**MARSHALL UNIVERSITY – LEVEL II AND III OBSERVATION FORM**

**WEST VIRGINIA EVALUATION RUBRICS FOR EDUCATORS – FORMATIVE**

**CANDIDATE: EVALUATOR:**

|  |  |  |  |
| --- | --- | --- | --- |
| Evaluation # \_\_\_\_\_\_\_\_ Date \_\_\_\_\_­­­\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_ Evaluation # \_\_\_\_\_\_\_\_ Date \_\_\_\_\_­­­\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_  Evaluation # \_\_\_\_\_\_\_\_ Date \_\_\_\_\_­­­\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_ Evaluation # \_\_\_\_\_\_\_\_ Date \_\_\_\_\_­­­\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_ | | | |
| **STANDARD 1: CURRICULUM AND PLANNING** | | | |
| **CRITICAL STANDARD ELEMENT 1.1:** The teacher candidate demonstrates a deep and extensive knowledge of the subject matter. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_demonstrates expert, specialized content knowledge.  \_\_\_\_\_\_collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas. | The teacher candidate:  \_\_\_\_\_\_demonstrates extensive content knowledge.  \_\_\_\_\_\_connects student learning to other content areas. | The teacher candidate:  \_\_\_\_\_\_demonstrates content knowledge.  \_\_\_\_\_\_attempts to connect student learning to other content areas. | The teacher candidate:  \_\_\_\_\_\_does not demonstrate sufficient content knowledge.  \_\_\_\_\_\_does not attempt to connect student learning to other content areas. |
| ***Comments:*** | | | |
| **CRITICAL STANDARD ELEMENT 1.2:** The teacher candidate designs standards-driven instruction using state-approved curricula. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_collaborates with others including students, to design instruction and assessment aligned to the state approved curricula.  \_\_\_\_\_\_collaborates with students to design sequential learning activates that provide for varied student abilities and interests.  \_\_\_\_\_\_collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving. | The teacher candidate:  \_\_\_\_\_\_designs written instructional plans that align instruction and assessment to the state-approved curricula.  \_\_\_\_\_\_designs sequential learning activities that provide for varied student abilities and interests.  \_\_\_\_\_\_designs activities that promote student collaboration, critical thinking, and problem solving. | The teacher candidate:  \_\_\_\_\_\_designs written instructional plans aligned to the state-approved curricula.  \_\_\_\_\_\_designs sequential learning activities at appropriate developmental levels.  \_\_\_\_\_\_designs activities that promote student collaboration. | The teacher candidate:  \_\_\_\_\_\_does not design written instructional plans.  \_\_\_\_\_\_does not design instructional plans and/or units that are driven by state-approved curricula.  \_\_\_\_\_\_does not design sequential learning activities at appropriate developmental levels.  \_\_\_\_\_\_does not design activities that promote student collaboration. |
| ***Comments:*** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITICAL STANDARD ELEMENT 1.3:** The teacher candidate uses a balanced assessment approach to guide student learning. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals.  \_\_\_\_\_\_collaborates with students and others to clearly define and communicate assessment criteria.  \_\_\_\_\_\_shares assessment data and provides timely feedback to students and other stakeholders. | The teacher candidate:  \_\_\_\_\_\_designs and uses formative and summative assessments to monitor student progress and set learning goals.  \_\_\_\_\_\_clearly defines and communicates assessment criteria.  \_\_\_\_\_\_shares assessment data and provides timely feedback to students. | The teacher candidate:  \_\_\_\_\_\_designs and uses formative and summative assessments.  \_\_\_\_\_\_communicates assessment criteria.  \_\_\_\_\_\_shares assessment data with students. | The teacher candidate:  \_\_\_\_\_\_does not use of formative and summative assessments.  \_\_\_\_\_\_does not communicate assessment criteria.  \_\_\_\_\_\_does not share assessment data and/or provide feedback to students. |
| ***Comments:*** | | | |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** | | | |
