Directions: The statements on this form are characteristics and qualities that the Teacher Candidate is expected to demonstrate and which indicate the extent of his/her development at this point in the preparation sequence. As you carefully consider each item, please place an X in the box next to the level of performance that you think the Teacher Candidate demonstrated. Please select only one option for each section. Please complete the following evaluation form at the conclusion of the field experience. The form should be signed by the teacher candidate and by the mentor teacher and returned by the final Thursday to your MU supervisor’s office. Any outstanding forms need to be returned, by the Teacher Candidate, to the Elementary Education Office (Stayer 201) by the final Friday at 4:30pm.

To be completed by Teacher Candidate:
Teacher Candidate’s Name: ___________________________ M Number ___________________________
Major: ___________________________ Semester/Date _______________ Candidate’s Phone Number: ___________________________
School District: ___________________________ School Name: ___________________________ Grade Level: _______
Mentor Teacher Name: ___________________________ MU Supervising Professor: ___________________________

To be completed by Mentor Teacher:

Taught a lesson in the following: (This is where it is applicable. If the subject is not taught in the class, it is not required.)

☐ Literacy ☐ Math ☐ Science ☐ Social Studies

Did the candidate experience an inclusive classroom? ☐ Yes ☐ No
Did the candidate work with students with disabilities? ☐ Yes ☐ No
Did the candidate work with students from diverse racial/ethnic/cultural groups? ☐ Yes ☐ No
<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations - Competence Achieved</th>
<th>Developing Competence or Achieved with Supervision</th>
<th>Does Not Yet Meet Expectations for Competence</th>
<th>Not able to observe or not applicable in this placement</th>
</tr>
</thead>
<tbody>
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<td>4</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

**Planning and Preparation**

- □ Lesson plans and supporting materials are clearly prepared, in a timely manner, to ensure meaningful learning – well beyond what would be expected of a novice teacher.
- □ Lesson plans and supporting materials are clearly prepared, in a timely manner, to ensure meaningful learning
- □ Preparation needs to be more thorough or more timely.
- □ Needs to show evidence of preparation for the daily aspects of the curriculum and for instruction.
- □ Insufficient basis for judgment.

**Classroom Environment**

- □ Consistently maintains professional relationships with students by demonstrating behaviors such as maintenance of professional boundaries, and acceptance of individual differences- well beyond what would be expected of a novice teacher.
- □ Consistently maintains professional relationships with students by demonstrating behaviors such as maintenance of professional boundaries, and acceptance of individual differences.
- □ Frequently maintains professional relationships with students by demonstrating behaviors such as maintenance of professional boundaries, and acceptance of individual differences.
- □ Needs to show evidence of professional relationships with students by demonstrating behaviors such as maintenance of professional boundaries, and acceptance of individual differences.
- □ Insufficient basis for judgment.

- □ Expectations for conduct are clear and students contribute to the seamless operation of the classroom routines and procedures. Teacher candidate’s monitoring of student behavior is subtle and preventive and the candidate’s response to student misbehavior is sensitive.
- □ Evidence that standards of conduct are clear to students and little instructional time is lost due to classroom routines and procedures. Candidate’s response to student misbehavior is consistent, appropriate and respectful.
- □ Evidence that the teacher candidate has made an effort to establish standards of conduct, but some instructional time is lost due to only partially effective classroom routines and procedures. Candidate tries to monitor student behavior with uneven results.
- □ No evidence that standards of conduct have been established and much instructional time is lost due to inefficient classroom routines and procedures. Response to student misbehavior is inconsistent, repressive or disrespectful.
- □ Insufficient basis for judgment.

