BGSU Teacher Candidate Final Evaluation[1]

The *Teacher Candidate Performance Evaluation Rubric* is to be scored holistically. This internship final report is designed to provide the Teacher Candidate with a summative evaluation of their performance as a student teaching intern. Evaluators should identify which category best describes the candidate's performance and indicate the source of evidence used to support the rating. Comment boxes are included to further expand on topical areas as needed. Minor adaptations have been made to the OTES 2.0 rubric to reflect the impact of daily mentoring. The accomplished category remains but is not a category that can be selected during this evaluation. However, it is a helpful tool to determine future goals.

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**	**Ineffective - Not Yet**	**Developing (With Guidance)**	**Skilled (With Guidance or Independently)**	**Accomplished**
FOCUS FOR LEARNING (Standard 1; Students; Standard 2: Content; Standard 3: Assessment; Standard 4: Instruction) *Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments*	**Use of High-Quality Student Data**	The teacher candidate does not yet use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).	The teacher candidate uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.	With support, the teacher candidate correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).	The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring

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FOCUS FOR LEARNING (Standard 1; Students; Standard 2: Content; Standard 3: Assessment; Standard 4: Instruction) *Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments*	**Connections to prior and future learning**	The teacher candidate plans lessons that have yet to demonstrate connections to students prior learning or future learning.	The teacher candidate plans lessons that attempt to make connections with students prior to learning or future learning. These connections are not clear.	With support, the teacher candidate plans lessons that intentionally make clear and coherent connections with students prior learning and future learning and includes strategies that communicate the connections to students.	The teacher plans lessons that intentionally make clear and coherent connections with students prior to and future learning and includes strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences.
	Connections to Families and Other Professionals	The teacher candidate plans lessons that have yet to include input and contributions of families, colleagues, and other professionals.	The teacher candidate plans lessons that attempt to include input and contributions of families, colleagues, and other professionals.	With support, the teacher candidate plans lessons that use the input and contributions of families, colleagues, and other professionals.	The teacher plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
FOCUS FOR LEARNING (Standard 1; Students; Standard 2: Content; Standard 3: Assessment; Standard 4: Instruction) *Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, and common assessments*	**Connections to state standards and district priorities**	The teacher candidate's instructional plan does not reference Ohio's Learning Standards or is not consistent with BGSU guidelines.	The teacher candidate's instructional plan references Ohio's Learning Standards, but goals and activities do not consistently align with student needs, school and district priorities or the standards and/or are not consistent with BGSU guidelines.	With support, the teacher candidate's instructional plan incorporates activities, assessments, and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards and are consistent with BGSU guidelines.	The teacher's instructional plan incorporates activities, assessments, and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.

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KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication) *Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys*	**Planning instruction for the whole child**	The teacher candidate's instructional plan has yet to make connections to and the teacher candidate is not familiar with student experiences, culture, developmental characteristics, or backgrounds.	The teacher candidate's instructional plan makes minimal connections to student experiences, culture, developmental characteristics, or student backgrounds.	With support, the teacher candidate's instructional plan reflects connections to student experiences, culture, and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency, and interests.	The teacher's instructional plan reflects consistent connections to student experiences, culture, and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency, and interests. The instructional plan draws upon input from school professionals and outside resources.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**	**Ineffective - Not Yet**	**Developing (With Guidance)**	**Skilled (With Guidance or Independently)**	**Accomplished**
LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication) *Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review*	**Setting Instructional Outcomes**	The teacher candidate does not yet communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used.	The teacher candidate inconsistently communicates learning goals, expectations for mastery, and models of exemplary performance to students. There is limited use of differentiated learning goals.	With support, the teacher candidate is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery, and models of exemplary performance to students.	The teacher is consistent and effective in communicating differentiated learning goals (such as needs-based, interest-based, strength-based), expectations for mastery, and models of exemplary performance to students through multiple communication techniques.
	Demonstrating Knowledge of Content and Pedagogy	The teacher candidate does not yet demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific strategies. There is no student engagement.	The teacher candidate demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students demonstrate little engagement in the lesson.	With support, the teacher candidate consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students.	The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students.
	Using Question and Discussion Techniques	The teacher candidate does not yet demonstrate communication strategies and questioning techniques, check for understanding and encourage higher-level thinking.	The teacher candidate inconsistently uses communication strategies and questionings techniques, check for understanding, and encourage higher-level thinking.	With support, the teacher candidate's communication strategies and questioning techniques check for understanding and encourage higher-level thinking.	The teacher's communication strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions.