| **CRITICAL STANDARD ELEMENT 2.1**: The teacher candidate understands and responds to the unique characteristics of learners. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_demonstrates extensive knowledge of students’ social, emotional and academic needs, interest, learning styles, cultural heritage, and gender.  \_\_\_\_\_\_plans and implements differentiated learning activities with students.  \_\_\_\_\_\_helps colleagues understand the unique characteristics of all learners. | The teacher candidate:  \_\_\_\_\_\_demonstrates thorough knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender.  \_\_\_\_\_\_plans and implements differentiated learning activities for students. | The teacher candidate:  \_\_\_\_\_\_demonstrates adequate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender.  \_\_\_\_\_\_plans and implements differentiated learning activities for some students . | The teacher candidate:  \_\_\_\_\_\_does not demonstrate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender.  \_\_\_\_\_\_does not plan and implement appropriate learning activities. |
| ***Comments:*** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITICAL STANDARD ELEMENT 2.2**: The teacher candidate establishes and maintains a safe and appropriate learning environment. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_collaborates with students to establish an effective classroom management system.  \_\_\_\_\_\_collaborates with students to ensure appropriate behavior as defined by the code of conduct.  \_\_\_\_\_\_organizes space and materials in a safe, highly efficient and well-designed learning environment. | The teacher candidate:  \_\_\_\_\_\_establishes an effective classroom management system.  \_\_\_\_\_\_responds appropriately and respectfully to student behavior as defined by the code of conduct.  \_\_\_\_\_\_organizes space and materials to ensure safety and efficiency. | The teacher candidate:  \_\_\_\_\_\_establishes a classroom management system.  \_\_\_\_\_\_responds inadequately to student behavior as defined by the code of conduct.  \_\_\_\_\_\_organizes space and materials to ensure safety. | The teacher candidate:  \_\_\_\_\_\_does not implement an effective classroom management system.  \_\_\_\_\_\_does not respond to student behavior as defined by the code of conduct.  \_\_\_\_\_\_does not organize space and materials to ensure safety. |
| ***Comments*:** | | | |
| **CRITICAL STANDARD ELEMENT 2.3**: The teacher candidate establishes and maintains a learner-centered culture. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_establishes with students clear criteria for high-quality work.  \_\_\_\_\_\_collaborates with students to maximize instructional time.  \_\_\_\_\_\_engages students in active, self-directed learning as part of a community of learners.  \_\_\_\_\_\_provides extensive opportunities for students to collaborate in learning. | The teacher candidate:  \_\_\_\_\_\_sets and communicates clear criteria for high-quality work.  \_\_\_\_\_\_uses instructional time efficiently.  \_\_\_\_\_\_engages students in active learning.  \_\_\_\_\_\_provides adequate opportunities for students to collaborate in learning. | The teacher candidate:  \_\_\_\_\_\_sets criteria for high-quality work.  \_\_\_\_\_\_uses instructional time with limited efficiency.  \_\_\_\_\_\_engages students in learning.  \_\_\_\_\_\_provides limited opportunities for students to collaborate in learning. | The teacher candidate:  \_\_\_\_\_\_does not establish criteria for quality work.  \_\_\_\_\_\_ does not use instructional time efficiently.  \_\_\_\_\_\_does not engage students in learning.  \_\_\_\_\_\_does not provide opportunities for students to collaborate in learning. |
| ***Comments:*** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **STANDARD 3: TEACHING** | | | |
| **CRITICAL STANDARD ELEMENT 3.1**: The teacher candidate utilizes a variety of research-based instructional strategies. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_collaborates with students to use an extensive variety of effective instructional strategies to deliver content.  \_\_\_\_\_\_collaborates with students to provide scaffolding and differentiated instruction.  \_\_\_\_\_\_extensively uses appropriate technology to deliver content. | The teacher candidate:  \_\_\_\_\_\_uses a variety of effective instructional strategies to deliver content.  \_\_\_\_\_\_demonstrates adequate use of scaffolding and differentiated instruction.  \_\_\_\_\_\_adequately uses technology to deliver content. | The teacher candidate:  \_\_\_\_\_\_uses a limited variety of effective instructional strategies to deliver content.  \_\_\_\_\_\_demonstrates limited use of scaffolding or differentiated instruction.  \_\_\_\_\_\_demonstrates limited use of appropriate technology to deliver content. | The teacher candidate:  \_\_\_\_\_\_does not use effective instructional strategies to deliver content.  \_\_\_\_\_\_does not scaffold or differentiate instruction.  \_\_\_\_\_\_does not use appropriate technology to deliver content. |
