Evaluation of the Methods/Learning Differences Practicum

> **SAMPLE FORM; an electronic evaluation will be sent to each cooperating teacher**

The Conceptual Framework for the Wheaton Teacher Education Program is *Preparing Educators Who Teach and Lead for Human Flourishing.* This framework encompasses three major aspects of teaching and is based on the InTASC standards for teachers: (1) teaching for justice, (2) making ethical and reasoned decisions, and (3) acting responsibly.

Please use the following scale to evaluate the teacher candidate at this stage:

> **1 = not acceptable**
> **2 = developing but needs improvement**
> **3 = developing appropriately**
> **4 = outstanding development**
> **NA = not applicable or not observed**

I. **TEACHING FOR JUSTICE**

1. Facilitates a learning community in which differences are respected. — 1 2 3 4 NA
2. Uses information about students' prior learning, linguistic background, families, cultures, and communities to advance and accelerate students learning. — 1 2 3 4 NA
3. Uses tools of language development for making content accessible to English language learners. — 1 2 3 4 NA
4. Organizes and manages interactive technologies, methods, and resources to provide active, respectful, and equitable student engagement for all learners. — 1 2 3 4 NA

II. **MAKING ETHICAL AND REASONED DECISIONS**

1. Uses differing viewpoints, multiple representations and explanations in teaching concepts. — 1 2 3 4 NA
2. Evaluates instructional resources and curriculum materials for comprehensiveness, accuracy, and appropriateness. — 1 2 3 4 NA
3. Uses supplementary resources and technologies to ensure accessibility and relevance for all learners. — 1 2 3 4 NA
4. Creates opportunities for students to learn, practice, and master academic language in their content. — 1 2 3 4 NA
5. Develops assignments that guide learners in analyzing the complexities of the content. — 1 2 3 4 NA
6. Develops learner communication and literacy skills in disciplinary/interdisciplinary contexts. — 1 2 3 4 NA
7. Engages learners in original work: generating new ideas, novel approaches, and problem solving. — 1 2 3 4 NA
8. Uses a variety of appropriate formative and summative assessments that match learning objectives with assessment methods. — 1 2 3 4 NA
9. Uses assessment/performance data to understand each learner's progress and guide planning. — 1 2 3 4 NA
10. Engages learners in identifying quality work and provides descriptive and effective feedback. — 1 2 3 4 NA
11. Uses appropriate technologies to monitor and assess learner needs. — 1 2 3 4 NA
12. Creates learning experiences appropriate for curriculum goals and based on learners' prior knowledge and experiences and relevant for learners. — 1 2 3 4 NA
13. Plans appropriate strategies, accommodations, resources, and materials for individuals and groups of students. — 1 2 3 4 NA
14. Develops appropriate sequencing of learning experiences and multiple ways to demonstrate knowledge and skill. — 1 2 3 4 NA
15. Uses appropriate strategies and resources to adapt instruction to the needs of learners. — 1 2 3 4 NA
16. Monitors and adjusts instruction and varies his/her instructional role in response to learning needs. — 1 2 3 4 NA
17. Uses a variety of instructional strategies to support and expand learners' communication skills. — 1 2 3 4 NA

	1 = not acceptable
	2 = developing but needs improvement
	3 = developing appropriately
	4 = outstanding development
	NA = not applicable or not observed

III. **ACTING RESPONSIBLY**

1	Uses a variety of data to evaluate outcomes of teaching and learning.	1 2 3 4 NA
2.	Reflects on his/her personal biases and deepens his/her understanding of learner differences.	1 2 3 4 NA
3.	Advocates, models, and teaches safe, legal, and ethical use of information and technology.	1 2 3 4 NA
4.	Collaborates with school professionals to plan and facilitate learning for diverse needs of learners.	1 2 3 4 NA
5.	Collaborates with learners and their families to establish mutual expectations and ongoing communication.	1 2 3 4 NA

3/2/2021