

Student Teaching: AYA Midterm and Final Evaluation (Parts A and B)

1. General Information

* Please check one

Mid-Term

Final

* Q1: Please enter the candidate's name (Last, First)

* Q2: Please enter your name (Last, First)

* Please select your role:

University Supervisor/Site Supervisor

Cooperating Teacher/Mentor Teacher

Student

Other (specify below)

Other role:

Semester

Fall

Spring

Year

2016

2017

2018

School (Student Teaching Site):

Grade:

2. Confirmation

Please confirm: you are filling out a [Q1] Teaching Evaluation for [Q2].

- This is correct.
- This is incorrect; I will return to the previous page to edit my answers.

Student Teaching: AYA Midterm and Final Evaluation (Parts A and B)

3. Part A: Candidate Professionalism

Please rate each behavior according to the frequency it was displayed by the candidate

	Never	Rarely	Sometimes	Often	Always
Acts and dresses according to the standard practices of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains regular and punctual attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows through on tasks and commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is courteous and respectful to all students and all school personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submits lesson plans for every lesson at least two days in advance of the teaching day, on a regular schedule that is explicitly agreed upon between Cooperating Teacher and PST/ST as well as between University Supervisor and PST/ST	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate behavior and professional demeanor in all situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Student Teaching: AYA Midterm and Final Evaluation (Parts A and B)

4. Part A: General Skills of Teaching

The Adolescent & Young Adult Student Teaching Evaluation serves as a summative assessment of candidates pursuing licensure. The standards and indicators included in the assessment are adapted from the Ohio Standards for the Teaching Profession, the JCU Conceptual Framework, and NCATE and SPA standards.

Please note that this evaluation form has been revised to include additional questions addressing content-specific pedagogy. These questions are grouped into Part B of the evaluation form, which begins at the conclusion of the original form.

Please evaluate the candidate on each of the indicators using the following rubric:

Rubric:

DE - Distinctly Meets Expectation: candidate exhibits knowledge, skill or disposition with distinction

ME - Meets Expectation: candidate exhibits knowledge, skill or disposition consistently

PM - Partially Meets Expectation: candidate exhibits knowledge, skill or disposition inconsistently

NM: Expectations Not Met: candidate appears to lack knowledge, skill or disposition

NA: Not applicable

Standard 1: UNDERSTANDING OF SUBJECT MATTER

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Demonstrates thorough content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates keen insights in central concepts, assumptions, competing perspectives and processes of inquiry associated with the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporates Ohio Content Area Standards into lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS

Standard 2: ORGANIZING CONTENT KNOWLEDGE FOR STUDENT LEARNING

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Connects current content with students' prior knowledge/skill and future content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipates and/or uncovers students' relevant conceptual frameworks and their misunderstandings and adapts planning and instruction in a responsive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans lessons that are responsive to individual students' interests, exceptionalities, learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates culturally responsive planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structures lessons to encourage responsible student self-directed learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates knowledge across the disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS

Standard 3: CREATING AN ENVIRONMENT FOR STUDENT LEARNING

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Fosters a productive, caring classroom community that promotes mutual trust, fairness and respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates challenging, ambitious learning expectations to each student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays exemplary patience, encouragement and relentlessness in addressing the difficulties of struggling, underachieving students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages responsible students input/voice in various decisions and dynamics affecting the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes and sustains rapport with all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addresses conflict and disciplinary problems in a mature, constructive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes physical environment safe and conducive to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Clarifies in explicit and powerful ways the lesson's learning goals, their concrete relevance to students' lives, the instructional procedures and students' specific roles and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains concepts well, using vivid verbal and visual representations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates productive discussions through the use of effective questioning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages students in probing the central concepts, nuances, competing perspectives and real-world applications of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designs a creative variety of instructional strategies to engage students with content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts a well-structured and executed class (i.e., informative, motivating introduction, well-paced activities with smooth transitions and organized materials that reach a compelling, identifiable closure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS



Standard 5: ASSESSING FOR STUDENT UNDERSTANDING AND LEARNING

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Designs assessments to determine current levels and forms of content understanding and misunderstanding students possess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses an ongoing variety of informal and formal assessment strategies to evaluate students engagement and achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains useful, accurate records of student performance and can share these data appropriately to others in the service of student development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides informative and timely feedback to students based on data gathered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses assessment data to adjust and improve instruction and informs students explicitly about this connection between assessment data and instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DE

ME

PM

NM

N/A

Designs critical authentic tasks which entail concrete, real-life, problem solving performances that assess students' resourceful integration of curricular goals

Articulates the connection between individual lessons and the critical authentic assessment task(s) designed or imagined for the curricular unit

COMMENTS

Standard 6: REFLECTING ON AND ADAPTING ONE'S TEACHING PERFORMANCE

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Describes accurately student involvement and class dynamics during lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solicits ongoing student feedback on the course experience in formal and informal ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes the strengths and weaknesses of one's own teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulates pros and cons of alternative strategies and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds to constructive criticism from students, professional superiors, self and others in an open-minded, adaptive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS

Standard 7: SUPPORTING STUDENTS BEYOND THE CLASSROOM

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Participates in collegial activities designed to make the entire school a productive learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows sensitivity to clues of student distress, investigates situations and seeks outside help as needed and appropriate to remedy problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks to establish respectful, productive partnership relations with parents/guardians, colleagues, community members, and institutions in the interests of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acts as an advocate for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS

Standard 8: FULFILLING GENERAL PROFESSIONAL EXPECTATIONS

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Uses professional English appropriately in written and oral expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains regular and punctual attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows through on tasks and commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfills expected codes of appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS

OVERALL RATING:

Distinguished: The candidate has demonstrated an exemplary ability to meet the standards and has the potential to be an outstanding first year teacher.

Proficient: The candidate clearly understands the concepts underlying the standards and implements them well. The implementation is consistent and effective. The candidate demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.

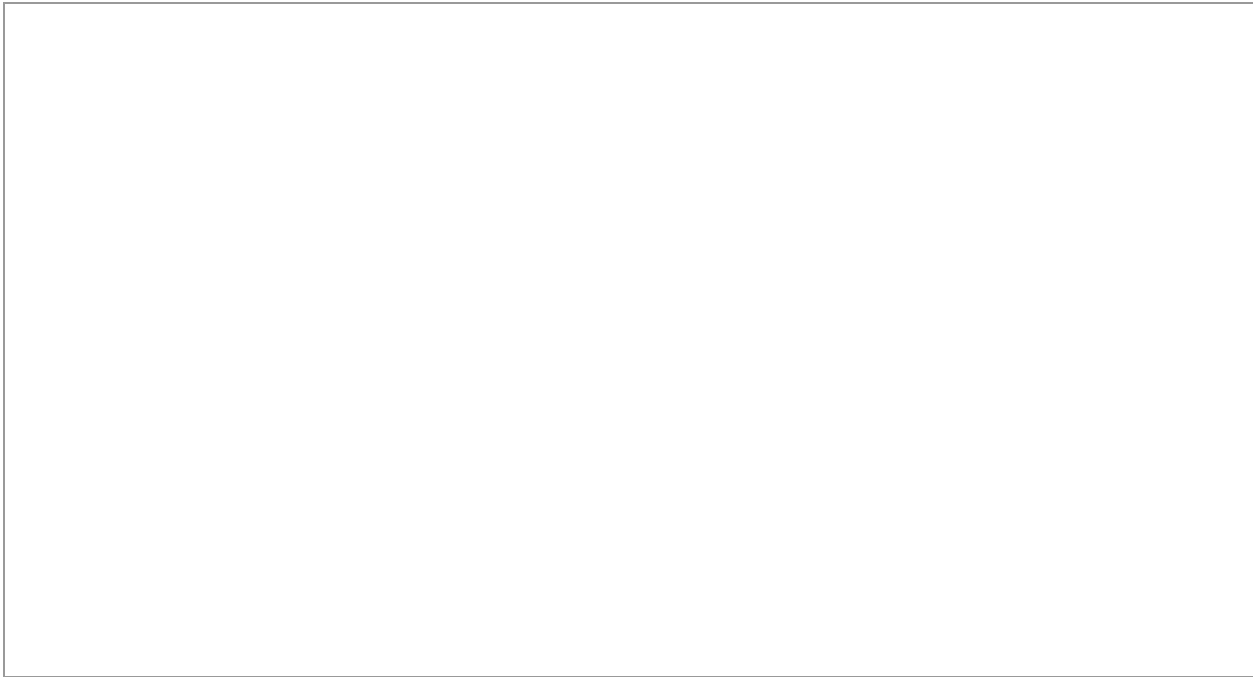
Basic: The candidate appears to understand the concepts underlying the standards and attempts to implement their elements. Implementation is intermittent and/or not entirely successful. The candidate will need guidance and ongoing skill development to be a successful teacher.