| ***Comments:*** | | | |
| **CRITICAL STANDARD ELEMENT 3.2:** The teacher candidate motivates and engages students in learning, problem solving and collaboration. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_facilitates student-led learning activities leading to deep understanding of the content.  \_\_\_\_\_\_encourages students to initiate or adapt learning activities to deepen understanding.  \_\_\_\_\_\_provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning. | The teacher candidate:  \_\_\_\_\_\_provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding.  \_\_\_\_\_\_explains directions and procedures clearly and models them when necessary.  \_\_\_\_\_\_provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning. | The teacher candidate:  ­­­\_\_\_\_\_\_provides learning activities relevant to the content.  \_\_\_\_\_\_explains direction and procedures.  \_\_\_\_\_\_provides students with limited opportunities to collaborate using appropriate technologies. | The teacher candidate:  \_\_\_\_\_\_does not provide learning activities that are relevant to the content.  \_\_\_\_\_\_does not provide meaningful activities.  \_\_\_\_\_\_does not explain directions and procedures.  \_\_\_\_\_\_does not provide student collaboration opportunities. |
| ***Comments:*** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITICAL STANDARD ELEMENT 3.3:** The teacher candidate adjusts instruction based on a variety of assessments and student responses. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_effectively modifies instruction to meet the needs of all students.  \_\_\_\_\_\_extensively monitors student progress using a variety of assessments.  \_\_\_\_\_\_collaborates with students and others to make instructional decisions.  \_\_\_\_\_\_extensively analyzes and uses student data to make instructional decisions.  \_\_\_\_\_\_uses a variety of formative assessments to differentiate instruction and provide effective interventions. | The teacher candidate:  \_\_\_\_\_\_modifies instruction when need is apparent.  \_\_\_\_\_\_consistently monitors student progress using a variety of assessments.  \_\_\_\_\_\_uses student feedback to make instructional decisions.  \_\_\_\_\_\_analyzes student data to make instructional decisions.  \_\_\_\_\_\_uses a variety of formative assessments to differentiate instruction and provide appropriate interventions. | The teacher candidate:  \_\_\_\_\_\_recognizes missed opportunities to modify instruction,  \_\_\_\_\_\_inconsistently monitors student progress using a variety of assessments,  \_\_\_\_\_\_examines student data.  \_\_\_\_\_\_uses formative assessments to provide whole-group interventions. | The teacher candidate:  \_\_\_\_\_\_does not modify instruction.  \_\_\_\_\_\_does not monitor student progress.  \_\_\_\_\_\_does not base instruction on a variety of assessments.  \_\_\_\_\_\_does not provide interventions based on student data. |
| ***Comments:*** | | | |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** | | | |
| **CRITICAL STANDARD ELEMENT 4.1:** The teacher candidate engages in professional development for self-renewal that guides continuous examination and improvement of professional practice. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_initiates the investigation that leads to the development of best practices.  \_\_\_\_\_\_extensively implements best practices.  \_\_\_\_\_\_mentors others in implementation of best practices.  \_\_\_\_\_\_shares results of investigation at the local, state, or national level. | The teacher candidate:  \_\_\_\_\_\_engages in professional learning to investigate best practices.  \_\_\_\_\_\_consistently implements best practices.  \_\_\_\_\_\_shares best practices within the school community. | The teacher candidate:  \_\_\_\_\_\_participates in opportunities to investigate best practices when invited to do so.  \_\_\_\_\_\_inconsistently implements best practices. | The teacher candidate:  \_\_\_\_\_\_does not participate in professional development of best practices as required for self-renewal.  \_\_\_\_\_\_does not implement best practices.  \_\_\_\_\_\_does not implement best practices acquired through professional development. |