	Providing Student Feedback	The teacher candidate does not yet give students feedback	Feedback to students is general, occasional, or limited and may not always support student learning.	With support, the teacher candidate gives students substantive, specific, and timely feedback to support their learning.	The teacher gives students substantive, specific, and timely feedback to support individual student learning.
	Opportunities for Student Self-Assessment	The teacher candidate does not yet give students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.	The teacher candidate attempts to give students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges but does not facilitate effectively.	With support, the teacher candidate gives student opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.	The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.

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LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication) *Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review*	**Monitoring student understanding**	The teacher candidate has yet to monitor and address student confusion and misconceptions	The teacher candidate inconsistently monitors or incorrectly addresses student confusion and misconceptions.	With support, the teacher candidate consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as they see challenges.	The teacher consistently monitors addresses, articulates, and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as they see challenges.
	Student-centered learning	Learning is entirely teacher candidate directed. Students are not participating in learning activities.	Learning is primarily teacher-candidate directed. Students participate in whole-class learning activities.	With support, learning is a balance between teacher candidate-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. With support, the teacher candidate effectively combines collaborative and	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate.

				whole-class learning opportunities to maximize student learning	
	Encouraging Student Persistence	The teacher candidate does not yet encourage students to persist in the learning tasks	The teacher candidate inconsistently encourages students to persist in the learning tasks.	With support, the teacher candidate encourages students to persist in the learning tasks.	The teacher encourages students to persist in the learning tasks.
	Encouraging Student Goal Setting	The teacher candidate has yet to provide opportunities for student goal setting and deciding how learning will be demonstrated.	The teacher candidate provides a few opportunities for student goal setting and deciding how learning will be demonstrated.	With support, the teacher candidate gives opportunities for student goal setting and deciding how to demonstrate their learning.	Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning.
	Differentiation	The teacher candidate has yet to use evidence of differentiated instructional strategies or resources.	The teacher candidate uses limited differentiated instructional strategies or resources.	With support, the teacher candidate uses differentiated instructional strategies and resources for all students.	Instructional strategies, pacing, and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.

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CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) *Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk- throughs/informal observations, peer review, student surveys*	**Classroom routines, and procedures**	The teacher candidate has not yet utilized the CMT's established routines and procedures.	The teacher candidate uses established routines and procedures but uses them inconsistently.	The teacher candidate consistently uses established routines, procedures, and transitions that effectively maximize instructional time.	The teacher and students have collaboratively established consistent use of routines, procedures, and transitions that are effective in maximizing instructional time.
	Managing Classroom Behaviors	The teacher candidate's effective transitions are not yet evident, resulting in a significant loss of instructional time and frequent off-task behavior.	The teacher candidate's transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher candidate makes decisions about the classroom operations.	With support, the teacher candidate develops a classroom where on-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.
	Building Rapport with Students	There has yet to be evidence of rapport or expectations for respectful, supportive, and caring interactions with and among students and the teacher candidate.	There is some evidence of rapport and expectations for respectful, supportive, and caring interactions with and among students and the teacher candidate.	With support, there is consistent evidence of rapport and expectations for respectful, supportive, and caring interactions with and among students and the teacher candidate.	The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive, and caring interactions with and among students and the teacher.
	Cultural Competency	The teacher candidate has yet to show a demonstration of regard for student perspectives, experiences, and culture.	The teacher candidate shows an inconsistent demonstration of regard for student perspectives, experiences, and culture.	With support, the teacher candidate shows a demonstration of regard for student perspectives, experiences, and culture.	The teacher demonstrates regard for student perspectives, experiences, and culture.

