## Teacher Candidate Formative Feedback Form—Content Practicum

A formative evaluation of the teacher candidate's performance during the content practicum. The evaluation is based on the Utah Effective Teaching Standards and the Utah Teaching Observation Tool (version 4.0).

Directions to the mentor teacher: Please rate the teacher candidate using the rubric that follows. Note that some items have already been designated as OBSERVATION items and some as CONSULTATION items. Because you are providing formative feedback, scores can be determined in consultation with the teacher candidate. If you are using this form in a printed format, please circle the chosen score. If you are using this form electronically, please highlight the chosen score. *A score of 3 should be used rarely* and be reserved for exceptional performance not typically observed in a content practicum student.

**Teacher Candidate** _____

**Grade & Subject** _____

**Mentor Teacher** _____

| The Learner and Learning | | | |
|---|---|---|---|
| **Learner Development 1.1**: Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs. OBSERVATION | | | |
| • Provides developmentally inappropriate instruction.<br>• Lacks awareness of developmental needs. | • Creates lessons according to grade level Utah Core Standards. | *…and*<br>• Adds to or modifies lessons to provide varied learning experiences. | *…and*<br>• Implements learning experiences based on specific learners' developmental levels. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |
| **Learning Differences 2.1**: Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all. OBSERVATION | | | |
| • Not aware of learner differences.<br>• Not accepting of differences.<br>• Does not hold high expectations for learners. | • Demonstrates awareness of learner diversity.<br>• Respects individual differences. | *…and*<br>• Applies general strategies for diverse learners. | *…and*<br>• Applies understanding of specific strategies for learner diversity to encourage all learners to reach their full potential. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |
| **Learning Environments 3.1**: Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. OBSERVATION | | | |
| • Does not have a schedule planned.<br>• Has unorganized and lengthy transitions.<br>• Loses instructional time. | • Plans a schedule, routines, and behavioral expectations. | *…and*<br>• Communicates schedule, routines, and behavioral expectations to students. | *…and*<br>• Implements the daily schedule.<br>• Holds students accountable to follow routines and behavioral expectations. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |

**Learning Environments 3.2**: Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. OBSERVATION

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| • Demonstrates negative demeanor.<br>• Reprimands frequently.<br>• Leaves students unattended. | • Communicates with students using developmentally appropriate language. | *…and*<br>• Communicates explicitly the expectations for classroom interactions.<br>• Provides opportunities for teacher-student interactions.<br>• Provides opportunities for student interactions. | *…and*<br>• Maintains positive interactions with and among students. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |

**Learning Environments 3.3**: Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively. OBSERVATION

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| • Uses time, space, and attention ineffectively.<br>• Does not have management plan. | • Plans classroom management strategies.<br>• Plans instruction for the allotted time. | *…and*<br>• Paces instruction appropriate for student learning.<br>• Addresses inappropriate student behavior. | *…and*<br>• Implements classroom management strategies.<br>• Encourages learners to be engaged with the content.<br>• Manages time, space, and attention to increase participation. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |

| Instructional Practice |
|---|

**Content Knowledge 4.1**: Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language. OBSERVATION

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| • Provides inaccurate lesson content. | • Demonstrates content knowledge. | *…and*<br>• Uses more than one way to explain concept.<br>• Uses accurate academic language. | *…and*<br>• Models critical and/or creative thinking in the content area.<br>• Supports learner use of content-specific academic language. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |

**Assessment 5.1**: Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction. OBSERVATION

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| • Does not collect or use data. | • Collects data. | *…and*<br>• Analyzes data to document student learning.<br>• Uses formative assessment during instruction. | *…and*<br>• Uses data to evaluate the outcomes of teaching.<br>• Monitors learning and adjusts instruction during the lesson. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |

**Assessment 5.3**: Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills. CONSULTATION

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| • Does not assess student learning.<br>• Assessment is inappropriate. | • Plans assessment within lessons plans.<br>• Lesson plans include an assessment. | *…and*<br>• Designs, selects, or adapts assessments that align with learning objectives. | *…and*<br>• Uses a variety of assessment formats to evaluate student learning. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |

**Instructional Planning 6.1**: Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning. CONSULTATION

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| • Unfamiliar with Utah Core Standards.<br>• Instructional materials do not align with standards.<br>• No evidence of learning objectives.<br>• No evidence of planning. | • Includes Utah Core Standards in lesson plans. | *…and*<br>• Includes appropriate learning objectives based on Utah Core Standards. | *…and*<br>• Aligns daily instruction with Utah Core Standards.<br>• Selects instructional materials that support standards. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |

**Instructional Strategies 7.1**: Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners. OBSERVATION

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| • Inappropriate strategies.<br>• No variety of strategies.<br>• Insensitivity to individual differences.<br>• No adjustments to instruction. | • Uses instructional strategies focused on lesson objectives. | *…and*<br>• Incorporates various instructional strategies. | *…and*<br>• Identifies each learner's diverse learning strengths and needs.<br>• Attempts to adjust instruction based on the developmental, cultural, or linguistic needs of the students in individual or small group settings. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |

**Instructional Strategies 7.2**: Provides multiple opportunities for students to develop higher-order and metacognitive skills. OBSERVATION

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|---|---|---|---|
| • Is not familiar with higher-order and metacognitive skills. | • Uses instructional strategies focused on lower-order thinking skills (e.g., uses memorization, recall, and rote knowledge for most assessments /tasks) | *…and*<br>• Uses instructional strategies in which higher-order thinking skills are modeled. | *…and*<br>• Uses instructional strategies that engage learners in higher-order thinking. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |

**Instructional Strategies 7.4**: Uses a variety of available and appropriate technology and resources to support learning. OBSERVATION

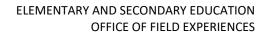| | | | |
|---|---|---|---|
| • Does not use available technology. | • Uses teacher-centered technologies. | *…and*<br>• Uses technology to engage students. | *…and*<br>• Uses student-centered technologies in ways that promote learning. |
| *Not Effective — 0* | *Beginning — 1* | *Developing — 2* | *Preservice Proficient — 3* |

| Professional Responsibility | | | |
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| **Reflection and Continuous Growth 8.1**: Adapts and improves practice based on reflection and new learning. CONSULTATION | | | |
| • Does not reflect on instruction.<br>• Does not accept feedback.<br><br>*Not Effective — 0* | • Attends to feedback from mentor teacher and supervisor.<br><br>*Beginning — 1* | *…and*<br>• Develops a plan to improve practice in response to feedback.<br>• Self-reflects on lesson effectiveness.<br><br>*Developing — 2* | *…and*<br>• Applies feedback from mentor teachers, supervisors, and self-reflection to improve teaching and learning in the classroom.<br><br>*Preservice Proficient — 3* |
| **Leadership and Collaboration 9.2**: Advocates for the learners, the school, the community, and the profession. CONSULTATION | | | |
| • Lacks respect for learners and families.<br>• Communicates negatively about learners, families, or the profession.<br>• Interacts inappropriately with learners, families, or colleagues/classmates.<br><br>*Not Effective — 0* | • Respects learners, families, and the profession.<br>• Communicates positively about learners, families, and the profession.<br>• Interacts appropriately with learners, classmates, colleagues, and families.<br><br>*Beginning — 1* | *…and*<br>• Positively represents the profession, school, and university.<br><br>*Developing — 2* | *…and*<br>• Contributes to learner success by responding to learner and/or family/ community concerns.<br><br>*Preservice Proficient — 3* |

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AND LEADERSHIP

| **Professional and Ethical Behavior 10.1**: Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives. CONSULTATION ||
|---|---|
| *Please select the appropriate box* ||
| • Does not understand nor adheres to university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and does not hold others accountable to do the same.<br>• Failure to report an arrest constitutes failure to meet this expectation and may result in failure of practicum and/or program dismissal. ☐ | • Understands, adheres to, and upholds university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and holds others accountable to do the same. ☐ |

| **Professional and Ethical Behavior 10.2**: Is responsible for compliance with all requirements of State Board of Education Rule R277-217 at all levels of teacher development. CONSULTATION ||
|---|---|
| *Please select the appropriate box* ||
| • Does not avoid actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.<br>• Does not know or understand professional requirements.<br>• Does not complete all requirements for clinical experiences.<br>• Does not maintain instructional and non-instructional records.<br>• Does not maintain integrity and confidentiality in matters concerning student records and collegial consultation.<br>• Develops inappropriate student-teacher relationships as defined in rules, law, and policy.<br>• Does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA). ☐ | • Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.<br>• Takes responsibility to understand and complete all requirements for clinical experience.<br>• Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.<br>• Maintains accurate instructional and non-instructional records.<br>• Maintains integrity and confidentiality in matters concerning student records and collegial consultation.<br>• Develops appropriate student-teacher relationships as defined in rules, law, and policy.<br>• Maintains professional demeanor and appearance as defined by university and the local education agency (LEA). ☐ |

# BE SURE TO COMPLETE AND SIGN THE LAST PAGE OF THIS FORM.

Revised June 2021

*The teacher candidate missed _____ days of practicum. _____ days were made up.*

Strengths:

Areas for improvement:

Summary of performance:

_____          _____

Teacher Candidate                           Date          Mentor Teacher                           Date

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| --- |
| I have reviewed this evaluation and communicated any concerns to Scott Hunsaker, Director of Undergraduate Studies.<br><br>_____<br><br>University Supervisor                           Date |