| ***Comments:*** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITICAL STANDARD ELEMENT 4.2:** The teacher candidate actively engages in collaborative learning opportunities for self-renewal with colleagues. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_initiates or advances the development of a collaborative team.  \_\_\_\_\_\_contributes consistently to group learning.  \_\_\_\_\_\_mentors others in utilizing the knowledge and skills gained. | The teacher candidate:  \_\_\_\_\_\_participates actively in and/or facilitates a collaborative team.  \_\_\_\_\_\_contributes to group learning.  \_\_\_\_\_\_utilizes the knowledge and skills gained. | The teacher candidate:  \_\_\_\_\_\_participates in a collaborative team when invited to do so.  \_\_\_\_\_\_attempts to utilize the knowledge and skills gained. | The teacher candidate:  \_\_\_\_\_\_works in isolation.  \_\_\_\_\_\_does not contribute productively to work in collaborative teams as required for self-renewal.  \_\_\_\_\_\_does not utilize knowledge and skills gained to improve unsatisfactory performance rating. |
| ***Comments:*** | | | |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** | | | |
| **CRITICAL STANDARD ELEMENT 5.1:** The teacher candidate participates in school-wide collaborative efforts to support the success of all students. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_leads the ongoing development of school-wide initiatives based on school and student data.  \_\_\_\_\_\_participates in the design and delivery of professional development for the implementation of school-wide initiatives. | The teacher candidate:  \_\_\_\_\_\_collaborates in the development of school-wide initiatives based on school and student data.  \_\_\_\_\_\_participates in the implementation of school-wide initiatives. | The teacher candidate:  \_\_\_\_\_\_participates in school-wide initiatives. | The teacher candidate:  \_\_\_\_\_\_does not participate in school-wide initiatives. |
| ***Comments:*** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITICAL STANDARD ELEMENT 5.2:** The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate  \_\_\_\_\_\_develops ongoing opportunities for families to participate in classroom activities based on needs assessment.  \_\_\_\_\_\_interacts appropriately with families within the school and community.  \_\_\_\_\_\_utilizes theory and current research to facilitate meaningful connections between the school and family.  \_\_\_\_\_\_develops and promotes meaningful school activities by utilizing community expertise and resources. | The teacher candidate:  \_\_\_\_\_\_offers ongoing opportunities for families to participate in classroom activities.  \_\_\_\_\_\_interacts appropriately with families within the school setting.  \_\_\_\_\_\_seeks relevant knowledge of the family in order to provide meaningful connections between the school and family.  \_\_\_\_\_\_creates positive connections between the school and the community. | The teacher candidate:  \_\_\_\_\_\_participates in school-wide family activities.  \_\_\_\_\_\_has minimal interaction with families.  \_\_\_\_\_\_responds appropriately to contact from families.  \_\_\_\_\_\_occasionally connects school activities with community resources. | The teacher candidate:  \_\_\_\_\_\_does not attend school-wide family activities.  \_\_\_\_\_\_does not respond or inappropriately responds to contact from families.  \_\_\_\_\_\_does not positively contribute to the relationship between school and community. |
| ***Comments:*** | | | |
