and non-verbal communication is clear, accurate, and appropriate to the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

(Signatures indicate that information has been discussed with all parties unless comments indicate otherwise)

Student Intern's Signature

Date

Mentor Teacher's Signature

Date

University Supervisor's Signature

Date