- □ Candidate relates positively with students and demonstrates an appropriate level of initiative, enjoyment, and energy in interactions and in the teaching role - well beyond what would be expected of a novice teacher.
- □ Candidate relates positively with students and demonstrates an appropriate level of initiative, enjoyment, and energy in interactions and in the teaching role.
- □ Candidate, at times, relates positively with students and inconsistently demonstrates initiative, enjoyment, and energy in interactions and in the teaching role.
- □ Candidate does not exhibit enthusiasm in interactions with students and in the teaching role.
- □ Insufficient basis for judgment.
<table>
<thead>
<tr>
<th>Instruction</th>
<th>Teacher candidate’s plan for student assessment is fully aligned with the standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students.</th>
<th>Teacher candidate’s plan for student assessment is aligned with the standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students.</th>
<th>Teacher candidate’s plan for student assessment is partially aligned with the standards and instructional outcomes, contains no clear criteria, and is inappropriate for at least some students.</th>
<th>Teacher candidate’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students.</th>
<th>Insufficient basis for judgment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effectively selects, administers, and interprets varied assessments to determine specific strengths and needs of diverse learners.</strong></td>
<td><strong>Adequately selects, administers, and interprets varied assessments to determine specific strengths and needs of diverse learners.</strong></td>
<td>Selects, administers, and interprets assessments with some support from other professionals to determine specific strengths and needs of diverse learners.</td>
<td>Selects inappropriate assessments, administers assessments incorrectly, or is unable to determine specific strengths and needs of diverse learners.</td>
<td>Insufficient basis for judgment.</td>
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<tr>
<td><strong>Students are highly engaged throughout the lesson in significant learning and make relevant and substantive contributions to the activities. The lesson is adapted to the needs of individuals, and the structure and pacing are appropriate.</strong></td>
<td><strong>Activities and assignments, materials and groupings of students are appropriate and effective for instructional outcomes, and students’ cultures and levels of understanding. Students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pacing.</strong></td>
<td>Activities and assignments, materials and groupings of students are partially appropriate and effective for instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate engagement. Lessons have a recognizable structure, but are not fully developed.</td>
<td>Activities and assignments, materials and groupings of students are inappropriate and ineffective for instructional outcomes, or students’ cultures or levels of understanding, resulting in little engagement. Lessons have little structure or are poorly paced.</td>
<td>Insufficient basis for judgment.</td>
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<tr>
<td><strong>Questions posed by the Teacher Candidate reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and candidate ensures that all voices are heard.</strong></td>
<td><strong>Most of the teacher candidate’s questions elicit a thoughtful response, and the candidate allows sufficient time for students to answer. The students are engaged and participate in the discussion.</strong></td>
<td>Some of the teacher candidate’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Candidate’s attempts to engage all students in the discussion are only partially successful.</td>
<td>Teacher candidate’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</td>
<td>Insufficient basis for judgment.</td>
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<tr>
<td><strong>Consistently selects a variety of instructional materials and approaches to provide differentiated instruction that develops awareness, understanding, respect, and a valuing of diversity in society and students’ backgrounds.</strong></td>
<td><strong>Frequently selects a variety of instructional materials and approaches to provide differentiated instruction that develops awareness, understanding, respect, and a valuing of diversity in society and students’ backgrounds.</strong></td>
<td>With some support from other professionals, teacher candidate selects instructional materials and approaches to provide differentiated instruction that develops awareness, understanding, respect, and a valuing of diversity in society and students’ backgrounds</td>
<td>Instructional materials and approaches do not provide for differentiated instruction or address features of diversity.</td>
<td>Insufficient basis for judgment.</td>
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<tr>
<td>Teacher candidate demonstrates mastery of content knowledge and seeks out resources in and beyond the school or district to enhance own knowledge, and uses these in teaching to meet individual student needs.</td>
<td>Teacher candidate demonstrates strong content knowledge and is aware of and uses additional resources.</td>
<td>Teacher candidate demonstrates some content knowledge and shows evidence of some familiarity with additional resources.</td>
<td>Teacher candidate demonstrates limited content knowledge and little or no familiarity with resources to enhance own content knowledge, to use in teaching, or to use with students. Candidate does not seek such knowledge.</td>
<td>Insufficient basis for judgment.</td>
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<td>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and academic standards. They represent different types of content, and take into account the needs of individual students and different styles of learning.</td>
<td>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class and can be assessed.</td>
<td>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of unrelated activities and goals, some of which may be assessed.</td>
<td>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, do not relate to standards, or are stated only as activities. They do not permit viable methods of assessment.</td>
<td>Insufficient basis for judgment.</td>
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<tr>
<td>Professional Responsibilities</td>
<td>Professional Responsibilities</td>
<td>Professional Responsibilities</td>
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<td>Professional Responsibilities</td>
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<tr>
<td>Teacher candidate usually dresses appropriately for the professional role; candidate's words and behaviors generally reflect respect for the professional setting.</td>
<td>Teacher candidate usually dresses appropriately for the professional role; candidate's words and behaviors generally reflect respect for the professional setting. S/he accepts feedback and seeks continuous improvement in this area.</td>
<td>Teacher candidate does not dress appropriately for the professional role; candidate does not demonstrate appropriate professional behavior.</td>
<td>Teacher candidate does not dress appropriately for the professional role; candidate does not demonstrate appropriate professional behavior.</td>
<td>Insufficient basis for judgment.</td>
<td></td>
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<tr>
<td>Consistently demonstrates a professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality- well beyond what would be expected of a novice teacher.</td>
<td>Consistently demonstrates a professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality.</td>
<td>Frequently demonstrates a professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality.</td>
<td>Needs to show evidence of professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality.</td>
<td>Insufficient basis for judgment.</td>
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<tr>
<td>Consistently asks for and receives feedback appropriately, and acts upon suggestions made - well beyond what would be expected of a novice teacher.</td>
<td>Consistently asks for and receives feedback appropriately, and acts upon suggestions made.</td>
<td>Frequently asks for and receives feedback appropriately, and acts upon suggestions made.</td>
<td>Needs to demonstrate openness to and acceptance of feedback and/or needs to show effort in acting on constructive feedback.</td>
<td>Insufficient basis for judgment.</td>
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</table>
List this student’s areas of strength.

______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________

List this student’s areas for growth.

______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________

Do you think this student is ready to student teach? Please explain in space provided below. IF NO, please provide phone number or e-mail so that we may contact you. Yes ____ I have reservations ____ No ____

Explanation (Needed for “no” or “I have reservations”)

______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________

Signature of Mentor Teacher & Date ____________________________ Signature of Teacher Candidate & Date ____________________________

The student is ready for student teaching. The student is NOT ready for student teaching.

Signature of MU Supervising Professor’s Signature & Date ____________________________

This information will be shared with appropriate university staff working with you in your teacher preparation program.