| **CRITICAL STANDARD ELEMENT 5.3:** The teacher candidate promotes practices and policies that improve school environment and student learning. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| The teacher candidate:  \_\_\_\_\_\_involves and coaches others to implement and sustain teacher-identified change.  \_\_\_\_\_\_takes a leadership role in growth initiatives that affect practice and policy throughout the school community. | The teacher candidate:  \_\_\_\_\_\_identifies possible areas of growth within the classroom and school.  \_\_\_\_\_\_recommends and facilitates opportunities for change and growth in the classroom and school. | The teacher candidate:  \_\_\_\_\_\_participates in required initiatives leading to change in practice and policy in the classroom and school. | The teacher candidate:  \_\_\_\_\_\_does not participate in available opportunities for change and growth that affect practice and policy. |
| ***Comments:*** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **STANDARD 6: STUDENT LEARNING** | | | |
| **Student Learning:** Student Learning is the single most important goal of education. Many things affects students’ quality of life and readiness to learn. The quality of teaching, however, is the most important school related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students’’ success through multiple measures. The educator evaluation recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts. | | | |
| **CRITICAL STANDARD ELEMENT 6.1:** The work of the teacher candidate results in measurable progress of student learning of state-approved curricula. | | | |
| **DISTINGUISHED (4 points)** | **ACCOMPLISHED (3 points)** | **EMERGING (2 point)** | **UNSATISFACTORY (1 points)** |
| \_\_\_\_\_\_Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula.  \_\_\_\_\_\_The teacher accomplished a student learning goal that involves collaborative efforts across classrooms. | \_\_\_\_\_\_Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula. | \_\_\_\_\_\_Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula. | \_\_\_\_\_\_Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula. |
| ***Comments:*** | | | |
| **STANDARD 7: PROFESSIONAL CONDUCT** | | | |
| **Professional Conduct:** Professional conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The professional conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not however supplant code and policy to which educators remain fully accountable and is no determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan others will require immediate action. | | | |
| **CRITICAL STANDARD ELEMENT 7.1:** The teacher candidate demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level. | | | |
|  | **TARGET (3 points)** | **ACCEPTABLE (2 points)** | **UNSATISFACTORY (1 point)** |
| **POLICY AND PROCEDURE** | The teacher candidate:  \_\_\_\_\_\_adheres to state, district, school, and policy and procedure. | The teacher candidate:  \_\_\_\_\_\_adheres to state, district, school, and policy and procedure with few exceptions. | The teacher candidate:  \_\_\_\_\_\_demonstrates a pattern of violating school, district and state policy and procedure. |
| **ATTENDANCE** | The teacher candidate:  \_\_\_\_\_\_adheres to state, district, school, attendance policy and procedure. | The teacher candidate:  \_\_\_\_\_\_adheres to state, district, school, and attendance policy and procedures with few exceptions. | The teacher candidate:  \_\_\_\_\_\_demonstrates a pattern of absences that violate state, district, school attendance policy and procedure. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SCHEDULE** | The teacher candidate:  \_\_\_\_\_\_adheres to state, district, school, work schedule policy and procedure. | The teacher candidate:  \_\_\_\_\_\_adheres to state, district, school work schedule policy and procedure with few exceptions. | The teacher candidate:  \_\_\_\_\_\_demonstrates a pattern of failure to adhere to the work schedule defined by state, district, school policy and procedure. |
| **RESPECT** | The teacher candidate:  \_\_\_\_\_\_interacts professionally with students, parents/guardians, colleagues and community. | The teacher candidate:  \_\_\_\_\_\_interacts professionally with students, parents/guardians, colleagues and community with few exceptions | The teacher candidate:  \_\_\_\_\_\_demonstrates a pattern of behavior with students, parents/guardians, colleagues and community which is unprofessional. |
| **APPEARANCE** | The teacher candidate:  \_\_\_\_\_\_is neat, well-groomed, and dressed as outlined in the student teaching handbook. | The teacher candidate:  \_\_\_\_\_\_ (with remediation) is neat, well-groomed, and dressed as outlined in the student teaching handbook. | The teacher candidate:  \_\_\_\_\_\_demonstrates a pattern of appearance that does not meet the standard outlined in the student teaching handbook. |