	Student Well-Being	The teacher candidate does not yet address needs related to students' sense of well-being.	The teacher candidate is aware of needs related to students' sense of well-being but does not yet address them effectively.	With support, the teacher candidate anticipates and effectively addresses needs related to students' sense of well-being.	The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.
	Classroom Climate	The teacher candidate does not yet demonstrate expectations and behaviors that create a positive climate of openness, respect, and care	The teacher candidate inconsistently or occasionally models expectations and behaviors that create a positive climate of openness, respect, and care	With support, the teacher candidate models expectations and behaviors that create a positive climate of openness, respect, and care.	The teacher models expectations and behaviors that create a positive climate of openness, respect, and care.

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ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) *Possible Sources of Evidence: pre-conference, formal observation, classroom walk- throughs/informal observations, assessments, student portfolios, post-conference*	**Using a Variety of Assessments**	The teacher candidate does not yet use varied assessments.	The teacher candidate makes limited use of varied assessments.	With support, the teacher candidate selects, develops, and uses multiple assessments, including routine use of various diagnostic, formative, and/or summative assessments.	The teacher intentionally and strategically selects, develops, and uses multiple assessments, including routine use of various diagnostic, formative, and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs.
	Analyzing and Using Data	The teacher candidate has yet to analyze data and makes little or no attempt to modify instruction to meet student needs.	The teacher candidate is beginning to analyze data and makes some attempt to modify instruction to meet student needs.	With support, the teacher candidate analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction, and differentiate to meet the needs of groups of students.	The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction, and differentiate to meet individual student needs.
	Sharing Data	The teacher candidate does not yet share evidence of student learning with students.	The teacher candidate shares evidence of student learning with students.	With support, the teacher candidate shares evidence of student learning with parents and students to plan instruction to meet student needs.	The teacher shares evidence of student learning with colleagues, parents, and students to collaboratively plan instruction to meet individual student needs.

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ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) *Possible Sources of Evidence: pre-conference, formal observation, classroom walk- throughs/informal observations, assessments, student portfolios, post-conference*	**Evidence of student learning**	The teacher candidate's assessment data has yet to demonstrate evidence of growth and/or achievement over time for most students.	The teacher candidate uses one source of student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	With support, the teacher candidate uses at least two sources of student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above-expected growth and/or achievement for most students.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**	**Ineffective - Not Yet**	**Developing (With Guidance)**	**Skilled (With Guidance or Independently)**	**Accomplished**
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) *Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-*	**Communication and collaboration with families**	The teacher candidate does not yet communicate with students and families.	The teacher candidate inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being, and development.	With support, the teacher candidate uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being, and development (dependent on setting).	The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation, and partnerships that contribute to each student's learning, well-being, and development.

conference, post-conference, artifacts, self-assessment, peer review	**Communication and collaboration with colleagues**	The teacher candidate does not yet communicate and/or collaborate with colleagues.	The teacher candidate inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	With support, the teacher candidate effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.	The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.
	District policies and professional responsibilities	The teacher candidate has yet to demonstrate an understanding and/or regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher candidate demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	With support, the teacher candidate demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district, or state level.

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PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) *Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review*	**Professional learning**	The teacher candidate sets short-term and long- term professional goals but has yet to monitor progress or take action to meet the goals.	The teacher candidate sets and monitors short-term and long-term professional goals but has yet to take appropriate action to meet the goals.	With support, the teacher candidate sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher candidate takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, monitors, and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.
	Professional Preparation	The teacher candidate has yet to prepare and submit material for lessons plans on time.	The teacher candidate is inconsistent with preparing and submitting materials and lesson plans on time and often are not appropriate.	With support, the teacher candidate prepares and submits materials and lesson plans on time and of high-quality.	None written
	Professional Attendance	The teacher candidate has yet to attend most teachable days	The teacher candidate is inconsistent with attendance and may arrive late.	With support, the teacher candidate consistently arrives on time and is present for teachable days	None written