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# TEACHER CANDIDATE EVALUATION

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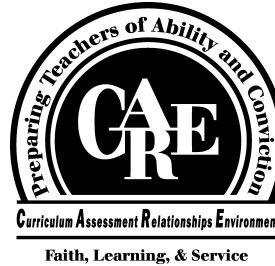
Candidate's Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Dates of Student Teaching: \_\_\_\_\_



MANCHESTER COLLEGE  
TEACHER CANDIDATE EVALUATION



**Instructions: Please use the following key and criteria to evaluate the teacher candidate. Assess the candidate in each CARE objective by using 1, 2, 3, or 4. At mid-placement please complete this form in pencil and discuss areas for improvement with your candidate. At the end of the placement, please complete this form in pen and sign and date the last page on the day you discuss the evaluation with your candidate.**

Criteria for numerical rating					Points
	<p><b>1- Unsatisfactory-</b> The teacher candidate does not clearly understand the concepts underlying the objective. Working on the fundamental practices associated with the objective is required to enable him/her to develop in this area. The teacher candidate needs intensive modeling and assistance to achieve a basic rating.</p>	<p><b>2-Basic-</b>The teacher candidate appears to understand the concepts underlying the objective and attempts to implement it. However, implementation is sporadic, intermittent, or not entirely successful. Additional reading, observation and experience with support from the college supervisor and cooperating teacher is needed to enable the teacher candidate to achieve a satisfactory rating.</p>	<p><b>3-Proficient-</b>The teacher candidate clearly understands the concepts underlying the objective and implements it regularly with varying degrees of success. Little additional support from the college supervisor and cooperating teacher is needed to improve P-12 student engagement and achievement. S/he should be successful as an independent teacher in this area.</p>	<p><b>4-Distinguished-</b>The teacher candidate clearly understands the concepts underlying the objective and implements it successfully and systematically. S/he demonstrates success as an independent teacher in this area. Support by college supervisor and cooperating teacher is utilized to enhance P-12 student engagement and achievement.</p>	

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# CURRICULUM

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**Goal: Each Manchester College teacher candidate constructs and delivers appropriate curriculum for P-12 students.**

	1	2	3	4	
<p><b>• C1- Plans informative, developmentally appropriate lessons and/or units</b></p>	<p>The candidate rarely and/or ineffectively...</p> <p><i>*follows the Manchester College lesson plan requirements</i></p> <p><i>*incorporates all components of good instruction consistently: planning, instruction, assessment and reflection</i></p> <p><i>*matches plan to developmental level of students</i></p> <p><i>*addresses academic standards logically and purposefully</i></p> <p><i>*utilizes variety of appropriate resources</i></p> <p><i>*seeks appropriate mentorship</i></p>	<p>Some of the time and/or with limited effectiveness, the candidate...</p> <p><i>*follows the Manchester College lesson plan requirements</i></p> <p><i>*incorporates all components of good instruction consistently: planning, instruction, assessment and reflection</i></p> <p><i>*matches plan to developmental level of students</i></p> <p><i>*addresses academic standards logically and purposefully</i></p> <p><i>*utilizes variety of appropriate resources</i></p> <p><i>*seeks appropriate mentorship</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*follows the Manchester College lesson plan requirements</i></p> <p><i>*incorporates all components of good instruction consistently: planning, instruction, assessment and reflection</i></p> <p><i>*matches plan to developmental level of students</i></p> <p><i>*addresses academic standards logically and purposefully</i></p> <p><i>*utilizes variety of appropriate resources</i></p> <p><i>*seeks appropriate mentorship</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*follows the Manchester College lesson plan requirements</i></p> <p><i>*incorporates all components of good instruction consistently: planning, instruction, assessment, and reflection</i></p> <p><i>*matches plan to developmental level of students</i></p> <p><i>*addresses academic standards logically and purposefully</i></p> <p><i>*utilizes variety of appropriate resources</i></p> <p><i>*seeks appropriate mentorship</i></p>	<hr/>

Comments:

	1	2	3	4	
<b>• C2- Teaches subject matter accurately to ensure that students can meet P-12 academic standards</b>	The candidate rarely and/or ineffectively teaches... <i>*subject matter</i> <i>-accurately at all times</i> <i>-effectively</i> <i>-based on appropriate academic standards</i> <i>-that links well with student's background knowledge</i> <i>*learning objectives that are clearly identified and evident during instruction</i>	Some of the time and/or with limited effectiveness, the candidate teaches... <i>*subject matter</i> <i>-accurately at all times</i> <i>-effectively</i> <i>- based on appropriate academic standards</i> <i>- that links well with students' background knowledge</i> <i>*learning objectives that are clearly identified and evident during instruction</i>	Most of the time and with effectiveness, the candidate teaches... <i>*subject matter</i> <i>-accurately at all times</i> <i>-effectively</i> <i>-based on appropriate academic standards</i> <i>-that links well with student's background knowledge</i> <i>*learning objectives that are clearly identified and evident during instruction</i>	Successfully, and consistently, the candidate teaches... <i>*subject matter</i> <i>-accurately at all times</i> <i>-effectively</i> <i>-based on appropriate academic standards</i> <i>-that links well with students' background knowledge</i> <i>*learning objectives that are clearly identified and evident during instruction</i>	<hr style="width: 100px; margin: auto;"/>
Comments:					

	1	2	3	4	
<b>• C3- Uses interdisciplinary instruction as appropriate</b>	<i>The candidate rarely and/ or ineffectively...</i> <i>*combines more than one subject area into lessons as appropriate</i> <i>*combines multiple content areas both deliberately and incidentally</i>	<i>Some of the time and/ or with limited effectiveness, the candidate...</i> <i>*combines more than one subject area into lessons as appropriate</i> <i>*combines multiple content areas both deliberately and incidentally</i>	<i>Most of the time and with effectiveness, the candidate...</i> <i>*consistently combines more than one subject area into lessons as appropriate</i> <i>*combines multiple content areas both deliberately and incidentally</i>	<i>Successfully, and consistently, the candidate...</i> <i>*consistently combines more than one subject area into lessons as appropriate</i> <i>*combines multiple content areas both deliberately and incidentally</i>	<hr/>
Comments:					

	1	2	3	4	
<b>• C4- Addresses subject matter from various points of view</b>	The candidate rarely and/ or ineffectively... <i>*presents content from varying points of view</i> <i>*encourages the consideration of differing points of view or varying strategies to problem solve</i> <i>*requires respect for differing points of view</i> <i>*strives to dispel stereotypes</i> <i>*respects individual differences</i>	Some of the time and/ or with limited effectiveness, the candidate... <i>*presents content from varying points of view</i> <i>*encourages the consideration of differing points of view or varying strategies to problem solve</i> <i>*requires respect for differing points of view</i> <i>*strives to dispel stereotypes</i> <i>*respects individual differences</i>	Most of the time and with effectiveness, the candidate... <i>*presents content from varying points of view</i> <i>*encourages the consideration of differing points of view or varying strategies to problem solve</i> <i>*requires respect for differing points of view</i> <i>*strives to dispel stereotypes</i> <i>*respects individual differences</i>	Successfully, and consistently, the candidate... <i>*presents content from varying points of view</i> <i>*encourages the consideration of differing points of view or varying strategies to problem solve</i> <i>*requires respect for differing points of view</i> <i>*strives to dispel stereotypes</i> <i>*respects individual differences</i>	<hr style="width: 20%; margin: auto;"/>
Comments:					

	1	2	3	4	
<b>• C5- Teaches students to use critical thinking and problem solving strategies</b>	The candidate rarely and/ or ineffectively... <i>*incorporates critical thinking skills into lessons</i> <i>*incorporates problem solving into lessons</i> <i>*incorporates problem solving and critical thinking skills incidentally as appropriate</i>	Some of the time and/ or with limited effectiveness, the candidate... <i>*incorporates critical thinking skills into lessons</i> <i>*incorporates problem solving into lessons</i> <i>*incorporates problem solving and critical thinking skills incidentally as appropriate</i>	Most of the time and with effectiveness, the candidate... <i>*consistently incorporates critical thinking skills into lessons</i> <i>*incorporates problem solving into lessons</i> <i>*incorporates problem solving and critical thinking skills incidentally as appropriate</i>	Successfully, and consistently, the candidate... <i>*consistently incorporates critical thinking skills into lessons</i> <i>*incorporates problem solving into lessons</i> <i>*incorporates problem solving and critical thinking skills incidentally as appropriate</i>	<hr/>
Comments:					

