

**MANCHESTER UNIVERSITY
EVALUATION OF STUDENT TEACHING
P-6 Generalist Elementary Education**

The Education Department at Manchester University uses the Association for Childhood Education International (ACEI) program standards to guide and assess the performance of elementary education teacher candidates. Using the descriptions below, place an X in the appropriate box to evaluate your teacher candidate's performance, relative to what a competent beginning teacher should know and be able to do: ***Distinguished***—consistently demonstrates; ***Proficient***—frequently demonstrates; ***Basic***—generally demonstrates; or ***Unsatisfactory***—lacks skill/seldom demonstrates.

Teacher Candidate: _____

Subject/Grade Level Taught: _____

School Name/Address: _____

Dates of Placement: _____ Total Days Present: _____

Person Completing Form: _____

Position (Circle One): Cooperating Teacher University Supervisor

Signature: _____ Date: _____

Elementary Education Standards	Distinguished	Proficient	Basic	Unsatisfactory	Not Applicable
<p>Standard 1: Development, Learning and Motivation</p> <ul style="list-style-type: none"> 1.0 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. 					
<p>Standard 2: Curriculum Standards (please give a rating for each substandard)</p> <ul style="list-style-type: none"> 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas; 2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science; 					

<ul style="list-style-type: none"> • 2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation; • 2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world; • 2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students; • 2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; • 2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. 					
<p>Standard 3: Instruction Standards</p> <ul style="list-style-type: none"> • 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community; • 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students; • 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving; • 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments; • 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. 					

<p>Standard 4: Assessment Standards</p> <ul style="list-style-type: none"> • 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. 					
<p>Standard 5: Professional Standards</p> <ul style="list-style-type: none"> • 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. • 5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children. 					

Overall Performance: ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory

Narrative (If needed):

Final Rating (University Supervisor Only) ____ Satisfactory ____ Unsatisfactory

In addition to providing one copy of this completed evaluation to the Teacher candidate and the Cooperating Teacher, please return one copy within two days of the end of the student teaching experience to:

Manchester University
 Education Department
 604 E College Avenue
 North Manchester, IN 46962

MANCHESTER UNIVERSITY
EVALUATION OF STUDENT TEACHING
5-12 Generalist English/Language Arts Education

The Education Department at Manchester University uses the National Council of Teachers of English (NCTE) program standards to guide and assess the performance of English/Language Arts education teacher Candidate. Using the descriptions below, place an X in the appropriate box to evaluate your teacher candidate's performance, relative to what a competent beginning teacher should know and be able to do: ***Distinguished***—consistently demonstrates; ***Proficient***—frequently demonstrates; ***Basic***—generally demonstrates; or ***Unsatisfactory***—lacks skill/seldom demonstrates.

Teacher Candidate: _____

Subject/Grade Level Taught: _____

School Name/Address: _____

Dates of Placement: _____ Total Days Present: _____

Person Completing Form: _____

Position (Circle One): Cooperating Teacher University Supervisor

Signature: _____ Date: _____

English/Language Arts Education Standards	Distinguished	Proficient	Basic	Unsatisfactory	Not Applicable
<p>Standard 1: Content Knowledge Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers, including:</p> <ul style="list-style-type: none"> • Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts. • Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments. 					

<p>Standard 2: Content Knowledge Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users, including:</p> <ul style="list-style-type: none"> • Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse. • Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English Language Arts content; and they understand the impact of language on society. • Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments. 					
<p>Standard 3: Content Pedagogy: Planning Literature and Reading Instruction in English Language Arts Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students, including:</p> <ul style="list-style-type: none"> • Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media— and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. • Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. • Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies. • Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. • Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts. • Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. 					

<p>Standard 4: Content Pedagogy: Planning Composition Instruction in English Language Arts Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students, including:</p> <ul style="list-style-type: none"> • Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. • Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. • Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. • Element 4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. 					
<p>Standard 5: Learners & Learning: Implementing English Language Arts Instruction Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs, including:</p> <ul style="list-style-type: none"> • Element 1: Candidates plan and implement instruction based on English Language Arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. • Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English Language Arts. • Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning. • Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. 					

<p>Standard 6: Professional Knowledge and Skills Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts, including:</p> <ul style="list-style-type: none"> • Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. • Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English Language Arts 					
<p>Standard 7: Professional Knowledge and Skills Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators, including:</p> <ul style="list-style-type: none"> • Element 1: Candidates model literate and ethical practices in English Language Arts teaching, and engage in/reflect on a variety of experiences related to English Language Arts. • Element 2: Candidates engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. 					

