

Mentor Teacher & University Supervisor **Evaluation of Student Teacher**: All Initial Programs

University Supervisor & Mentor Evaluation of Teacher Candidate*	2017-2018		2018-2019		2019-2020		2020-2021	
	Univ Sup (n=130)	Mentor (n=256)	Univ Sup (n=XXX)	Mentor (n=XXX)	Univ Sup (n=XXX)	Mentor (n=XXX)	Univ Sup (n=XXX)	Mentor (n=XXX)
The teacher candidate...								
<b>Category I: The Learner &amp; Learning (Did Not Demonstrate = 1; Novice = 2; Pre-Service Emerging = 3; Pre-Service Effective = 4; Early Career Effective = 5)</b>								
Standard 1: Learner Development								
1. Implements instruction based on theories of learning and development that furthers students' abilities and interests.	4.10	4.24						
Standard 2: Learning Differences								
2. Adjusts instruction and assessments through accommodations and modifications that address the diverse needs of students.	4.03	4.06						
3. Implements a variety of instructional strategies to engage all students in learning activities.	4.18	4.16						
Standard 3:								
4. Implements classroom guidance/ management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment	4.03	4.18						
5. Manages how time, space and physical resources are organized, allocated, and used in order to engage all students in learning for the entire class period.	4.02	4.10						
6. Uses instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another.	4.20	4.34						
7. Uses statements and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn.	4.19	4.45						
<b>Category II: Content</b>								
Standard 4: Content Knowledge								
8. Uses learning experiences that activate students' prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards.	3.97	4.06						
9. Involves all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards.	4.01	4.08						
Standard 5: Application of Knowledge								
10. Communicates and sequences instructional objectives/ activities based on approved content standards and related tasks, including methods of assessment.	4.05	4.17						
11. Uses resources, including digital technologies, as appropriate, that facilitate student mastery of the academic content.	4.06	4.27						
<b>Category III: Instructional Practice</b>								
Standard 6: Assessment								
12. Uses technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning.	4.05	4.17						
13. Uses valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning.	3.95	4.13						

14. Adapts instruction by reflecting on formative and summative assessment data, including students' prior knowledge, misconceptions, mastery and interest.	3.95	4.08						
Standard 7: Planning for Instruction								
15. Develops and uses lesson plans that include specific references to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities.	4.12	4.20						
16. Provides the relevance of instructional objectives/activities and how the content transfers to other subject areas, including real-world applications.	4.09	4.11						
Standard 8: Instructional Strategies								
17. Integrates technology to encourage students' digital literacy and the connection of academic content to real-world applications.	3.94	4.13						
18. Integrates a variety of questioning techniques to involve all students, to maximize student interest, and to assess the need to adjust or personalize instruction.	3.98	4.13						
19. Uses whole class <u>and</u> small group activities that engage students in learning.	4.18	4.32						
<b>Category IV: Professional Responsibility</b>								
Standard 9: Professional Learning & Ethical Practice								
20. Responds appropriately to supervision and accepts responsibility for actions.	4.15	4.46						
21. Establishes goals for professional growth and participates in activities to develop relevant professional knowledge and skill sets.	4.11	4.25						
22. Follows ethical and legal practices of a professional educator.	4.20	4.61						
23. Maintains organized, accurate, current, confidential, and secure educational records.	3.99	4.36						
Standard 10: Leadership & Collaboration								
24. Performs professional and instructional responsibilities appropriate to the level of professional practice.	4.14	4.44						
25. Communicates clearly, grammatically, timely, and professionally with all stakeholders.	Missing Data	Missing Data						
<b>Professional Dispositions (No = 1; 2 = Most of the Time; 3 = Always)</b>								
26. Displays professionalism through regular attendance and being punctual.	2.91	2.82						
27. Displays professionalism through appropriate appearance and demeanor.	2.93	2.91						
28. Demonstrates appropriate respect for peers, professors, supervisors, and school personnel.	2.93	2.96						
29. Demonstrates flexibility.	2.95	2.93						
30. Demonstrates enthusiasm for teaching and learning.	2.93	2.87						
31. Demonstrates preparedness for all responsibilities and meets deadlines for assignments and tasks.	2.72	2.82						
32. Works well with limited supervision and guidance.	2.78	2.79						
33. Demonstrates initiative.	2.84	2.75						
34. Practices an ethical philosophy that promotes fairness, honesty, compassion, and social justice.	2.98	2.95						