Directions: We designed this assessment form for use by Faculty Supervisors, master teachers, university instructors/advisors, and candidates. Use the 12 Teaching Performance Expectations spaces for brief, specific descriptions of the candidate’s performance. Rate each teaching performance expectation observed or reviewed. **Ratings:** 4 exceeds expectations; 3 meets expectations; 2 expectations partially met; 1 no evidence. Please, give the original to the candidate for inclusion in their portfolio and make a copy for your records. The candidate will make copies for the: (1) Placement Office, (2) University Field Supervisor, and (3) Faculty. **SEE FOLLOWING PAGE FOR DESCRIPTORS**

<table>
<thead>
<tr>
<th>Date: _______</th>
<th>Candidate: ________________________</th>
<th>1. Subject-Specific Pedagogical Skills</th>
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<td>Circle applicable</td>
<td>640 3-Day Solo Other 640</td>
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<td>660 First Evaluation</td>
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<td>Circle one: Master Teacher /Faculty Supervisor/Other</td>
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<td>1. Subject-Specific Pedagogical Skills</td>
<td>2. Monitoring Student Learning</td>
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<tr>
<td>- Identifies academic content or skills standard(s) appropriate to course &amp; grade level;</td>
<td>- Asks questions to check understanding;</td>
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<td>- Writes learning outcome(s) for students consistent with identified standards.</td>
<td>- Reviews student work in progress;</td>
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<td>- Presents accurate content that reflects basic principles &amp; values of the discipline;</td>
<td>- Checks for common misunderstandings;</td>
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<td>- Uses instructional strategies &amp; materials appropriate to the content &amp; learning outcome(s);</td>
<td>- Pacing reflects students' needs.</td>
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<td>- Uses a diversity of strategies &amp; provides multiple examples, consistent with the standard(s), content, &amp; outcomes.</td>
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3. Interpretation & Use of Assessments
- Uses a variety of assessments;
- Uses assessment results in planning;
- Adapts assessments to student needs;
- Provides feedback to students;
- Maintains accurate assessment records;

4. Making Content Accessible
- Uses logical, coherent sequences;
- Presents content in multiple ways.
- Provides time for practice, application;
- Teaches reading strategies;
- Motivates & encourages students.
- Adjusts lessons as needed;

5. Student Engagement
- Communicates objectives clearly;
- Ensures active & equitable participation;
- Re-engages off-task students;
- Encourages student dialogue;
- Makes instruction relevant;
- Asks challenging questions;

6. Developmentally Appropriate Practices
- Promotes higher-order thinking;
- Promotes goals, requirements, and criteria;
- Connects curriculum to community;
- Promotes student responsibility;
- Supports individuality;

7. Teaching English Learners
- Applies ELD principles to instruction;
- Promotes opportunities for reading, writing, listening, & speaking English;
- Plans differentiated instruction for ELL;
- Contextualizes key concepts;
- Allows for first language support;

8. Learning About Students
- Assesses prior knowledge & skills;
- Knows students as individuals;
- Interacts with parents;
- Identifies students with special needs;
- Understands how students' identities influence schooling experiences.

9. Instructional Planning
- Writes clear short- & long-term plans.
- Makes connections across lessons;
- Plans clear explanations of content.
- Makes abstract concepts concrete;
- Connects content to backgrounds.
- Accommodates varied student needs.

10. Instructional Time
- Allocates time to meet all standards;
- Estimates times for instructional tasks;
- Establishes procedures for routines;
- Manages transitions efficiently;
- Adjusts planned time when necessary.

11. Social Environment
- Sets clear expectations for students.
- Promotes student effort & engagement;
- Implements a discipline plan;
- Treats students fairly & with respect;
- Promotes group & independent work;

12. Prof, Legal, Ethical Obligations
- Takes responsibility for outcomes;
- Recognizes own values & biases;
- Maintains a non-hostile environment;
- Follows policies for responding to inappropriate behavior;
- Behaves legally, ethically, & professionally

13. Professional Growth
- Solicits & incorporates feedback.
- Reflects on own teaching practices;
- Modifies teaching based on reflection.
- Prioritizes goals for professional growth;