Unsatisfactory: The candidate does not appear to understand the concepts underlying the standards. Work on the fundamental practices associated with the elements is required to enable growth in the area. Teacher licensure will not be granted at this level.

Using the scale provided, how would you assess this candidate's overall performance:

- Distinguished
- Proficient
- Basic
- Unsatisfactory

GENERAL TEACHING COMMENTS:



Please continue to the next page to begin Part B, the content-specific evaluation form.

5. Part B Selection

* Please select the candidate's content area:

- Integrated Language Arts
- Mathematics
- Integrated Social Studies
- Science

Student Teaching: AYA Midterm and Final Evaluation (Parts A and B)

6. Part B - Integrated Language Arts

This form serves as a summative assessment of Integrated Language Arts (ILA) candidates' performance on relevant NCTE standards. The form is to be completed at the midterm of the student teaching semester by the cooperating teacher, university supervisor and ILA candidate. It is also to be completed by these individuals as a final assessment.

The candidate is evaluated using the following rubric:

Distinctly Meets Expectations (DE): candidate consistently exhibits knowledge, skill or disposition with distinction.

Meets Expectation (ME): candidate exhibits knowledge, skill or disposition consistently.

Partially Meets Expectation (PM): candidate exhibits knowledge, skill or disposition inconsistently.

Expectation Not Met (NM): candidate appears to lack knowledge, skill or disposition.

In meeting indicators for Standard 2 (Professional Attitudes), the candidate:

	DE	ME	PM	NM
2.1. creates an inclusive and supportive learning environment in which all students can engage in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2. uses ELA to help students become familiar with their own and others' cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3. demonstrates reflective practice, involvement in professional organizations and collaboration with faculty and mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4. uses practices designed to assist students in developing habits of critical thinking and judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5. makes meaningful connections between the ELA curriculum and developments in culture, society, and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.6. engages students in activities that demonstrate the role of arts and humanities in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

In meeting the indicators for Standard 4 (Dispositions and Skills), the ILA candidate:

	DE	ME	PM	NM
4.1. examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	DE	ME	PM	NM
4.2. aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3. integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4. creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5. engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6. engages students in critical analysis of different media and communications technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.7. engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.8. engages students in making meaning of texts through personal response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DE

ME

PM

NM

4.9. demonstrates that students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts

4.10. integrates assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and by creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences

Comments:

* CONTENT-SPECIFIC OVERALL RATING:

Distinguished (D): The candidate has demonstrated an exemplary ability to meet NCTE standards and has the potential to be an outstanding first year ELA teacher. 90-100 percent of all ratings are DE.

Proficient (P): The candidate clearly understands the concepts underlying the NCTE standards and implements them well. The implementation is consistent and effective. The candidate demonstrates the likelihood of becoming an excellent ELA teacher with more experience and mentoring. 80 – 89 percent of ratings are ME or DE.

