

***Forms for:***

*Evaluation of APS 2: Short-Range Planning of Instruction, Unit Plan Assignment Evaluation (Domain 1****)***

*Evaluation of APS 3: Planning Assessments and Using Data, Unit Plan Assignment Evaluation (Domain 1)*

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| Teacher Candidate: | Date: |
| Cooperating Teacher: | School: |
| Supervisor: | Grade/Subject: |
| Evaluator: |  |

The highlighted rubrics on the evaluation form emphasize content that should be included in the unit plans.

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| **Domain 1: Planning** | **Unsatisfactory 1** | **Needs Improvement 2** | **Proficient 3** | **Candidate Score** | **Rationale** |
| **APS 2: SHORT-RANGE PLANNING OF INSTRUCTION** | | | | | |
| **2 A**. Develops unit & lesson objectives that facilitate student achievement of academic standards and long range learning goals. | Candidate does not use the major concepts from content subjects to develop unit and lesson objectives that facilitate student achievement of academic standards and learning goals. | Candidate is beginning to use the major concepts from content subjects to develop unit and lesson objectives that facilitate student achievement of academic standards and learning goals. | Candidate appropriately uses the major concepts from content subjects to develop unit and lesson objectives that facilitate student achievement of academic standards and learning goals. |  |  |
| **2 B**. Develops unit & lesson plans (content, strategies, materials, resources) that are appropriate for all students. | Candidate does not use the major concepts from content subjects to develop unit and lesson plans that are appropriate for all students.  Candidate does not explain accommodations made for student cultural differences, English Language Learners, and special needs students in lesson plans and unit contextual factors. | Candidate is beginning to use the major concepts from content subjects to develop unit and lesson plans that are appropriate for all students. Candidate demonstrates a satisfactory attempt to explain accommodations made for student cultural differences, English Language Learners, and special needs students in lesson plans and unit contextual factors. | Candidate uses the major concepts from content subjects to develop unit and lesson plans that are appropriate for all students. Candidate clearly explains accommodations made for student cultural differences, English Language Learners, and special needs students in lesson plans and unit contextual factors. |  |  |
| **2 C.** Uses student performance data to guide planning of instruction. | Candidate does not use student performance data to construct learning opportunities that support individual student’s acquisition of knowledge.  Candidate does not use tables, charts and graphs to summarize pre-assessment data and does not describe the implication of data results on instruction. | Candidate demonstrates a satisfactory attempt to use student performance data to construct learning opportunities that support individual student’s acquisition of knowledge.  Candidate demonstrates a satisfactory attempt to use tables, charts and graphs to summarize pre-assessment data and satisfactorily describes the implication of data results on instruction. | Candidate appropriately uses student performance data to construct learning opportunities that support individual student’s acquisition of knowledge.  Candidate appropriately uses clearly labeled tables, charts and graphs to summarize pre-assessment data and clearly describes the implication of data results on instruction. |  |  |
| **STRENGTHS and RECOMMENDATIONS:** | | | | | |

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| **Domain 1: Planning** | **Unsatisfactory 1 *Does not meet expectations*** | **Needs Improvement 2 *Meets expectations*** | **Proficient 3 *Exceeds expectations*** | **Candidate Score** | **Rationale** |
| **APS 3: PLANNING ASSESSMENTS AND USING DATA** | | | | | |
| **3 A**. Develops/selects and administers a variety of appropriate assessments. ACEI 4.0 | Candidate does not develop appropriate informal and formal assessment strategies to promote continuous development of each student. | Candidate is beginning to develop appropriate informal and formal assessment strategies to promote continuous development of each student. | Candidate develops appropriate informal and formal assessment strategies to promote continuous development of each student. |  |  |
| **3 B.** Gathers, accurately analyzes, and uses assessment data to guide instructional planning. ACEI 4.0 | Candidate does not use formal and informal assessment data to plan, evaluate and strengthen instruction.  Candidate writes an unsatisfactory reflection of the relationship between students’ progress and achievement and his/her teaching performance and possible changes to future teaching of the unit. | Candidate is beginning to use formal and informal assessment data to plan, evaluate and strengthen instruction.  Candidate writes a satisfactory reflection of the relationship between students’ progress and achievement and his/her teaching performance and possible changes to future teaching of the unit. | Candidate uses appropriate formal and informal assessment data to plan, evaluate and strengthen instruction.  Candidate writes an excellent reflection of the relationship between students’ progress and achievement and his/her teaching performance and possible changes to future teaching of the unit. |  |  |
| **3 C.** Uses assessment data to assign grades that accurately reflect student progress and achievement. ACEI 4.0 | Candidate does not use formal and informal assessment data accurately to promote continuous development of each student.  Candidate does not use tables, charts and graphs of post test data to depict student performance for the entire class.  Candidate does not summarize analysis of student progress and achievement and does not explain how student grades (or other performance indicators) are assigned, recorded and reported. | Candidate is beginning to use formal and informal assessment data accurately to promote continuous development of each student.  Candidate demonstrates a satisfactory attempt to use tables, charts and graphs of post test data to depict student performance for the entire class.  Candidate demonstrates a satisfactory attempt to summarize analysis of student progress and achievement and attempts to explain how student grades (or other performance indicators) are assigned, recorded and reported. | Candidate uses formal and informal assessment data accurately to promote continuous development of each student.  Candidate uses clearly labeled tables, charts and graphs of post test data to accurately depict student performance for the entire class.  Candidate clearly and accurately summarizes analysis of student progress and achievement and explains how student grades (or other performance indicators) are assigned, recorded and reported. |  |  |

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| **Please use the following statements to guide your comments on the strengths and recommendations for APS3 (see next page):**  The student teacher demonstrated knowledge of how to use formal and informal assessments for all students.  The student teacher demonstrated an ability to evaluate pre and post assessment data.  The student teacher is able to plan lessons as a result of the evaluation of pre and post assessment data.  Units clearly indicate the student teacher is able to positively impact student learning.  Student teacher is able to reflect on students’ progress and achievement and identify how to teach the unit differently as a result.  **STRENGTHS and RECOMMENDATIONS:** |