Introduction to Survey

Thank you for taking the time to evaluate the candidate's performance in the field. Below are questions based on the Interstate New Teachers Assessment and Support Consortium (InTASC) model core teaching standards. In order for candidates to be endorsed for a teacher license, they need to have demonstrated knowledge, skills, and proficiency on the ten InTASC standards. The College of Education and Professional Studies evaluates candidates on these standards at three points in their training program, during observation and participation (foundations block), pre-student teaching (methods block), and student teaching.

For each item, select the scale (not observed, beginning, developing, effective, and highly effective) that best describes the candidate's performance. Survey results will be used to help improve our teacher preparation programs. The "beginning" level suggests the candidate demonstrates knowledge of learners (requires constant supervision). The "developing" level suggests the candidate uses what they know about learners and applies appropriate skills consistently (requires regular supervision). The "effective" level is applying skills consistently in a manner that meaningfully impacts students social, emotional, and academic achievement (requires some supervision). The "highly effective" level is demonstrating skills beyond what is expected of an initial educator, and teaching independently without support or guidance (does not require supervision). It is possible there are items that you have not observed due to where the candidate is in their preparation program. The survey should take roughly 30 minutes to complete.

Candidate Information

Name of the candidate:

[   ]

Your Name:

[   ]

What is your role?
○ Cooperating Teacher
○ University Supervisor

In which field experience did you observe the candidate?
○ Observation and participation
○ Pre-student teaching field
○ Student teaching

Which program is the candidate completing?
○ Early Childhood Education
○ Elementary/Middle Childhood Education
○ Secondary Education
○ Special Education
○ Music Education
○

○ World Languages (Spanish, French, German)

○ Art Education

○ Business Education

○ Physical Education

Which Secondary Education program is the candidate completing?

○ Mathematics

○ Science

○ Social Studies

○ English

Survey Questions

InTASC 1. The teacher understands how learners grow and develop and designs and implements developmentally appropriate and challenging learning experiences.

Rate the teacher candidate on the level at which they perform each item listed below.

Use the following scale: **Not Observed**, **Beginning** (basic knowledge of concepts, requires constant supervision), **Developing** (attempts to implement strategies, requires regular supervision), **Effective** (implements appropriate strategies consistently, requires some supervision), or **Highly Effective** (consistent and skillful use of appropriate strategies, does not require supervision).

	Not Observed	Beginning	Developing	Effective	Highly Effective
Draws on knowledge of learner to adjust teaching.	○	○	○	○	○
Uses learner interests to engage learners in learning experiences.	○	○	○	○	○
Engages learners in learning experiences that capitalize on strengths and build areas of development that are weaker.	○	○	○	○	○
Elicits feedback from families to expand knowledge of learners.	○	○	○	○	○
Consults with supervisors and colleagues to expand knowledge of learners.	○	○	○	○	○
Accesses resources (e.g., online, conferences, professional journals) to expand knowledge of learners.	○	○	○	○	○

InTASC 1 Comments:

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InTASC 2. The teacher uses understanding of individual differences and diverse cultures to ensure inclusive learning environments.

Rate the teacher candidate on the level at which they perform each item listed below.

Use the following scale: **Not Observed**, **Beginning** (basic knowledge of concepts, requires constant supervision), **Developing** (attempts to implement strategies, requires regular supervision), **Effective** (implements appropriate strategies consistently, requires some supervision), or **Highly Effective** (consistent and skillful use of appropriate strategies, does not require supervision).

	Not Observed	Beginning	Developing	Effective	Highly Effective

	Not Observed	Beginning	Developing	Effective	Highly Effective
Incorporates multiple approaches to learning that engage a range of learner abilities and preferences.	○	○	○	○	○
Includes strategies for making content and academic language accessible to linguistically diverse learners.	○	○	○	○	○
Includes multiple perspectives in the presentation and discussion of content (e.g., personal, family, community, and cultural experiences).	○	○	○	○	○
Applies interventions, modifications and accommodations based on IEPs, IFSPs, 504s and other legal documents.	○	○	○	○	○
Identifies and addresses learner needs and documents learner progress.	○	○	○	○	○
Seeks opportunities to deepen understanding of exceptional learner needs and options for adapting instruction.	○	○	○	○	○

InTASC 2 Comments:

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InTASC 3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Rate the teacher candidate on the level at which they perform each item listed below.

Use the following scale: **Not Observed**, **Beginning** (basic knowledge of concepts, requires constant supervision), **Developing** (attempts to implement strategies, requires regular supervision), **Effective** (implements appropriate strategies consistently, requires some supervision), or **Highly Effective** (consistent and skillful use of appropriate strategies, does not require supervision).