Basic (B): The candidate appears to understand the concepts underlying the NCTE standards and attempts to implement their elements. Implementation is intermittent and/or not entirely successful. The candidate will need guidance and ongoing skill development to be a successful ELA teacher. 70 – 79 percent of all ratings are ME or PM.

Unsatisfactory (U): The candidate does not demonstrate understanding of the concepts underlying the NCTE standards. Work on fundamental practices associated with the elements is required to enable growth in the area. Teacher licensure will not be granted at this level. <70 percent of all ratings are at a minimum of ME.

Using the scale provided, how would you assess the candidate's overall performance?

- D (Distinguished)
- P (Proficient)
- B (Basic)
- U (Unsatisfactory)

Please check the box below to complete part B and move to the final page of the evaluation form.

- Part B Complete

Student Teaching: AYA Midterm and Final Evaluation (Parts A and B)

7. Part B - Science

This rubric presents the performance standards for Secondary Science Education candidates wishing to progress to licensure in science.

This instrument is to be used as an addendum to the John Carroll University Student Teaching Midterm and Final Evaluation Form. This instrument is to be completed by both the cooperating teacher and the university supervisor.

In order to earn recommendation, a candidate must achieve a minimum of a basic rating for each standard.

RATING DESCRIPTION

Emerging: Little or no evidence or evidence of meeting standard below the minimum acceptable expectations of the program.

Basic: The candidate exhibits minimum to intermediate performance in relation to essential knowledge, skills or dispositions required by the standard. Provides basic but substantially convincing evidence of attainment that meets or moderately exceeds minimum expectations.

Professional: The candidate exhibits intermediate to advanced performance in relation to essential knowledge, skills or dispositions required by the standard. Provides convincing evidence of sound work, usually with multiple examples of achievement that substantially exceed minimum expectations and show excellence in performance.

NSTA 9.a: The candidate practices legal and ethical responsibilities of science teachers for the welfare of their students.

- EMERGING:** Has not responsibly followed the legal and ethical precedents for the welfare of students in the science classroom.
- BASIC:** Generally follows the legal and ethical precedents for the welfare of students in the science classroom.
- PROFESSIONAL:** Consistently follows the legal and ethical precedents for the welfare of students in the science classroom and discusses reasons for such rules with students.

Specific goals for improvement

NSTA 9.b:

The candidate practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction.

- EMERGING: Does not responsibly establish and follow procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials OR MSDS file is not kept, readily available or currently maintained.
- BASIC: Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials AND Maintains an up-to-date and readily available MSDS file for all materials used in the classroom AND Rules are clear, explicit and easy to follow.
- PROFESSIONAL: Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials AND Maintains an up-to-date and readily available MSDS file for all materials used in the classroom AND Stays informed of potential hazards and legal concerns. Communicates them to other teachers to maintain a school environment free of potential problems AND Rules are clear, explicit and easy to follow. Importance and reasons for rules are described.

Specific goals for improvement

NSTA 9.c: Candidate follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students.

- EMERGING: Does not responsibly plan, practice or enforce safety procedures in all activities in the classroom OR Is unaware of actions to take during an emergency and to prevent or report an emergency OR Fails to appropriately respond to hazardous situations once identified.
- BASIC: Plans, practices and enforces safety procedures and precautions in all activities in the classroom AND Knows actions to take during an emergency and to prevent or report an emergency AND Appropriately responds hazardous situations once identified.
- PROFESSIONAL: Consistently plans, practices and enforces safety procedures in all activities in the classroom AND Demonstrates in the classroom that safety is a priority in science AND Takes action to prevent hazards and communicates needs and potential problems to administrators.

Specific goals for improvement

NSTA 9.d: Treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.

- EMERGING: Does not responsibly attend to, obey or enforce rules for the safe, proper and ethical treatment of animals.
- BASIC: Attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals.
- PROFESSIONAL: Consistently attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals AND Discusses reasons for such rules with students.