	1	2	3	4	
<b>C6- Uses effective questioning strategies</b>	<p>The candidate rarely and/ or ineffectively...</p> <p><i>*asks questions from all levels of Bloom's Taxonomy deliberately and incidentally</i></p> <p><i>*plans questions from highest three levels frequently</i></p> <p><i>*uses questioning to further student understanding and learning</i></p> <p><i>*allows appropriate wait time for student responses</i></p> <p><i>*encourages responses from all students</i></p>	<p>Some of the time and/ or with limited effectiveness, the candidate...</p> <p><i>*asks questions from all levels of Bloom's Taxonomy deliberately and incidentally</i></p> <p><i>*plans questions from highest three levels frequently</i></p> <p><i>*uses questioning to further student understanding and learning</i></p> <p><i>*allows appropriate wait time for student responses</i></p> <p><i>*encourages responses from all students</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*asks questions from all levels of Bloom's Taxonomy deliberately and incidentally</i></p> <p><i>*plans questions from highest three levels frequently</i></p> <p><i>*uses questioning to further student understanding and learning</i></p> <p><i>*allows appropriate wait time for student responses</i></p> <p><i>*encourages responses from all students</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*asks questions from all levels of Bloom's Taxonomy deliberately and incidentally</i></p> <p><i>*plans questions from highest three levels frequently</i></p> <p><i>*effectively uses questioning to further student understanding and learning</i></p> <p><i>*allows appropriate wait time for student responses</i></p> <p><i>*encourages responses from all students</i></p>	<hr/>
Comments:					

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# ASSESSMENT

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**Goal: Each Manchester College teacher candidate assesses students' learning and development with a variety of measures to aid in appropriate and effective instructional planning.**

	1	2	3	4	
<b>A1- Develops appropriate tools to assess learning</b>	<p>The candidate rarely and/or ineffectively...</p> <p><i>*develops a variety of appropriate tools to assess student learning</i></p> <p><i>*creates tools based on instruction to be delivered and academic standards to be mastered by students</i></p> <p><i>*develops tools appropriate for the students' developmental level</i></p> <p><i>*incorporates proof of ongoing assessment in lesson reflections</i></p>	<p>Some of the time and/or with limited effectiveness, the candidate...</p> <p><i>*develops a variety of appropriate tools to assess student learning</i></p> <p><i>*creates tools based on instruction to be delivered and academic standards to be mastered by students</i></p> <p><i>*develops tools appropriate for the students' developmental level</i></p> <p><i>*incorporates proof of ongoing assessment in lesson reflections</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*develops a variety of appropriate tools to assess student learning</i></p> <p><i>*creates tools based on instruction to be delivered and academic standards to be mastered by students</i></p> <p><i>*develops tools appropriate for the students' developmental level</i></p> <p><i>*incorporates proof of ongoing assessment in lesson reflections</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*develops a variety of appropriate tools to assess student learning</i></p> <p><i>*creates tools based on instruction to be delivered and academic standards to be mastered by students</i></p> <p><i>*develops tools appropriate for the students' developmental level</i></p> <p><i>*incorporates proof of ongoing assessment in lesson reflections</i></p>	<hr/>
Comments:					

	1	2	3	4	
<b>A2- Assesses learning through standardized and/or teacher constructed tests to drive future instruction</b>	<p>The candidate rarely and/ or ineffectively...</p> <p><i>*analyzes data from standardized and/or teacher constructed tests to plan further instruction</i></p> <p><i>*applies analysis to instruction</i></p> <p><i>*seeks support of other appropriate school faculty to meet instructional needs of students</i></p> <p><i>*uses data as evidenced by appropriate, consequent instruction</i></p>	<p>Some of the time and/ or with limited effectiveness, the candidate...</p> <p><i>*analyzes data from standardized and/or teacher constructed tests to plan further instruction</i></p> <p><i>*applies analysis to instruction</i></p> <p><i>*seeks support of other appropriate school faculty to meet instructional needs of students</i></p> <p><i>*uses data as evidenced by appropriate, consequent instruction</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*analyzes data from standardized and/or teacher constructed tests to plan further instruction</i></p> <p><i>*applies analysis to instruction consistently</i></p> <p><i>*seeks support of other appropriate school faculty to meet instructional needs of students</i></p> <p><i>*uses data as evidenced by appropriate, consequent instruction</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*analyzes data from standardized and/or teacher constructed tests to plan further instruction</i></p> <p><i>*applies analysis to instruction consistently</i></p> <p><i>*seeks support of other appropriate school faculty to meet instructional needs of students as needed</i></p> <p><i>*uses data as evidenced by appropriate, consequent instruction</i></p>	_____
Comments:					

	1	2	3	4	
<b>A3- Assesses learning through appropriate alternative measures to drive future instruction</b>	<p>The candidate rarely and/or ineffectively...</p> <p><i>*analyzes data from alternative measures to plan further instruction</i></p> <p><i>*applies analysis to instruction</i></p> <p><i>*seeks support of other appropriate school faculty to meet instructional needs of students</i></p> <p><i>*uses data as evidenced by appropriate, consequent instruction</i></p>	<p>Some of the time and/or with limited effectiveness, the candidate...</p> <p><i>*analyzes data from alternative measures to plan further instruction</i></p> <p><i>*applies analysis to instruction</i></p> <p><i>*seeks support of other appropriate school faculty to meet instructional needs of students</i></p> <p><i>*uses data as evidenced by appropriate, consequent instruction</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*analyzes data from alternative measures to plan further instruction</i></p> <p><i>*applies analysis to instruction consistently</i></p> <p><i>*seeks support of other appropriate school faculty to meet instructional needs of students</i></p> <p><i>*uses data as evidenced by appropriate, consequent instruction</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*analyzes data from alternative measures to plan further instruction</i></p> <p><i>*applies analysis to instruction consistently</i></p> <p><i>*seeks support of other appropriate school faculty to meet instructional needs of students as needed</i></p> <p><i>*uses data as evidenced by appropriate, consequent instruction</i></p>	<hr style="width: 20%; margin: auto;"/>
Comments:					

	1	2	3	4	
<b>A4- Uses a variety of appropriate, authentic assessment tools and methods</b>	The candidate rarely and/ or ineffectively... <i>*uses a variety of appropriate tools to assess student learning</i> <i>*uses tools appropriate for the students' developmental level</i> <i>*uses authentic assessment as appropriate</i>	Some of the time and/ or with limited effectiveness, the candidate... <i>*uses a variety of appropriate tools to assess student learning</i> <i>*uses tools appropriate for the students' developmental level</i> <i>*uses authentic assessment as appropriate</i>	Most of the time and with effectiveness, the candidate... <i>*uses a variety of appropriate tools to assess student learning</i> <i>*uses tools appropriate for the students' developmental level</i> <i>*uses authentic assessment as appropriate</i>	Successfully, and consistently, the candidate... <i>*uses a variety of appropriate tools to assess student learning</i> <i>*uses tools appropriate for the students' developmental level</i> <i>*uses authentic assessment as appropriate</i>	_____
Comments:					

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# RELATIONSHIPS

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**Goal: Each Manchester College teacher candidate establishes professional and reciprocal relationships with others invested in P-12 students' learning.**

	1	2	3	4	
<b>R1- Demonstrates sensitivity for diversity with students, colleagues, parents, college faculty, and/or community agencies</b>	<p>The candidate rarely and/or ineffectively...</p> <p><i>*communicates sensitively with students, colleagues, parents, college faculty, and/or community agencies</i></p> <p><i>*provides evidence of experiences with persons of diversity</i></p> <p><i>*examines and reflects on experiences with diversity</i></p>	<p>Some of the time and/or with limited effectiveness, the candidate...</p> <p><i>*communicates sensitively with students, colleagues, parents, college faculty, and/or community agencies</i></p> <p><i>*provides evidence of experiences with persons of diversity</i></p> <p><i>*examines and reflects on experiences with diversity</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*communicates sensitively with students, colleagues, parents, college faculty, and/or community agencies</i></p> <p><i>*provides evidence of experiences with persons of diversity</i></p> <p><i>*examines and reflects on experiences with diversity</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*communicates sensitively with students, colleagues, parents, college faculty, and/or community agencies</i></p> <p><i>*provides evidence of experiences with persons of diversity</i></p> <p><i>*examines and reflects on experiences with diversity</i></p>	<hr/>
Comments:					

	1	2	3	4	
<b>R2- Demonstrates full awareness of ethical and legal responsibilities of teachers</b>	<p>The candidate rarely and/ or ineffectively...</p> <p><i>*operates within legal and ethical guidelines of the school corporation and State of Indiana</i></p> <p><i>*seeks advice about guidelines as needed</i></p>	<p>Some of the time and/ or with limited effectiveness, the candidate...</p> <p><i>*operates within legal and ethical guidelines of the school corporation and State of Indiana</i></p> <p><i>*seeks advice about guidelines as needed</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*operates within legal and ethical guidelines of the school corporation and State of Indiana</i></p> <p><i>*seeks advice about guidelines as needed</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*always operates within legal and ethical guidelines of the school corporation and State of Indiana</i></p> <p><i>*seeks advice about guidelines as needed</i></p>	_____
Comments:					

	1	2	3	4	
<b>R3- Values life-long learning, personal/professional development, and/or service orientation</b>	<p>The candidate rarely and/or ineffectively...</p> <p><i>*participates in personal/professional growth experiences.</i></p> <p><i>*provides proof of professional/personal growth and/or service to others</i></p> <p><i>*demonstrates a desire to learn and develop as an effective teacher</i></p> <p><i>*utilizes mentors appropriately to aid in professional/personal development</i></p>	<p>Some of the time and/or with limited effectiveness, the candidate...</p> <p><i>*participates in personal/professional growth experiences.</i></p> <p><i>*provides proof of professional/personal growth and/or service to others</i></p> <p><i>*demonstrates a desire to learn and develop as an effective teacher</i></p> <p><i>*utilizes mentors appropriately to aid in professional/personal development</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*participates in personal/professional growth experiences.</i></p> <p><i>*provides proof of professional/personal growth and/or service to others</i></p> <p><i>*demonstrates a desire to learn and develop as an effective teacher</i></p> <p><i>*utilizes mentors appropriately to aid in professional/personal development</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*frequently participates in personal/professional growth experiences.</i></p> <p><i>*provides proof of professional/personal growth and/or service to others</i></p> <p><i>*demonstrates a desire to learn and develop as an effective teacher</i></p> <p><i>*utilizes mentors appropriately to aid in professional/personal development</i></p>	<hr style="width: 20%; margin: auto;"/>
Comments:					

	1	2	3	4	
<b>R4- Models appropriate oral communication skills</b>	<p>The candidate rarely and/ or ineffectively...</p> <p><i>* is audible and/or monitors appropriate volume level</i></p> <p><i>*speaks with no grammar or syntax errors</i></p> <p><i>*utilizes vocabulary that is appropriate to the students' age and knowledge level</i></p> <p><i>*communicates information and/ or recognizes when to restate or modify content</i></p>	<p>Some of the time and/ or with limited effectiveness, the candidate...</p> <p><i>* is audible and/or monitors appropriate volume level</i></p> <p><i>*speaks with no grammar or syntax errors</i></p> <p><i>*utilizes vocabulary that is appropriate to the students' age and knowledge level</i></p> <p><i>*communicates information and/ or recognizes when to restate or modify content</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>* is audible and/or monitors appropriate volume level</i></p> <p><i>*speaks with no grammar or syntax errors</i></p> <p><i>*utilizes vocabulary that is appropriate to the students' age and knowledge level</i></p> <p><i>*communicates information clearly and/ or recognizes when to restate or modify content</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>* is audible and/or monitors appropriate volume level</i></p> <p><i>*speaks with no grammar or syntax errors</i></p> <p><i>*utilizes vocabulary that is appropriate to the students' age and knowledge level</i></p> <p><i>*communicates information clearly and/ or recognizes when to restate or modify content</i></p>	<hr/>
Comments:					

	1	2	3	4	
<b>R5- Models appropriate written communication skills</b>	<p>The candidate rarely and/ or ineffectively...</p> <p><i>* is legible in written communication</i></p> <p><i>*writes with no grammar or spelling errors</i></p> <p><i>*utilizes vocabulary that is appropriate to the students' age and knowledge level</i></p> <p><i>*communicates information clearly and/or recognizes when to restate or modify content</i></p>	<p>Some of the time and/ or with limited effectiveness, the candidate...</p> <p><i>* is legible in written communication</i></p> <p><i>*writes with no grammar or spelling errors</i></p> <p><i>*utilizes vocabulary that is appropriate to the students' age and knowledge level</i></p> <p><i>*communicates information clearly and/or recognizes when to restate or modify content</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>* is legible in written communication</i></p> <p><i>*writes with no grammar or spelling errors</i></p> <p><i>*utilizes vocabulary that is appropriate to the students' age and knowledge level</i></p> <p><i>*communicates information clearly and/or recognizes when to restate or modify content</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>* is legible in written communication</i></p> <p><i>*writes with no grammar or spelling errors</i></p> <p><i>*utilizes vocabulary that is appropriate to the students' age and knowledge level</i></p> <p><i>*communicates information clearly and/or recognizes when to restate or modify content</i></p>	<hr style="width: 20%; margin: auto;"/>
<p>Comments:</p>					

	1	2	3	4	
<b>R6- Motivates students to learn individually, collaboratively, and cooperatively</b>	<p>The candidate rarely and/ or ineffectively...</p> <p><i>*motivates student to be actively engaged</i></p> <p><i>*monitors student engagement and adjusts as necessary to increase engagement</i></p> <p><i>*provides appropriate feedback as method of motivating students to learn</i></p>	<p>Some of the time and/ or with limited effectiveness, the candidate...</p> <p><i>*motivates student to be actively engaged</i></p> <p><i>*monitors student engagement and adjusts as necessary to increase engagement</i></p> <p><i>*provides appropriate feedback as method of motivating students to learn</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*motivates student to be actively engaged</i></p> <p><i>*monitors student engagement and adjusts as necessary to increase engagement</i></p> <p><i>*provides appropriate feedback as method of motivating students to learn</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*motivates student to be actively engaged routinely</i></p> <p><i>*monitors student engagement and adjusts as necessary to increase engagement</i></p> <p><i>*provides appropriate feedback as method of motivating students to learn</i></p>	<hr/>
Comments:					

	1	2	3	4	
<b>R7- Plans lessons in collaborative teams</b>	<p>The candidate rarely and/ or ineffectively...</p> <p><i>*demonstrates interpersonal communication skills to enable teamwork</i></p> <p><i>*interacts appropriately with peers, colleagues, parents, and mentors</i></p> <p><i>*participates in collaborative teams for the purpose of planning instruction</i></p>	<p>Some of the time and/ or with limited effectiveness, the candidate...</p> <p><i>*demonstrates interpersonal communication skills to enable teamwork</i></p> <p><i>*interacts appropriately with peers, colleagues, parents, and mentors</i></p> <p><i>*participates in collaborative teams for the purpose of planning instruction</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*demonstrates interpersonal communication skills to enable teamwork</i></p> <p><i>*interacts appropriately with peers, colleagues, parents, and mentors</i></p> <p><i>*participates in collaborative teams for the purpose of planning instruction</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*demonstrates interpersonal communication skills to enable teamwork</i></p> <p><i>*interacts appropriately with peers, colleagues, parents, and mentors</i></p> <p><i>*participates in collaborative teams for the purpose of planning instruction</i></p>	<hr/>
Comments:					

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# ENVIRONMENT

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**Goals: Each Manchester College teacher candidate creates positive and caring environments for student development and learning.**

	1	2	3	4	
<b>E1- Differentiates learning opportunities that respond to individual learning styles and learning challenges</b>	<p>The candidate rarely and/or ineffectively...</p> <p><i>*differentiates lesson plans to accommodate diverse learners</i></p> <p><i>*plans for identified special needs</i></p> <p><i>*seeks assistance for accommodating diverse learners as appropriate</i></p> <p><i>*plans lessons that match all eight intelligences identified by Howard Gardner</i></p> <p><i>*expects all learners to be engaged in lessons assisting students when necessary</i></p>	<p>Some of the time and/or with limited effectiveness, the candidate...</p> <p><i>*differentiates lesson plans to accommodate diverse learners</i></p> <p><i>*plans for identified special needs appropriately</i></p> <p><i>*seeks assistance for accommodating diverse learners as appropriate</i></p> <p><i>*plans lessons that match all eight intelligences identified by Howard Gardner</i></p> <p><i>*expects all learners to be engaged in lessons assisting students when necessary</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*differentiates lesson plans to accommodate diverse learners consistently</i></p> <p><i>*plans for identified special needs appropriately</i></p> <p><i>*seeks assistance for accommodating diverse learners as appropriate</i></p> <p><i>*plans lessons that collectively match all eight intelligences identified by Howard Gardner</i></p> <p><i>*expects all learners to be engaged in lessons assisting students when necessary</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*differentiates lesson plans to accommodate diverse learners</i></p> <p><i>*plans for identified special needs appropriately</i></p> <p><i>*seeks assistance for accommodating diverse learners as appropriate</i></p> <p><i>*plans lessons that collectively match all eight intelligences identified by Howard Gardner</i></p> <p><i>*expects all learners to be engaged in lessons assisting students when necessary</i></p>	<hr/>

Comments:

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<b>E2- Uses a variety of teaching methods and materials</b>	<p>The candidate rarely and/ or ineffectively...</p> <ul style="list-style-type: none"> <li><i>*uses a variety of teaching methods</i></li> <li><i>*utilizes appropriate teaching methods based on background knowledge and age of students</i></li> <li><i>*utilizes appropriate teaching methods for content area</i></li> <li><i>*engages all learners by utilizing a variety of teaching methods and/ or multiple intelligences</i></li> <li><i>*attempts new teaching methods as they are introduced to the teacher candidate</i></li> </ul>	<p>Some of the time and/ or with limited effectiveness, the candidate...</p> <ul style="list-style-type: none"> <li><i>*uses a variety of teaching methods</i></li> <li><i>*utilizes appropriate teaching methods based on background knowledge and age of students</i></li> <li><i>*utilizes appropriate teaching methods for content area</i></li> <li><i>*engages all learners by utilizing a variety of teaching methods and/ or multiple intelligences</i></li> <li><i>*attempts new teaching methods as they are introduced to the teacher candidate</i></li> </ul>	<p>Most of the time and with effectiveness, the candidate...</p> <ul style="list-style-type: none"> <li><i>*uses a variety of teaching methods</i></li> <li><i>*utilizes appropriate teaching methods based on background knowledge and age of students</i></li> <li><i>*utilizes appropriate teaching methods for content area</i></li> <li><i>*engages all learners by utilizing a variety of teaching methods and/ or multiple intelligences</i></li> <li><i>*attempts new teaching methods as they are introduced to the teacher candidate</i></li> </ul>	<p>Successfully, and consistently, the candidate...</p> <ul style="list-style-type: none"> <li><i>*uses a variety of teaching methods</i></li> <li><i>*utilizes appropriate teaching methods based on background knowledge and age of students</i></li> <li><i>*utilizes appropriate teaching methods for content area</i></li> <li><i>*engages all learners by utilizing a variety of teaching methods and/ or multiple intelligences</i></li> <li><i>*attempts new teaching methods as they are introduced to the teacher candidate</i></li> </ul>	<hr style="width: 20%; margin: auto;"/>
Comments:					

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<b>E3- Uses a variety of appropriate media and technology</b>	<p>The candidate rarely and/or ineffectively...</p> <p><i>*uses a variety of media and technology as available to the candidate</i></p> <p><i>*utilizes appropriate technology and media based on background knowledge and age of students</i></p> <p><i>*utilizes appropriate media and technology for content area</i></p> <p><i>*engages all learners by utilizing a variety of technology and media</i></p> <p><i>*attempts new types of media and technology as they become available</i></p>	<p>Some of the time and/or with limited effectiveness, the candidate...</p> <p><i>*uses a variety of media and technology as available to the candidate</i></p> <p><i>*utilizes appropriate technology and media based on background knowledge and age of students</i></p> <p><i>*utilizes appropriate media and technology for content area</i></p> <p><i>*engages all learners by utilizing a variety of technology and media</i></p> <p><i>*attempts new types of media and technology as they become available</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*uses a variety of media and technology as available to the candidate</i></p> <p><i>*utilizes appropriate technology and media based on background knowledge and age of students</i></p> <p><i>*utilizes appropriate media and technology for content area</i></p> <p><i>*engages all learners by utilizing a variety of technology and media</i></p> <p><i>*attempts new types of media and technology as they become available</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*uses a variety of media and technology as available to the candidate</i></p> <p><i>*utilizes appropriate technology and media based on background knowledge and age of students</i></p> <p><i>*utilizes appropriate media and technology for content area</i></p> <p><i>*engages all learners by utilizing a variety of technology and media</i></p> <p><i>*attempts new types of media and technology as they become available</i></p>	<hr/>
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<b>E4- Keeps records to monitor, document, and report student progress</b>	<p>The candidate rarely and/ or ineffectively...</p> <p><i>*maintains records to monitor, document, and report student progress</i></p> <p><i>*utilizes a system for records management</i></p> <p><i>*follows prescribed model for records as required by school or develops own system</i></p> <p><i>*maintains confidentiality of records</i></p> <p><i>*keeps records up-to-date</i></p>	<p>Some of the time and/ or with limited effectiveness, the candidate...</p> <p><i>*maintains records to monitor, document, and report student progress</i></p> <p><i>*utilizes a system for records management</i></p> <p><i>*follows prescribed model for records as required by school or develops own system</i></p> <p><i>*maintains confidentiality of records</i></p> <p><i>*keeps records up-to-date</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*maintains records to monitor, document, and report student progress</i></p> <p><i>*utilizes a system for records management</i></p> <p><i>*follows prescribed model for records as required by school or develops own system</i></p> <p><i>*maintains confidentiality of records</i></p> <p><i>*keeps records up-to-date</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*maintains records to monitor, document, and report student progress</i></p> <p><i>*utilizes a system for records management that is effective</i></p> <p><i>*follows prescribed model for records as required by school or develops own system</i></p> <p><i>*maintains confidentiality of records</i></p> <p><i>*keeps records up-to-date</i></p>	<hr style="width: 20%; margin: auto;"/>
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<b>E5- Manages student behavior in positive, safe ways</b>	<p><i>The candidate rarely and/ or ineffectively...</i></p> <ul style="list-style-type: none"> <li><i>*responds to behaviors appropriately</i></li> <li><i>*respects the students' dignity</i></li> <li><i>*manages behavior of students successfully resulting in an effective learning environment</i></li> <li><i>*maintains classroom control</i></li> <li><i>*follows model/methods of cooperating teacher and/or school as required</i></li> <li><i>*develops own system of behavior management as appropriate</i></li> </ul>	<p><i>Some of the time and/ or with limited effectiveness, the candidate...</i></p> <ul style="list-style-type: none"> <li><i>*responds to behaviors appropriately</i></li> <li><i>*respects the students' dignity</i></li> <li><i>*manages behavior of students successfully resulting in an effective learning environment</i></li> <li><i>*maintains classroom control</i></li> <li><i>*follows model/methods of cooperating teacher and/or school as required</i></li> <li><i>*develops own system of behavior management as appropriate</i></li> </ul>	<p><i>Most of the time and with effectiveness, the candidate...</i></p> <ul style="list-style-type: none"> <li><i>*responds to behaviors appropriately</i></li> <li><i>*consistently respects the students' dignity</i></li> <li><i>*manages behavior of students successfully resulting in an effective learning environment</i></li> <li><i>*maintains classroom control</i></li> <li><i>*follows model/methods of cooperating teacher and/or school as required</i></li> <li><i>*develops own system of behavior management as appropriate</i></li> </ul>	<p><i>Successfully, and consistently, the candidate...</i></p> <ul style="list-style-type: none"> <li><i>*responds to behaviors appropriately</i></li> <li><i>*respects the students' dignity</i></li> <li><i>*manages behavior of students successfully resulting in an effective learning environment</i></li> <li><i>*maintains classroom control</i></li> <li><i>*follows model/methods of cooperating teacher and/or school as required</i></li> <li><i>*develops own system of behavior management as appropriate</i></li> </ul>	<hr style="width: 20%; margin: auto;"/>
Comments:					

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<b>E6- Models conflict resolution skills</b>	<p>The candidate rarely and/or ineffectively...</p> <p><i>*models conflict resolution skills as needed with students, parents, colleagues, and/or mentors</i></p> <p><i>*respects the students' dignity</i></p> <p><i>*utilizes conflict resolution skill successfully creating an effective learning environment</i></p> <p><i>*follows model/methods of cooperating teacher and/or school as required</i></p>	<p>Some of the time and/or with limited effectiveness, the candidate...</p> <p><i>*models conflict resolution skills as needed with students, parents, colleagues, and/or mentors</i></p> <p><i>*respects the students' dignity</i></p> <p><i>*utilizes conflict resolution skill successfully creating an effective learning environment</i></p> <p><i>*follows model/methods of cooperating teacher and/or school as required</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*models conflict resolution skills as needed with students, parents, colleagues, and/or mentors</i></p> <p><i>*consistently respects the students' dignity</i></p> <p><i>*utilizes conflict resolution skill successfully creating an effective learning environment</i></p> <p><i>*follows model/methods of cooperating teacher and/or school as required</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*models conflict resolution skills as needed with students, parents, colleagues, and/or mentors</i></p> <p><i>*respects the students' dignity</i></p> <p><i>*utilizes conflict resolution skill successfully creating an effective learning environment</i></p> <p><i>*follows model/methods of cooperating teacher and/or school as required</i></p>	<hr/>
Comments:					

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<b>E7- Engages in research and reflection on best practices in teaching strategies</b>	<p>The candidate rarely and/ or ineffectively...</p> <p><i>*analyzes and reflects on own teaching practices</i></p> <p><i>*seeks constructive criticism from mentors on teaching practices</i></p> <p><i>*incorporates reflection and constructive criticism into future teaching practices</i></p> <p><i>*researches additional ideas/information as needed</i></p>	<p>Some of the time and/ or with limited effectiveness, the candidate...</p> <p><i>*analyzes and reflects on own teaching practices</i></p> <p><i>*seeks constructive criticism from mentors on teaching practices</i></p> <p><i>*incorporates reflection and constructive criticism into future teaching practices</i></p> <p><i>*researches additional ideas/information as needed</i></p>	<p>Most of the time and with effectiveness, the candidate...</p> <p><i>*analyzes and reflects on own teaching practices</i></p> <p><i>*seeks constructive criticism from mentors on teaching practices</i></p> <p><i>*incorporates reflection and constructive criticism into future teaching practices</i></p> <p><i>*researches additional ideas/information as needed</i></p>	<p>Successfully, and consistently, the candidate...</p> <p><i>*analyzes and reflects on own teaching practices regularly</i></p> <p><i>*seeks constructive criticism from mentors on teaching practices regularly</i></p> <p><i>*incorporates reflection and constructive criticism into future teaching practices</i></p> <p><i>*researches additional ideas/information as needed</i></p>	<hr/>
Comments:					

Overall Comments:

Teacher Candidate's Name \_\_\_\_\_

School Name and City \_\_\_\_\_

Subject/Grade: \_\_\_\_\_

Circle the grade you recommend for this teacher candidate:

A A- B+ B B- C+ C C- D+ D D- F

Evaluation completed by \_\_\_\_\_ Printed Name \_\_\_\_\_

Title (please circle) College Supervising Faculty Member OR Cooperating Classroom Teacher

Mid-placement date completed formative evaluation was shared/discussed with teacher candidate: \_\_\_\_\_

End-placement date completed summative evaluation was shared/discussed with teacher candidate: \_\_\_\_\_