	Not Observed	Beginning	Developing	Effective	Highly Effective
Sets expectations for the learning environment and communicates expectations clearly to families.	○	○	○	○	○
Articulates behavior and routine expectations for a safe, positive learning environment.	○	○	○	○	○
Communicates verbally and non-verbally in ways that demonstrate respect for the learner.	○	○	○	○	○
Is responsive to the cultural backgrounds and perspectives learners bring to the environment.	○	○	○	○	○
Engages students in learning to use self-assessment strategies to promote individual responsibility.	○	○	○	○	○
Manages the learning environment to promote learner engagement.	○	○	○	○	○
Varies learning activities to involve whole group, small group, and individual work, to develop a range of learner skills.	○	○	○	○	○
Provides opportunities to use interactive technologies responsibly.	○	○	○	○	○
Develops technology options for learners to manage data and direct their own learning.	○	○	○	○	○

InTASC 3 Comments:

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InTASC 4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Rate the teacher candidate on the level at which they perform each item listed below.

Use the following scale: **Not Observed**, **Beginning** (basic knowledge of concepts, requires constant supervision), **Developing** (attempts to implement strategies, requires regular supervision), **Effective** (implements appropriate strategies consistently, requires some supervision), or **Highly Effective** (consistent and skillful use of appropriate strategies, does not require supervision).

	Not Observed	Beginning	Developing	Effective	Highly Effective
Effectively communicates and uses academic language that is clear, correct and appropriate for learners.	○	○	○	○	○
Uses a variety of resources (e.g., books, journals, internet) to build meaningful representations and/or address learner misconceptions.	○	○	○	○	○
Consults with colleagues on how to help learners create accurate understanding in the content area.	○	○	○	○	○
Identifies own content-related strengths and weaknesses and creates and implements a plan to enhance content expertise.	○	○	○	○	○
Uses multiple representations and explanations that capture key ideas, guide learners, and promote each learner's achievement of content standards.	○	○	○	○	○
Consults with other educators to make academic language accessible to learners with different linguistic backgrounds.	○	○	○	○	○
Stimulates learner reflection on the connection between prior content knowledge and new ideas and concepts.	○	○	○	○	○

InTASC 4 Comments:

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InTASC 5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Rate the teacher candidate on the level at which they perform each item listed below.

Use the following scale: **Not Observed**, **Beginning** (basic knowledge of concepts, requires constant supervision), **Developing** (attempts to implement strategies, requires regular supervision), **Effective** (implements appropriate strategies consistently, requires some supervision), or **Highly Effective** (consistent and skillful use of appropriate strategies, does not require supervision).

	Not Observed	Beginning	Developing	Effective	Highly Effective
Helps learners see relationships across disciplines by making connections between curriculums in different content areas.	○	○	○	○	○
Engages learners in applying content knowledge and skills in authentic contexts.	○	○	○	○	○
Collaborates with colleague(s) to create learning experiences that engage learners in working with interdisciplinary themes.	○	○	○	○	○

	Not Observed	Beginning	Developing	Effective	Highly Effective
Guides learners to apply knowledge from more than one discipline to understand a concept or address a real world issue.	○	○	○	○	○
Engages learner in developing literacy and communication skills that support learning in the content area.	○	○	○	○	○
Provides opportunities for learners to demonstrate their understanding in unique ways.	○	○	○	○	○

InTASC 5 Comments:

InTASC 6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Rate the teacher candidate on the level at which they perform each item listed below.

Use the following scale: **Not Observed**, **Beginning** (basic knowledge of concepts, requires constant supervision), **Developing** (attempts to implement strategies, requires regular supervision), **Effective** (implements appropriate strategies consistently, requires some supervision), or **Highly Effective** (consistent and skillful use of appropriate strategies, does not require supervision).

	Not Observed	Beginning	Developing	Effective	Highly Effective
Uses a variety of classroom formative assessments aligned to learning objective.	○	○	○	○	○
Uses data to guide the design of differentiated individual learning experiences and assessments.	○	○	○	○	○
Participates in collegial conversations to improve instructional practice based on data.	○	○	○	○	○
Provides learners with clear guidelines and criteria for assignment completion.	○	○	○	○	○
Makes records of learner performance so that progress can be monitored.	○	○	○	○	○
Engages in ethical practice of formal and informal assessment.	○	○	○	○	○
Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs.	○	○	○	○	○
Provides challenging learning goals for learners who are advanced academically.	○	○	○	○	○

InTASC 6 Comments:

InTASC 7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Rate the teacher candidate on the level at which they perform each item listed below.