Specific goals for improvement

Please check the box below to complete part B and move to the final page of the evaluation form.

Part B Complete

Student Teaching: AYA Midterm and Final Evaluation (Parts A and B)

8. Part B - Mathematics

This form serves as a summative assessment of Mathematics candidates' performance on relevant NCTM standards. The form is to be completed at the midterm of the student teaching semester by the cooperating teacher, university supervisor and Mathematics candidate. It is also to be completed by these individuals as a final assessment.

The candidate is evaluated using the following rubric:

Distinctly Meets Expectations (DE): candidate consistently exhibits knowledge, skill or disposition with distinction.

Meets Expectations (ME): candidate exhibits knowledge, skill or disposition consistently.

Partially Meets Expectations (PM): candidate exhibits knowledge, skill or disposition inconsistently.

Expectation Not Met (NM): candidate appears to lack knowledge, skill or disposition.

NCTM Standard 1: Knowledge of Mathematical Problem Solving

In meeting indicators for Standard 1, the candidate:

	DE	ME	PM	NM
1.1. Apply and adapt a variety of appropriate strategies to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2. Solve problems that arise in mathematics and those involving mathematics in other contexts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3. Build new mathematical knowledge through problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4. Monitor and reflect on the process of mathematical problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

NCTM Standard 2: Knowledge of Reasoning and Proof

In meeting the indicators for Standard 2, the candidate:

	DE	ME	PM	NM
2.1 Recognize reasoning and proof as fundamental aspects of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Make and investigate mathematical conjectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Develop and evaluate mathematical arguments and proofs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Select and use various types of reasoning and methods of proofs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

NCTM Standard 3: Knowledge of Mathematical Communication

In meeting indicators for Standard 3, the candidate:

	DE	ME	PM	NM
3.1 Communicate their mathematical thinking coherently and clearly to peers, faculty, and others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Use the language of mathematics to express ideas precisely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Organize mathematical thinking through communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 Analyze and evaluate the mathematical thinking and strategies of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

NCTM Standard 4: Knowledge of Mathematical Connections

In meeting the indicators for Standard 4, the candidate:

	DE	ME	PM	NM
4.1 Recognize and use connections among mathematical ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Recognize and apply mathematics in contexts outside of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

NCTM Standard 5: Knowledge of Mathematical Representation

In meeting the indicators for Standard 5, the candidate:

	DE	ME	PM	NM
5.1 Use representations to model and interpret physical, social, and mathematical phenomena.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 Create and use representations to organize, record and communicate mathematical ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3 Select, apply, and translate among mathematical representations to problem solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

NCTM Standard 6: Knowledge of Technology

In meeting the indicators for Standard 6, the candidate:

	DE	ME	PM	NM
6.1 Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphic tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

NCTM Standard 7: Dispositions

In meeting the indicators for Standard 7, the candidate:

	DE	ME	PM	NM
7.1. Attention to equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2. Use of stimulating curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3 Effective teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.4 Commitment to learning with understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.5. Use of various assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.6. Use of various teaching tools including technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

NCTM Standard 8: Knowledge of Mathematics Pedagogy

In meeting the indicators for Standard 8, the candidate:

	DE	ME	PM	NM
8.1. Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2. Selects and uses appropriate concrete materials for learning mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DE

ME

PM

NM

8.3 Use multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.

8.4. Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.

8.5. Uses professional mathematics organizations' print and on-line resources.

8.6. Demonstrates knowledge of research results in the teaching and learning of mathematics.

8.7. Uses knowledge of different types of instructional strategies in planning mathematics lessons.

8.9. Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas.

Comments

NCTM Standard 16: Field Based Experiences

In meeting the indicators for Standard 16, the candidate:

	DE	ME	PM	NM
16.3 Demonstrate the ability to increase students' knowledge of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

CONTENT-SPECIFIC OVERALL RATING:

Distinguished (D): The candidate has demonstrated an exemplary ability to meet NCTM standards and has the potential to be an outstanding first year Mathematics teacher. 90-100 percent of all ratings are DE.