Overall Performance: ___ Distinguished ___ Proficient ___ Basic ___ Unsatisfactory

Narrative (If needed):

Final Rating (University Supervisor Only) ___ Satisfactory ___ Unsatisfactory

In addition to providing one copy of this completed evaluation to the Teacher candidate and the Cooperating Teacher, please return one copy within five days of the end of the student teaching experience to:

Manchester University
 Education Department
 604 E College Avenue
 North Manchester, IN 46962

**MANCHESTER UNIVERSITY
EVALUATION OF STUDENT TEACHING
P -12 High Ability Education**

The Education Department at Manchester University uses the National Association for Gifted Children/Council for Exceptional Children (NAGC/CEC) program standards to guide and assess the performance of high ability education teacher candidates. Using the descriptions below, place an X in the appropriate box to evaluate your teacher candidate's performance, relative to what a competent beginning teacher should know and be able to do - ***Distinguished***—consistently demonstrates; ***Proficient***—frequently demonstrates; ***Basic***—generally demonstrates; or ***Unsatisfactory***—lacks skill/seldom demonstrates.

Teacher Candidate _____

Subject/Grade Level Taught _____

School Name/Address _____

Dates of Placement _____ Total Days Present _____

Person Completing Form _____

Position (Circle One) Cooperating Teacher University Supervisor

Signature _____ Date _____

High Ability Education Standards	Distinguished	Proficient	Basic	Unsatisfactory	Not Applicable
<p>Standard 1: Learner Development and Individual Learning Differences</p> <ul style="list-style-type: none"> Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities. backgrounds that are racially, culturally, linguistically, or socioeconomically diverse 					
<p>Standard 2: Learning Environments</p> <ul style="list-style-type: none"> Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being. 					
<p>Standard 3: Curricular Content Knowledge</p> <ul style="list-style-type: none"> Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents. 					

<p>Standard 4: Assessment</p> <ul style="list-style-type: none"> Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning. 					
<p>Standard 5: Instructional Planning and Strategies</p> <ul style="list-style-type: none"> Beginning gifted education professionals select, adapt, and use a repertoire of evidence based instructional strategies to advance the learning of individuals with gifts and talents. 					
<p>Standard 6: Professional Learning and Ethical Practice</p> <ul style="list-style-type: none"> Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession. 					
<p>Standard 7: Collaboration</p> <ul style="list-style-type: none"> Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences. 					

Overall Performance ___ Distinguished ___ Proficient ___ Basic ___ Unsatisfactory

Narrative (If needed):

Final Rating (University Supervisor Only) ___ Satisfactory ___ Unsatisfactory

In addition to providing one copy of this completed evaluation to the Teacher candidate and the Cooperating Teacher, please return one copy within two days of the end of the student teaching experience to:

Manchester University
 Education Department
 604 E College Avenue
 North Manchester, IN 46962

**MANCHESTER UNIVERSITY
EVALUATION OF STUDENT TEACHING
P-12 HEALTH EDUCATION**

The Education Department at Manchester University uses the American Association for Health Education (AAHE) standards to guide and assess the performance of health education teacher candidates. Using the descriptions below, place an X in the appropriate box to evaluate your student teacher’s performance, relative to what a competent beginning teacher should know and be able to do: **Distinguished**—consistently demonstrates; **Proficient**—frequently demonstrates; **Basic**—generally demonstrates; or **Unsatisfactory**—lacks skill/seldom demonstrates.

Student Teacher: _____

Subject/Grade Level Taught: _____

School Name/Address: _____

Dates of Placement: _____ Total Days Present: _____

Person Completing Form: _____

Position (Circle One): Cooperating Teacher University Supervisor

Signature: _____ Date: _____

Health Education Standards	Distinguished	Proficient	Basic	Unsatisfactory	Not Applicable
<p>Standard I: Content Knowledge</p> <p>Candidates demonstrate the knowledge and skills of a health literate educator, including:</p> <ul style="list-style-type: none"> • A describe the theoretical foundations of health behavior and principles of learning • B describe the National Health Education Standards • C describe practices that promote health or safety • D describe behaviors that might compromise health or safety • E describe disease etiology and prevention practices • F demonstrate the health literacy skills of an informed consumer of health products and services 					

<p>Standard II: Needs Assessment:</p> <p>Candidates assess needs to determine priorities for school health education, including:</p> <ul style="list-style-type: none"> • A access a variety of reliable data sources related to health • B collect health-related data • C infer needs for health education from data obtained 					
<p>Standard III: Planning</p> <p>Candidates plan effective comprehensive school health education curricula and programs, including:</p> <ul style="list-style-type: none"> • A design strategies for involving key individuals and organizations in program planning for School Health Education. • B design a logical scope and sequence of learning experiences that accommodate all students. • C create appropriate and measure-able learner objectives that align with assessments and scoring guides. • D select developmentally appropriate strategies to meet learning objectives • E align health education curricula with needs assessment data and the National Health Education Standards • F analyze the feasibility of implementing selected strategies 					
<p>Standard IV: Implementation</p> <p>Candidates implement health education instruction, including:</p> <ul style="list-style-type: none"> • A demonstrate multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students • B utilize technology and resources that provide instruction in challenging, clear and compelling ways and engage diverse learners • C exhibit competence in classroom management • D reflect on their implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning 					
<p>Standard V: Assessment</p> <p>Candidates assess student learning, including:</p> <ul style="list-style-type: none"> • A develop assessment plans • B analyze available assessment instruments • C develop instruments to assess student learning • D implement plans to assess student learning • E utilize assessment results to guide future instruction 					

<p>Standard VI: Administration and Coordination</p> <p>Candidates plan and coordinate a school health education program, including:</p> <ul style="list-style-type: none"> • A develop a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP) • B explain how a health education program fits the culture of a school and contributes to the school’s mission • C design a plan to collaborate with others such as school personnel, community health educators, and students’ families in planning and implementing health education programs 					
<p>Standard VII: Being a Resource</p> <p>Candidates serve as a resource person in health education, including:</p> <ul style="list-style-type: none"> • A use health information resources • B respond to requests for health information • C select educational resource materials for dissemination • D describe ways to establish effective consultative relationships with others involved in Coordinated School Health Programs 					
<p>Standard VIII: Communication and Advocacy</p> <p>Candidates communicate and advocate for health and school health education, including:</p> <ul style="list-style-type: none"> • A analyze and respond to factors that impact current and future needs in comprehensive school health education. • B apply a variety of communication methods and techniques • C advocate for school health education • D demonstrate professionalism 					

Overall Performance: ___ Distinguished ___ Proficient ___ Basic ___ Unsatisfactory

Narrative (if needed):

Final Rating (University Supervisor Only) ___ Satisfactory ___ Unsatisfactory

In addition to providing one copy of this completed evaluation to the Student Teacher and the Cooperating Teacher, please return one copy within two days of the end of the student teaching experience to:

Manchester University
 Education Department
 604 E College Avenue
 North Manchester, IN 46962

MANCHESTER UNIVERSITY
EVALUATION OF STUDENT TEACHING
Historical Perspectives Social Studies Education

The Education Department at Manchester University uses the National Council for the Social Studies (NCSS) program standards to guide and assess the performance of social Studies Education teacher candidates. Using the descriptions below, place an X in the appropriate box to evaluate your teacher candidate's performance, relative to what a competent beginning teacher should know and be able to do: ***Distinguished***—consistently demonstrates; ***Proficient***—frequently demonstrates; ***Basic***—generally demonstrates; or ***Unsatisfactory***—lacks skill/seldom demonstrates.

Teacher Candidate: _____

Subject/Grade Level Taught: _____

School Name/Address: _____

Dates of Placement: _____ Total Days Present: _____

Person Completing Form: _____

Position (Circle One): Cooperating Teacher University Supervisor

Signature: _____ Date: _____

Social Studies Education Standards	Distinguished	Proficient	Basic	Unsatisfactory	Not Applicable
<p>Standard 1: Themes (please give a rating for each substandard)</p> <p>Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of:</p> <ul style="list-style-type: none"> • 1.1 Culture and Cultural Diversity • 1.2 Time, Continuity, and Change • 1.3 People, Places, and Environment • 1.4 Individual Development and Identity • 1.5 Individuals, Groups and Institutions • 1.6 Power, Authority, and Governance • 1.7 Production, Distribution, and Consumption • 1.8 Science, Technology and Society 					

<ul style="list-style-type: none"> • 1.9 Global Connections • 1.10 Civic Ideals and Practices 					
<p>Standard 2: Social Science Disciplines (please give a rating for each substandard taught by candidate)</p> <ul style="list-style-type: none"> • 2.1 History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history. • 2.2 Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography. • 2.3 Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government. • 2.4 Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics. • 2.5 Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology 					

Overall Performance: ___ Distinguished ___ Proficient ___ Basic ___ Unsatisfactory

Narrative (If needed):

Final Rating (University Supervisor Only) ___ Satisfactory ___ Unsatisfactory

In addition to providing one copy of this completed evaluation to the Teacher candidate and the Cooperating Teacher, please return one copy within two days of the end of the student teaching experience to:

Manchester University
 Education Department
 604 E College Avenue
 North Manchester, IN 46962

**MANCHESTER UNIVERSITY
EVALUATION OF STUDENT TEACHING
5-12 Mathematics**

The Education Department at Manchester University uses the National Council for the Teaching of Mathematics (NCTM) program standards to guide and assess the performance of mathematics teacher candidates. Using the descriptions below, place an X in the appropriate box to evaluate your teacher candidate’s performance, relative to what a competent beginning teacher should know and be able to do: ***Distinguished***—consistently demonstrates; ***Proficient***—frequently demonstrates; ***Basic***—generally demonstrates; or ***Unsatisfactory***—lacks skill/seldom demonstrates.

Teacher candidate: _____

Subject/Grade Level Taught: _____

School Name/Address: _____

Dates of Placement: _____ Total Days Present: _____

Person Completing Form: _____

Position (Circle One): Cooperating Teacher University Supervisor

Signature: _____ Date: _____

Mathematics Standards	Distinguished	Proficient	Basic	Unsatisfactory	Not Applicable
<p>Standard 1: Content Knowledge</p> <p>Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains. Preservice teacher candidates:</p> <ul style="list-style-type: none"> 1a Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics) as outlined in the NCTM Mathematics Content for Secondary. 					

<p>Standard 2: Mathematical Practices</p> <p>Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. Preservice teacher candidates:</p> <ul style="list-style-type: none"> • 2a Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations. • 2b Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others. • 2c Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems. • 2d Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences. • 2e Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts. • 2f Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing. 					
<p>Standard 3: Content Pedagogy</p> <p>Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. Preservice teacher candidates:</p> <ul style="list-style-type: none"> • 3a Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. • 3b Analyze and consider research in planning for and leading students in rich mathematical learning experiences. 					

<ul style="list-style-type: none"> • 3c Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics specific and instructional technologies in building all students’ conceptual understanding and procedural proficiency. • 3d Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. • 3e Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. • 3f Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. • 3g Monitor students’ progress, make instructional decisions, and measure students’ mathematical understanding and ability using formative and summative assessments. 					
<p>Standard 4: Mathematical Learning Environment</p> <p>Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. Preservice teacher candidates:</p> <ul style="list-style-type: none"> • 4a Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. • 4b Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences. • 4c Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. • 4d Demonstrate equitable and ethical treatment of and high expectations for all students. • 4e Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. 					

<p>Standard 5: Impact on Student Learning</p> <p>Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. Preservice teacher candidates:</p> <ul style="list-style-type: none"> • 5a Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains. • 5b Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge. • 5c Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction. 					
<p>Standard 6: Professional Knowledge and Skills</p> <p>Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. Preservice teacher candidates:</p> <ul style="list-style-type: none"> • 6a Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. • 6b Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner. • 6c Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. 					

Overall Performance: ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory

Narrative (If needed):

Final Rating (University Supervisor Only) ____ Satisfactory ____ Unsatisfactory

In addition to providing one copy of this completed evaluation to the Teacher candidate and the Cooperating Teacher, please return one copy within five days of the end of the student teaching experience to:

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Education Department
604 E College Avenue
North Manchester, IN 46962

EVALUATION OF STUDENT TEACHING
5-12 Modern Language/Foreign Language Educators

The Education Department at Manchester University uses the American Council on the Teaching of Foreign Languages (ACTFL) program standards to guide and assess the performance of modern language/foreign language teacher candidates. Using the descriptions below, place an X in the appropriate box to evaluate your teacher candidate’s performance, relative to what a competent beginning teacher should know and be able to do: **Distinguished**—consistently demonstrates; **Proficient**—frequently demonstrates; **Basic**—generally demonstrates; or **Unsatisfactory**—lacks skill/seldom demonstrates.

Teacher Candidate: _____

Subject/Grade Level Taught: _____

School Name/Address: _____

Dates of Placement: _____ Total Days Present: _____

Person Completing Form: _____

Position (Circle One): Cooperating Teacher University Supervisor

Signature: _____ Date: _____

Foreign/Modern Language Standards	Distinguished	Proficient	Basic	Unsatisfactory	Not Applicable
<p>Standard 1: Language Proficiency: Interpersonal, Interpretive and Presentational</p> <p>Pre-service teachers will:</p> <ul style="list-style-type: none"> • 1a Speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" (for Arabic, Chinese, Japanese and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught • 1b Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension • 1c Present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught 					

<p>Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines</p> <p>Pre-service teachers will:</p> <ul style="list-style-type: none"> • 2a Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures. • 2b Demonstrate understanding of linguistics and the changing nature of language, and compare language systems • 2c Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics 					
<p>Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs</p> <p>Pre-service teachers will:</p> <ul style="list-style-type: none"> • 3a Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments • 3b Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student 					
<p>Standard 4: Integration of Standards in Planning and Instruction</p> <p>Pre-service teachers will:</p> <ul style="list-style-type: none"> • 4a Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and use them as the basis for instructional planning • 4b Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice • 4c Use the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication 					
<p>Standard 5: Assessment of Languages and Cultures – Impact on Student Learning</p> <p>Pre-service teachers will:</p> <ul style="list-style-type: none"> • 5a Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students • 5b Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction • 5c Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning. 					

<p>Standard 6: Professional Development, Advocacy and Ethics</p> <p>Pre-service teachers will:</p> <ul style="list-style-type: none"> • 6a Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice • 6b Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders • 6c Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders 					
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Overall Performance: ___ Distinguished ___ Proficient ___ Basic ___ Unsatisfactory

Narrative (If needed):

Final Rating (University Supervisor Only) ___ Satisfactory ___ Unsatisfactory

In addition to providing one copy of this completed evaluation to the Teacher candidate and the Cooperating Teacher, please return one copy within five days of the end of the student teaching experience to:

Manchester University
 Education Department
 604 E College Avenue
 North Manchester, IN 46962

**MANCHESTER UNIVERSITY
EVALUATION OF STUDENT TEACHING
P-12 PHYSICAL EDUCATION**

The Education Department at Manchester University uses the National Association for Sport and Physical Education (NASPE) program standards to guide and assess the performance of physical education teacher candidates. Using the descriptions below, place an X in the appropriate box to evaluate your student teacher's performance, relative to what a competent beginning teacher should know and be able to do: ***Distinguished***—consistently demonstrates; ***Proficient***—frequently demonstrates; ***Basic***—generally demonstrates; or ***Unsatisfactory***—lacks skill/seldom demonstrates.

Student Teacher: _____

Subject/Grade Level Taught: _____

School Name/Address: _____

Dates of Placement: _____ Total Days Present: _____

Person Completing Form: _____

Position (Circle One): Cooperating Teacher University Supervisor

Signature: _____ Date: _____

Physical Education Standards	Distinguished	Proficient	Basic	Unsatisfactory	Not Applicable
<p>Standard 1: Scientific and Theoretical Knowledge</p> <p>Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals, including:</p> <ul style="list-style-type: none"> • 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness. • 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness. • 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness. • 1.4 Identify historical, philosophical and social perspectives of physical education issues and legislation. • 1.5 Analyze and correct critical elements of motor skills and performance concepts. 					

<p>Standard 2: Skill-based and Fitness Based Competence*</p> <p>Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards, including:</p> <ul style="list-style-type: none"> • 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns. • 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program. • 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities. <p>*Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).</p>					
<p>Standard 3: Planning and Implementation</p> <p>Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students, including:</p> <ul style="list-style-type: none"> • 3.1 Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs. • 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and /or national standards. • 3.3 Design and implement content that is aligned with lesson objectives. • 3.4 Plan for and manage resources to provide active, fair and equitable learning experiences. • 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. • 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students. • 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives. 					

<p>Standard 4: Instructional Delivery and Management</p> <p>Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning, including:</p> <ul style="list-style-type: none"> • 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats. • 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences. • 4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation. • 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. • 4.5 Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment. • 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. 					
<p>Standard 5: Impact on Student Learning</p> <p>Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions:</p> <ul style="list-style-type: none"> • 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives. • 5.2 Use appropriate assessments to evaluate student learning before, during and after instruction. • 5.3 Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions. 					
<p>Standard 6: Professionalism</p> <p>Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals, including:</p> <ul style="list-style-type: none"> • 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals. • 6.2 Participate in activities that enhance collaboration and lead to professional growth and development. • 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers. • 6.4 Communicate in ways that convey respect and sensitivity. 					

Overall Performance: ___ Distinguished ___ Proficient ___ Basic ___ Unsatisfactory

Narrative (if needed):

Final Rating (University Supervisor Only) ___ Satisfactory ___ Unsatisfactory

In addition to providing one copy of this completed evaluation to the Student Teacher and the Cooperating Teacher, please return one copy within two days of the end of the student teaching experience to:

Manchester University
 Education Department
 604 E College Avenue
 North Manchester, IN 46962

MANCHESTER UNIVERSITY
EVALUATION OF STUDENT TEACHING
P-12 Special Education (Mild Intervention)

The Education Department at Manchester University uses the Council for Exceptional Children (CEC) program standards to guide and assess the performance of special education teacher candidates. Using the descriptions below, place an X in the appropriate box to evaluate your teacher candidate's performance, relative to what a competent beginning teacher should know and be able to do: ***Distinguished***—consistently demonstrates; ***Proficient***—frequently demonstrates; ***Basic***—generally demonstrates; or ***Unsatisfactory***—lacks skill/seldom demonstrates.

Teacher candidate: _____

Subject/Grade Level Taught: _____

School Name/Address: _____

Dates of Placement: _____ Total Days Present: _____

Person Completing Form: _____

Position (Circle One): Cooperating Teacher University Supervisor

Signature: _____ Date: _____

Special Education Standards	Distinguished	Proficient	Basic	Unsatisfactory	Not Applicable
<p>Standard 1: Learner Development and Individual Learning Differences Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Beginning special education professionals:</p> <ul style="list-style-type: none"> • 1.1 understand how language, culture, and family background influence the learning of individuals with exceptionalities. • 1.2 use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. 					
<p>Standard 2: Learning Environments Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Beginning special education professionals:</p> <ul style="list-style-type: none"> • 2.1 collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. • 2.2 use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. • 2.3 know how to intervene safely and appropriately with individuals with exceptionalities in crisis. 					

<p>Standard 3: Curricular Content Knowledge</p> <p>Beginning special education professionals use knowledge of general⁽¹⁵⁾ and specialized⁽¹⁶⁾ curricula to individualize learning for individuals with exceptionalities. Beginning special education professionals:</p> <ul style="list-style-type: none"> • 3.1 understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities • 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities • 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. <p>⁽¹⁵⁾ As used, "general curricula", means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.</p> <p>⁽¹⁶⁾ As used, "specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.</p>					
<p>Standard 4: Assessment</p> <p>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Beginning special education professionals:</p> <ul style="list-style-type: none"> • 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias • 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities • 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities • 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. 					
<p>Standard 5: Instructional Planning and Strategies</p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁽¹⁷⁾ to advance learning of individuals with exceptionalities.</p> <ul style="list-style-type: none"> • 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. • 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. • 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. • 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities • 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with 					

<p>exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams</p> <ul style="list-style-type: none"> • 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. • 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. <p>(17) Instructional strategies, as used throughout this form, include intervention used in academic and specialized curricula</p>					
<p>Standard 6: Professional Learning and Ethical Practice Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> <ul style="list-style-type: none"> • 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice • 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice • 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services • 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. • 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring • 6.6 Beginning special education professionals provide guidance and direction to para-educators, tutors, and volunteers. 					
<p>Standard 7: Collaboration Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p> <ul style="list-style-type: none"> • 7.1 Beginning special education professionals use the theory and elements of effective collaboration • 7.2 Beginning special education professionals serve as a collaborative resource to colleagues • 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators 					

Overall Performance: ___ Distinguished ___ Proficient ___ Basic ___ Unsatisfactory

Narrative (If needed):

Final Rating (University Supervisor Only) ___ Satisfactory ___ Unsatisfactory

In addition to providing one copy of this completed evaluation to the Teacher candidate and the Cooperating Teacher, please return one copy within two days of the end of the student teaching experience to:

Manchester University
 Education Department
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 North Manchester, IN 46962