Use the following scale: **Not Observed**, **Beginning** (basic knowledge of concepts, requires constant supervision), **Developing** (attempts to implement strategies, requires regular supervision), **Effective** (implements appropriate strategies consistently, requires some supervision), or **Highly Effective** (consistent and skillful use of appropriate strategies, does not require supervision).

	Not Observed	Beginning	Developing	Effective	Highly Effective
Uses standards to create measurable learning objectives based on target knowledge and skills.	○	○	○	○	○
Plans and sequences learning experiences linked to the learning objectives, and makes content relevant to learners.	○	○	○	○	○
Identifies learners who need additional support or acceleration and designs learning experiences to support their progress.	○	○	○	○	○
Integrates technology resources into instructional plans.	○	○	○	○	○
Adjusts planning to meet student needs.	○	○	○	○	○
Uses data from formative assessments to account for adjustments in planning.	○	○	○	○	○
Identifies learners with similar strengths and/or needs and groups them for additional supports.	○	○	○	○	○
Uses information from families to adjust plans and to incorporate home-based resources to provide further support.	○	○	○	○	○

InTASC 7 Comments:

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InTASC 8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Rate the teacher candidate on the level at which they perform each item listed below.

Use the following scale: **Not Observed**, **Beginning** (basic knowledge of concepts, requires constant supervision), **Developing** (attempts to implement strategies, requires regular supervision), **Effective** (implements appropriate strategies consistently, requires some supervision), or **Highly Effective** (consistent and skillful use of appropriate strategies, does not require supervision).

	Not Observed	Beginning	Developing	Effective	Highly Effective
Uses instructional strategies linked to learning objectives and content standards.	○	○	○	○	○
Makes the learning objective explicit and understandable to learners.	○	○	○	○	○
Analyzes individual learner needs and uses instructional strategies to respond to those needs.	○	○	○	○	○
Integrates primary language resources into instruction.	○	○	○	○	○
Seeks assistance in identifying general patterns of need in order to support language learners.	○	○	○	○	○
Helps learners use a variety of sources and tools, including technology, to access information related to instructional objective.	○	○	○	○	○
Poses questions that elicit application of critical thinking skills.	○	○	○	○	○
Develops learners' abilities to participate in discussions of content in small and whole group settings.	○	○	○	○	○

InTASC 8 Comments:

InTASC 9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Rate the teacher candidate on the level at which they perform each item listed below.

Use the following scale: Not Observed, Beginning (basic knowledge of concepts, requires constant supervision), Developing (attempts to implement strategies, requires regular supervision), Effective (implements appropriate strategies consistently, requires some supervision), or Highly Effective (consistent and skillful use of appropriate strategies, does not require supervision).

	Not Observed	Beginning	Developing	Effective	Highly Effective
Engages in professional learning opportunities to reflect on, identify, and address improvement needs.	○	○	○	○	○
Works with coach/mentor/instructor to determine needs, set goals, and identify learning experiences to improve practice and student learning.	○	○	○	○	○
Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice.	○	○	○	○	○
Acts in accordance with ethical codes of conduct and professional standards.	○	○	○	○	○
Complies with laws and policies related to learners' rights and teachers' responsibilities.	○	○	○	○	○
Accesses information and uses technology in safe, legal, and ethical ways.	○	○	○	○	○
Recognizes how their identity affects perceptions and biases and reflects on the equity of their decisions.	○	○	○	○	○
Accesses resources to deepen understanding of the cultural, ethnic, gender, and learning differences among learners and their communities.	○	○	○	○	○

InTASC 9 Comments:

InTASC 10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Rate the teacher candidate on the level at which they perform each item listed below.

Use the following scale: Not Observed, Beginning (basic knowledge of concepts, requires constant supervision), Developing (attempts to implement strategies, requires regular supervision), Effective (implements appropriate strategies consistently, requires some supervision), or Highly Effective (consistent and skillful use of appropriate strategies, does not require supervision).

	Not Observed	Beginning	Developing	Effective	Highly Effective

	Not Observed	Beginning	Developing	Effective	Highly Effective
Follows advice from the instructional team to meet the needs of all learners.	○	○	○	○	○
Contributes to a supportive school culture.	○	○	○	○	○
Elicits information about learners from families and communities and uses ongoing communication to support learner development and growth.	○	○	○	○	○
Leads own classroom (or learning environment), assuming responsibility for and directing student learning toward high expectations.	○	○	○	○	○
Makes practice transparent by sharing plans and inviting observation and feedback.	○	○	○	○	○

InTASC 10 Comments:

Please provide additional information to help understand the candidate's performance in the field this semester.