Proficient (P): The candidate clearly understands the concepts underlying the NCTM standards and implements them well. The implementation is consistent and effective. The candidate demonstrates the likelihood of becoming an excellent Mathematics teacher with more experience and mentoring. 80 – 89 percent of ratings are ME or DE.

Basic (B): The candidate appears to understand the concepts underlying the NCTM standards and attempts to implement their elements. Implementation is intermittent and/or not entirely successful. The candidate will need guidance and ongoing skill development to be a successful Mathematics teacher. 70 – 79 percent of all ratings are ME or PM.

Unsatisfactory (U): The candidate does not demonstrate understanding of the concepts underlying the NCTM standards. Work on fundamental practices associated with the elements is required to enable growth in the area. Teacher licensure will not be granted at this level. <70 percent of all ratings are at a minimum of ME.

Using the scale provided, how would you assess the candidate's overall performance?

- Distinguished (D)
- Proficient (P)
- Basic (B)
- Unsatisfactory (U)

Content-specific remarks:

Please check the box below to complete part B and move to the final page of the evaluation form.

Part B Complete

Student Teaching: AYA Midterm and Final Evaluation (Parts A and B)

9. Part B - Social Studies

Part B of the Final Evaluation Form is aligned specifically with NCSS themes and is designed to provide a content-specific assessment of AYA Integrated Social Studies' candidates teaching in the content area. This replaces the Thematic Evaluation Form used in previous semesters.

While other content area evaluation forms are used at both the midpoint and end of the semester, Part B is used for Social Studies candidates at the end of the semester only.

* Please confirm whether this is a midterm or final evaluation.

- This is a midterm evaluation. I do not need to complete Part B at this time.
- This is a final evaluation. I need to complete Part B.

Student Teaching: AYA Midterm and Final Evaluation (Parts A and B)

10. Part B - Social Studies

OVERALL RATING:

Distinguished: The candidate has demonstrated an exemplary ability to meet the standards and has the potential to be an outstanding first year teacher.

Proficient: The candidate clearly understands the concepts underlying the standards and implements them well. The implementation is consistent and effective. The candidate demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.

Basic: The candidate appears to understand the concepts underlying the standards and attempts to implement their elements. Implementation is intermittent and/or not entirely successful. The candidate will need guidance and ongoing skill development to be a successful teacher.

Unsatisfactory: The candidate does not appear to understand the concepts underlying the standards. Work on the fundamental practices associated with the elements is required to enable growth in the area. Teacher licensure will not be granted at this level.

Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of *culture and culture diversity*.

Explanatory text:

The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture?

In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Comments:

Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of *time continuity and change*.

Explanatory text:

Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change?

In schools, this theme typically appears in courses in history and others that draw upon historical knowledge and habits.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Comments:

Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of *people, places, and environments*.

Explanatory text:

The study of people, places, and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal location. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region?" How do landforms change? What implications do these changes have for people?

In schools, this theme typically appears in units and courses dealing with area studies and geography.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Comments

Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of *individual human development and identity*.

Explanatory text:

Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood?

In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Comments:

Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of *interactions among individuals, groups, and institutions*.

Explanatory text:

Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Comments:

Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of *power, authority, and governance*.

Explanatory text:

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary US society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can an individual's rights be protected within the context of majority rule?

In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Comments:

Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of *how people organize for the production, distribution, and consumption of goods and services*.

Explanatory text:

Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)?

In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Comments:

Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of *science and technology*.

Explanatory text:

Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with an ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change?

This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Comments:

Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of *global connections and interdependence*.

Explanatory text:

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances.

This theme draws upon the natural and physical sciences and the humanities.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Comments:

Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of *civic ideals and practices*.

Explanatory text:

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the role of the citizen in the community and the nation and as a member of the world community? How can I make a positive difference?

In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Content-specific remarks:

* Please check the box below to complete part B and move to the final page of the evaluation form.

- Part B Complete

11. Final Information

Please note your name and the date below

Name and Date: