

Quarterly and End-of-Semester Assessment Form for Preservice Teaching Performance Standards

Name _____ Date _____ Time _____

Grade Level and/or Subject _____

Mentor Teacher _____

UI Supervisor _____

Intern Signature _____

Performance Scale: Rated during Pre-service Internship: October December March May

1: Expectations Not Met (Personal Growth Plan required)

3: Expectations Emerging

5: Expectations Met

Knowledge Standards:

- _____ 1. **Subject Matter.** Sets curriculum goals/objectives; knowledge/use of resources; demonstrates adequate knowledge of discipline; presents accurate information.
- _____ 2. **Child Development/Learning.** Designs instruction to meet various needs; encourages students; reflects and evaluates learning.
- _____ 3. **Adapting Instruction for Individual Needs.** Adapts and modifies instruction; uses appropriate resources; individual differences are respected; persists in helping all students achieve success.

Anecdotal Notes/Observations/Comment

Teaching/Learning/Assessment Standards:

- _____ 4. **Multiple Instructional Strategies.** Uses multiple teaching and learning strategies (direct instruction, cooperative learning, whole group, independent, using manipulatives, questioning, discussion); monitors and adjust; follows a well-structured lesson plan.
- _____ 5. **Classroom Motivation and Management Skills.** Establishes a positive, safe classroom; engagement of students; clear procedures and routines; effective intervention strategies; adjusts lesson to aid management; intervenes early; applies principles of motivation and behavior (intrinsic/extrinsic).

_____ 6. **Communication Skills.** Provides appropriate feedback; thoughtful and responsive listener; writes effectively; reacts with sensitivity; provides clear directions; maintains eye and voice contact; accepts, reinforces, and encourages students; communicates student progress to parents.

_____ 7. **Instructional Planning Skills.** Plans are organized, coherent, thorough, logically sequenced, grammatically correct and grade-appropriate; objectives are measurable and directed to students' needs; shows evidence of planning in advance; indicates a use of data about student achievement in making lesson decisions; plans include evaluation and assessment components.

_____ 8. **Assessment of Student Learning.** Understands purposes of formative and summative assessments and evaluations to drive instruction; uses multiple strategies to assess individual student progress; uses pretest, post-test and remediation model; records results of student assignments and incorporates information when planning.

Anecdotal Notes/Observations/Comment

Professionalism Standards:

_____ 9. **Professional Commitment and Responsibility.** Uses self-reflection to improve one's own instruction; participates in meaningful professional development; presents self in a professional manner; shows enthusiasm for teaching; remains calm in a stressful situation; assumes responsibility for student achievement.

_____ 10. **Partnerships.** Cooperates and communicates with colleagues, parents, and community in a positive manner; maintains professional relationships with mentor, administration, and staff.

Anecdotal Notes/Observations/Comment

Professional Expectations & Dispositions for Pre-service Teachers

Student Name _____ Term /Yr _____

Course _____ Instructor(s) _____

Mentor Teacher _____

Category	5	3	1	R	Comments <i>(Please use the comments section below to explain what is needed for the expectation/disposition to be met.)</i>
	Expectation met	Expectation Emerging	Expectation not met	Previously flagged & remediated	
Professional Expectations					
1. Attends regularly					A. PT is often tardy, late or absent with no warning or explanation
2. Meets timeline commitments					PT does not honor time commitments: A. assignments, B. meetings C. working with students
3. Dress/Appearance is appropriate and professional					A. PT does not dress appropriately for the context. B. PT does not maintain personal hygiene. C. PT acts unprofessionally.
4. Maintains appropriate relationships with peers					PT interacts inappropriately with peers (verbally, non-verbally, physically) A. PT ignores, shows bias to peers B. PT interrupts, does not listen. C. PT responds inappropriately
Dispositions					
5. Scholar-practitioner - demonstrates adequate content knowledge that is current (Stnds 1,9)					A. PT makes little effort for deep understanding of subject matter and pedagogy or staying current through inquiry & reflection.
6. Engaged, full participation & takes initiative (Stnds 5,9)					A. PT does not participate, is not enthusiastic or willing to participate. B. PT seldom contributes as a team/class member. C. PT rarely contributes to the knowledge base. C. Does not take initiative.
7. Maintains confidentiality (Std 8)					A. PT does not use tact and discretion regarding student information. PT is not clear about confidentiality rules in relation to students. PT causes a serious problem for individuals because of inappropriate sharing of information.

					B. PT exhibits unethical behaviors.
8. Maintains appropriate relationships with students (Std 5)					PT interacts inappropriately with students (verbally, non-verbally & physically). A. PT ignores, shows bias, favoritism to students. B. PT does not maintain appropriate distance, acts more like a peer.
9. Committed to & facilitates students' learning in a safe climate (Stnds 1,2,3,5,7,8,9,10,11)					A. PT does not set expectations B. Does not motivate students C. Does not develop critical thinking D. Fails to plan E. Fails to ensure learning F. Does not perform student assessments G. Ignores students' self-confidence needs.
10. Maintains appropriate relationships with teachers, admins, parents, community members (Stnds 7,9,10)					PT does not maintain positive relations: A. negative interactions B. Is inflexible C. Does not share or collaborate. D. Is intolerant of viewpoint or style.
11. Respects & advocates for diversity (Stnds 2, 3, 6, 7)					A. PT does not respect others of different personality or race, religion, culture, gender, disability or sexual orientation some of the time. B. PT creates a negative environment where others are not treated with respect or other's ideas valued equally.
12. Responds appropriately to feedback and is flexible (Stnds 4,7,9)					A. PT resists and does not use feedback. B. PT does not reflect or modify as a result of feedback.
13. Written work communicates clearly & accurately, and is in standard English. (Std 6)					A. PT does not respect others of different personality or race, religion, culture, gender, disability or sexual orientation some of the time. B. PT creates a negative environment where others are not treated with respect or other's ideas valued equally.
14. Verbal & non-verbal communication is clear, accurate, appropriate to the situation, & conventions used are standard for speaking situations (Std 6)					A. PT resists and does not use feedback. B. PT does not reflect or modify as a result of feedback.

(Signatures imply that information has been discussed)

 UI Faculty's Signature Date

 Mentor Teacher's Signature Date

 Beginning Teacher's Signature Date