| **ATTITUDE/COMPOSURE** | The teacher candidate:  \_\_\_\_\_\_ maintains poise in unexpected/difficult situations; is positive and supportive. | The teacher candidate:  \_\_\_\_\_\_ (with remediation) maintains poise in unexpected/difficult situations; is positive and supportive. | The teacher candidate:  \_\_\_\_\_\_demonstrates a pattern of behavior that is not poised; he/she is not positive and supportive. |
| **CONFIDENTIALITY** | The teacher candidate:  \_\_\_\_\_\_ maintains confidentiality concerning student information. | The teacher candidate:  \_\_\_\_\_\_ (with remediation) maintains confidentiality concerning student information. | The teacher candidate:  \_\_\_\_\_\_demonstrates a pattern of behavior that does not maintain student confidentiality. |
| ***Comments:*** | | | |
| **CRITICAL STANDARD ELEMENT 7.2:** The teacher candidate demonstrates professional conduct as defined in the dispositional statement by the COEPD at Marshall University. | | | |
|  | **TARGET (3 points)** | **ACCEPTABLE (2 points)** | **UNSATISFACTORY (1 point)** |
| **CRITICAL THINKING** | The teacher candidate:  \_\_\_\_\_\_uses varied and multiple techniques to stimulate higher level thinking skills that promote meaningful interactions. | The teacher candidate:  \_\_\_\_\_\_uses techniques to stimulate higher level thinking skills that promote meaningful interactions. | The teacher candidate:  \_\_\_\_\_\_ demonstrates a pattern of behavior that lacks techniques that stimulate higher level thinking. |
| **COMMITMENT TO STUDENTS** | The teacher candidate:  \_\_\_\_\_\_creates a learning environment where all students can learn, treating students equitably and creating a healthy, safe learning environment. | The teacher candidate:  \_\_\_\_\_\_creates a learning environment where students can learn. | The teacher candidate:  \_\_\_\_\_\_ ignores challenging students; creating an inequitable environment; shows favoritism. |
| **COMMITMENT TO DIVERSITY** | The teacher candidate:  \_\_\_\_\_\_values and celebrates cultural differences; uses a variety of strategies to meet the needs of all students. | The teacher candidate:  \_\_\_\_\_\_ acknowledges cultural differences; uses strategies to meet the needs of all students. | The teacher candidate:  \_\_\_\_\_\_ allows cultural differences to become an obstacle to learning. |
| **COMMITMENT TO TECHNOLOGY** | The teacher candidate:  \_\_\_\_\_\_integrates age-appropriate and varied technologies into professional and instructional practices.  \_\_\_\_\_\_uses technology to enhance the educational experiences by actively engaging students. | The teacher candidate:  \_\_\_\_\_\_integrates technology into professional and instructional practices for communication and presentation. | The teacher candidate’s:  \_\_\_\_\_\_use of technology is developmentally inappropriate and/or lacks an educational purpose. |
| **COMMITMENT TO PROFESSION** | The teacher candidate:  \_\_\_\_\_\_works cooperatively with teacher colleagues, parents, principals, students, and community leaders to promote learning.  \_\_\_\_\_\_uses available resources to promote professional development. | The teacher candidate:  \_\_\_\_\_\_works with teacher colleagues and students. | The teacher candidate:  \_\_\_\_\_\_works in isolation and/or demonstrates limited solutions to problems. |
| ***Comments:*** | | | |

**Additional Comments:**

***Signatures:***

**Evaluation #1** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Observer Circle One: School Based School-based educator University Based Supervisor Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Student Teacher Date*

**Evaluation #2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Observer Circle One: School Based School-based educator University Based Supervisor Date* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Student Teacher Date*

**Evaluation #3**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Observer Circle One: School Based School-based educator University Based Supervisor Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Student Teacher Date*

**Evaluation #4**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Observer Circle One: School Based School-based educator University Based Supervisor Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Student Teacher*