

EVALUATION OF STUDENT TEACHING EXPERIENCE
CLINICAL FACULTY OR COOPERATING TEACHER (Please circle one)
MIDTERM OR FINAL (Please circle one)
OR
STUDENT TEACHER SELF-EVALUATION
MIDTERM OR FINAL (Please circle one)

Student Teacher: _____

Date: _____

Clinical Faculty: _____

Cooperating Teacher: _____

School: _____

Grade/Subject: _____

Certification Area: Childhood Studies (K-8)

Semester Student Teaching: _____

Directions for Midterm: Read the descriptions of performance levels for each criterion carefully. Highlight or underline each statement within the performance level descriptions that best describes the candidate's performance, based on all available evidence. Review the evaluation with the candidate and set goals for improvement.

Directions for Final: Read the descriptions of performance levels for each criterion carefully. Highlight or underline each statement within the performance-level descriptions that best describes the candidate's performance, based on all available evidence. Check the overall performance level description that most closely matches the candidate's performance, based on all available evidence. A candidate must meet **all** of the components of the description under "Target" with substantial evidence of high quality in order to warrant that rating for each indicator.

SECTION IV: CHILDHOOD STUDIES CONTENT

1. ENGLISH LANGUAGE ARTS

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.

A. Candidate knows and applies the concepts of a balanced and integrated literacy program (i.e. reading, writing, speaking, viewing, listening, and thinking skills.)

<p><input type="checkbox"/> Does not meet: * Candidate does not articulate or demonstrate the components of a balanced literacy program.</p>	<p><input type="checkbox"/> Approaching Target: * Candidate articulates and demonstrates the components and purposes of a balanced literacy program within the content areas. * Candidate makes connections between English Language Arts instruction and the state standards and grade level expectations.</p>	<p><input type="checkbox"/> Target: * Candidate explains, applies and accommodates for all students within the context of a balanced literacy program and incorporating the state standards and grade level expectations. * Candidate creates instructional opportunities that incorporate English Language Arts throughout the state standards and grade level expectations.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
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B. Knows and applies concepts of a balanced reading and writing program that engage all learners with language; and provides opportunities for students to apply their developing language to a variety of situations, materials and content areas.

<p><input type="checkbox"/> Does not meet: * Does not articulate and demonstrate a variety of strategies in English language arts that supports a range of learners. * Does not articulate and demonstrate use of a wide range of literary genre * Does not articulate and demonstrate a variety of techniques for students to use in writing and communication.</p>	<p><input type="checkbox"/> Approaching Target: * Knows and uses a variety of instructional strategies in English language arts to support a range of learners. * Knows and uses a wide range of literary genres across content areas. * Recognizes and provides opportunities for students to engage in reading and writing for different purposes.</p>	<p><input type="checkbox"/> Target: * Knows, uses, and accommodates for a variety of instructional strategies in English language arts to support a range of learners. * Knows and uses a wide range of literary genres for students to gain information and involve personal perspective. * Engages students in reading and writing for different purposes that extend critical thinking.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain
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2. SCIENCE

Candidate knows, understands, and uses fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

A. Candidate provides opportunities for learners to understand the fundamentals of science, inquiry processes scientists use in the discovery of new knowledge, and the nature of science as a process, an activity, and a discipline.

<p><input type="checkbox"/> Does not meet: * Candidate does not create instructional opportunities for students to engage in scientific inquiry, including making hypotheses, discovery of new information, setting up experiments, collecting data, drawing conclusions, and testing hypothesis.</p>	<p><input type="checkbox"/> Approaching Target: * Candidate creates learning opportunities for students to engage in individual areas of the sciences. * Candidate creates learning opportunities that have associations to the state standards and grade level expectations.</p>	<p><input type="checkbox"/> Target: * Candidate creates opportunities for students to engage in aspects of scientific inquiry that make connections within and across the sciences - physical, life, earth, and space. * Candidate creates learning opportunities that have relevant associations to the state standards and grade level expectations.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
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B. Candidates know and understand the fundamental concepts in the subject matter of physical, life, earth and space sciences, as well as concepts central to all sciences and the differences between science and technology.			
<input type="checkbox"/> Does not meet: * Candidate does not articulate major individual and unifying concepts of one or more of the areas of physical, life, earth and space sciences, as well as the differences between science and technology. * Candidate is unaware of or disregards students' theories and misconceptions about science. * Candidate is unaware of students' theories and misconceptions about technology.	<input type="checkbox"/> Approaching Target: * Candidate articulates important individual and unifying concepts in and across some of the sciences - physical, life, earth and space sciences. * Candidate is aware of students' theories and misconceptions about scientific and technological phenomena. * Candidate can mention technologies used to solve scientific problems.	<input type="checkbox"/> Target: * Candidate articulates and demonstrates important individual and unifying concepts in and across the four disciplines. * Candidate is aware of students' theories and misconceptions, and can create learning opportunities that alter or change the students' misconceptions. * Candidate is aware of students' theories and misconceptions about technology, and uses technology to solve problems.	Check all sources of evidence consulted and used in arriving at these ratings: <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
C. Candidates know and understand concepts of science in personal and social perspectives.			
<input type="checkbox"/> Does not meet: * Candidate does not demonstrate understanding of how science can be related to the needs of students, the local community, or society at large.	<input type="checkbox"/> Approaching Target: * Candidate demonstrates understanding of how science can be related to the needs of students, the local community, and society at large.	<input type="checkbox"/> Target: * Candidate understands how science can be related to the needs of students, the local community, and society at large, and can identify ways to engage students in addressing such needs effectively through study and action.	Check all sources of evidence consulted and used in arriving at these ratings: <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
D. Candidates know and understand the history and nature of science.			
<input type="checkbox"/> Does not meet: * Candidate does not demonstrate comprehension of the history and nature of science.	<input type="checkbox"/> Approaching Target: * Candidate demonstrates the understanding of practice of science as a human endeavor, the nature of science, and the history of science.	<input type="checkbox"/> Target: * Candidate applies an understanding of science as a human endeavor, the nature of science, and the history of science and can effectively relate such study to the lives, needs, and interests of students.	Check all sources of evidence consulted and used in arriving at these ratings: <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:

<p>3. MATHEMATICS Candidate knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.</p>			
<p>A. Candidate knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics to foster students' mathematical understanding and application.</p>			
<p><input type="checkbox"/> Does not meet: * Candidate does not articulate or demonstrate knowledge of the mathematical resources or methods to advance his/her own understanding and exploration within mathematical topics (i.e. number systems, number sense, geometry, measurement, statistics, probability, and algebra). * Candidate is unaware of or disregards established mathematical processes used to solve common arithmetic or computational problems. *Candidate makes little or no attempt to question, experiment, or formulate within mathematical topics. * Candidate makes little or no attempt to create instructional opportunities regarding patterns, quantities, and spatial relationships for representing phenomena, solving problems, and managing data.</p>	<p><input type="checkbox"/> Approaching Target: * Candidate articulates and demonstrates knowledge of mathematical resources and methods to advance his/her own understanding and exploration within mathematical topics (i.e. number systems, number sense, geometry, measurement, statistics, probability, and algebra). * Candidate is aware of and uses established mathematical processes to solve common arithmetic or computational problems. * Candidate accepts mathematical topics without experimenting and formulating responses to validate. * Candidate creates instructional opportunities regarding patterns, quantities, and spatial relationships for representing phenomena, solving problems, and managing data. * Candidate makes associations to state standards and grade level expectations within or across content areas.</p>	<p><input type="checkbox"/> Target: * Candidate articulates and demonstrates knowledge of mathematical resources and methods to advance his/her own understanding and exploration within mathematical topics (i.e. number systems, number sense, geometry, measurement, statistics, probability, and algebra). * Candidate is aware of, can use, and demonstrate established mathematical processes used to solve common arithmetic or computational problems. * Candidate questions, experiments, or formulates within mathematical topics, reflecting upon his/her own understanding. * Candidate fosters student understanding and use of patterns, quantities, and spatial relationships for representing phenomena, solving problems, and managing data. * Candidate makes comprehensive associations to state standards and grade level expectations within and across content areas.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:

<p>4. SOCIAL STUDIES Candidate knows, understands, and uses the major concepts and modes of inquiry from social studies – the integrated study of history, geography, and 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.</p>			
<p>A. Candidate demonstrates knowledge of social studies concepts, modes of inquiry and the integrated nature of social studies within and across content areas as identified in state and national standards.</p>			
<p><input type="checkbox"/> Does not meet: * Candidate does not articulate or demonstrate understanding of major social studies concepts and themes. * Candidate cannot demonstrate knowledge of the themes and concepts of the social studies discipline. * Candidate does not recognize students’ misconceptions nor connect concepts to students’ lives.</p>	<p><input type="checkbox"/> Approaching Target: * Candidate articulates an understanding of major social studies concepts and themes. * Candidate demonstrates knowledge of individual social studies themes and concepts without integration within and across. * Candidate recognizes and clarifies students’ misconceptions through appropriate examples and by connecting concepts to students’ lives.</p>	<p><input type="checkbox"/> Target: * Candidate articulates and demonstrates an understanding of major social studies concepts and themes and can provide students with examples to promote student learning. * Candidate demonstrates knowledge within and across social studies themes and concepts. * Candidate recognizes and clarifies students’ misconceptions, and draws connections between students’ lives and their participation in democracy.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
<p>B. Candidate applies appropriate strategies (maps, high order questioning, simulations, small group work) to teach social studies concepts and themes in meaningful ways, instruction promotes student engagement in ways that promotes responsible citizens for a culturally diverse democratic society and the global community, aligns instructional goals with standards.</p>			
<p><input type="checkbox"/> Does not meet: * Candidate does not create instructional opportunities that engage students in the concepts and themes of social studies. * Candidate does not create varying instructional opportunities, teaching social studies concepts only through direct instruction.</p>	<p><input type="checkbox"/> Approaching Target: * Candidate creates few instructional opportunities that engage students in the concepts of social studies. * Candidate creates instructional opportunities in which social studies concepts are integrated within or across content areas, and are connected to state standards, or grade level expectations. * Candidate provides instruction that addresses many areas of social studies using varied instructional methods such as small group projects, individual project-based learning, discussion, debate, etc.</p>	<p><input type="checkbox"/> Target: * Candidate creates many instructional opportunities that engage students in the concepts of social studies. * Candidate creates instructional opportunities in which social studies concepts are integrated within and across content areas, state standards, and grade level expectations. * Candidate activates students’ prior knowledge to help elaborate on or clarify social studies concepts. * Candidate creates varied instructional opportunities employing inquiry based learning and small group projects, individual project-based learning, discussion, debate, individual research.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:

<p>5. THE ARTS Candidate knows, understands, and uses—as appropriate to his/her own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.</p>			
<p>A. Candidate knows and understands various forms of the Arts and can integrate the Arts into elementary instruction as a form of communication, expression and inquiry.</p>			
<p><input type="checkbox"/> Does not meet: * Candidate does not articulate or demonstrate connections within the Arts, across multiple disciplines, and outside the Arts. * Candidate makes little or no attempt to create instructional opportunities to use the Arts for communication, expression and inquiry. * Candidate does not connect instruction to state standards and grade level expectations.</p>	<p><input type="checkbox"/> Approaching Target: * Candidate articulates connections within the Arts, across multiple disciplines, and outside the Arts. * Candidate articulates how the Arts can be used for communication, expression and inquiry * Candidate connects instructions to either state standards or grade level expectations but not both.</p>	<p><input type="checkbox"/> Target: * Candidate articulates and demonstrates connections within the Arts, across multiple disciplines, and outside the Arts with consideration for state standards and grade level expectations. * Candidate applies and integrates his/her understanding and knowledge of the Arts into instruction to enable students to use Arts for communication, expression and inquiry * Candidate connects instruction to both state standards and grade level expectations.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
<p>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.</p>			
<p>A. Candidate knows and understands the subject matter of health education within the context of the elementary school curriculum.</p>			
<p><input type="checkbox"/> Does not meet: * Candidate does not articulate or demonstrate knowledge of foundations of good health. * Candidate makes little or no attempt to create opportunities for learning health concepts or skills. * Candidate does not connect instruction to state standards or grade level expectations.</p>	<p><input type="checkbox"/> Approaching Target: * Candidate articulates health concepts including body systems, nutrition, and healthy lifestyles. * Candidate creates opportunities for learning health concepts or skills with association to the existing curriculum. * Candidate connects instruction to either state standards or grade level expectations but not both.</p>	<p><input type="checkbox"/> Target: * Candidate articulates and demonstrates knowledge of health concepts and common health problems, including root causes of such problems. * Candidate creates varied opportunities for learning health concepts and skills with comprehensive connection to the existing curriculum. * Candidate connects instruction to both state standards and grade level expectations.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:

<p>7. PHYSICAL EDUCATION Candidate knows, understands, and uses—as appropriate to his/her 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>			
<p>A. Candidate knows and understands the importance of fostering active, healthy lifestyles.</p>			
<p><input type="checkbox"/> Does not meet: * Candidate does not articulate or demonstrate knowledge of the foundations of physical development and healthy lifestyles appropriate for elementary school students. * Candidate makes little or no attempt to create opportunities for learning the concepts or skills related to physical activity or healthy, active lifestyles. * Candidate does not connect instruction to state standards or grade level expectations.</p>	<p><input type="checkbox"/> Approaching Target: * Candidate articulates healthy lifestyle concepts including movement, motor activity, and exercise. * Candidate creates opportunities for learning the concepts or skills related to physical activity or healthy, active lifestyles. * Candidate connects instruction to either state standards or grade level expectations but not both.</p>	<p><input type="checkbox"/> Target: * Candidate articulates and demonstrates knowledge of the fitness concepts as well as adaptive movement and the effects of sedentary lifestyles. * Candidate creates opportunities for learning the concepts or skills related to physical activity or healthy, active lifestyles with comprehensive connections to the existing curriculum. * Candidate connects instruction to both state standards and grade level expectations.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:
<p>8. INTEGRATING AND APPLYING KNOWLEDGE FOR INSTRUCTION Candidate plans and implements instruction based on knowledge of students, learning theory, <u>connection across the curriculum</u>, curricular goals, and community.</p>			
<p>A. Candidate knows and understands the connections among concepts, procedures, and applications from content areas.</p>			
<p><input type="checkbox"/> Does not meet: * Candidate does not connect concepts, procedures and applications <i>within</i> or <i>across</i> the content areas. * Candidate is unaware of or disregards new, relevant, and age-appropriate materials when considering the curriculum or the learners. Candidate is unable to evaluate materials for quality or connection to state standards. * Candidate does not connect instruction to state standards or grade level expectations.</p>	<p><input type="checkbox"/> Approaching Target: * Candidate connects concepts, procedures, and applications <i>within</i> or <i>across</i> the content areas but not both. * Candidate collects materials, evaluates using appropriate instruments, and selects new, relevant, and age-appropriate materials when considering the curriculum or the learners. * Candidate connects instruction to either state standards or grade level expectations but not both.</p>	<p><input type="checkbox"/> Target: * Candidate connects and applies concepts, procedures and applications <i>within</i> and <i>across</i> the content areas, with consideration for state standards and grade level expectations. * Candidate collects materials, evaluates using appropriate instruments, and selects new, relevant, and age-appropriate materials when considering the curriculum or the learners. * Candidate connects instruction to state standards and grade level expectations.</p>	<p>Check all sources of evidence consulted and used in arriving at these ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate’s self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate’s lesson plans <input type="checkbox"/> Candidate’s unit plans <input type="checkbox"/> Candidate’s written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:

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B. Candidate encourages K-6 students to apply their knowledge, skills, tools, and ideas to real world issues.			
<input type="checkbox"/> Does not meet: * Candidate does not create instructional opportunities for K-6 students that encourage the application of knowledge, skills, tools, and ideas across fields of knowledge. * Candidate does not design instruction to develop students' ability to realize how knowledge, skills, and ideas relate to their lives and to other real world situations.	<input type="checkbox"/> Approaching Target: * Candidate creates instructional opportunities for K-6 students that encourage the application of knowledge, skills, tools, and ideas across fields of knowledge. * Candidate casually interjects how knowledge, skills, and ideas relate to their lives and to other real world situations.	<input type="checkbox"/> Target: * Candidate creates instructional opportunities for students to demonstrate an ability to apply knowledge, skills, tools, and ideas across content areas; K-6 students apply the knowledge, skills, and ideas to their lives and to other real world situations. * Candidate designs instruction to develop students' ability to realize how knowledge, skills, and ideas relate to their lives and to other real world situations.	Check all sources of evidence consulted and used in arriving at these ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:

9. ADAPTATION TO DIVERSE STUDENTS

Candidate understands how elementary students differ in their development and approaches to learning, and creates instructional opportunities that are adapted to diverse students.

A. Candidate creates instructional opportunities on basis of his/her understanding of how elementary students differ in their learning development and approaches.			
<input type="checkbox"/> Does not meet: * Candidate does not articulate and demonstrate how development and learning are influenced by language, culture, family environment, talents, disabilities, prior learning and experiences. * Candidate is unaware of or disregards how to seek assistance and guidance from specialists and other resources to address diverse learning needs.	<input type="checkbox"/> Approaching Target: * Candidate articulates how development and learning are influenced by language, culture, family environment, talents, disabilities, prior learning and experiences. * Candidate is aware of how to seek assistance and guidance from specialists and other resources to address diverse learning needs.	<input type="checkbox"/> Target: * Candidate articulates how students' development and learning is influenced by language, culture, family environment, talents, disabilities, prior learning and/or experiences, and draws on that knowledge to inform instruction. * Candidate actively seeks assistance and guidance from specialists and other resources to address diverse learning needs and incorporates this information into effective instruction.	Check all sources of evidence consulted and used in arriving at these ratings: <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from cooperating teacher <input type="checkbox"/> Candidate's self-evaluation <input type="checkbox"/> Clinical Faculty observation <input type="checkbox"/> Candidate's lesson plans <input type="checkbox"/> Candidate's unit plans <input type="checkbox"/> Candidate's written reflections <input type="checkbox"/> Conference with candidate <input type="checkbox"/> Student work and assessment and documentation of student learning <input type="checkbox"/> Other: Please explain:

General Comments:

Student Teacher's Signature

Date

Clinical Faculty or Cooperating Teacher's Signature Date