

PACIFIC UNIVERSITY COLLEGE OF EDUCATION
AP PRACTICUM EVALUATION (Authorization/Subject Area Endorsements)

Practicum Student (Candidate) _____

Semester/Year _____

Mentor Teacher _____

Subject Area _____

School _____

District _____

Directions: This evaluation form will provide summary feedback to the practicum teacher and Pacific University. The following standards, set by Teacher Standards and Practices Commission (TSPC), InTASC, and Pacific University College of Education faculty members, require practicum students to demonstrate the knowledge, skills, and competencies necessary for good teaching and learning when adding an additional endorsement and/or authorization.

Authorizations/Endorsement(s): _____

Circle the level of proficiency demonstrated by the practicum teacher at the conclusion of the practicum experience for each of the competencies listed below. Practicum students should be able to demonstrate proficiency at a level 3 or 4 in each Standard in order for Pacific University to recommend them for the endorsement and/or authorization. Please indicate whether or not the practicum student has met the requirements for each standard. **The Pacific University Supervisor and the Mentor Teacher both need to indicate that each of the Standards has been met in order for the candidate to be recommended for an endorsement.**

Rating scale for all Standards:

0	1 – 2	3 - 4	5 - 6
Is not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of many learners. (Has not met the standards.)	Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards.)	Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards.)	Knows and demonstrates well the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Exceeds the standards.)

STANDARD 1: LEARNER DEVELOPMENT The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally and culturally appropriate and challenging learning experiences.	University Supervisor	Not able to observe	Mentor Teacher	Not able to observe
b. The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance his/her learning.	1 2 3 4 5 6		1 2 3 4 5 6	
g. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	1 2 3 4 5 6		1 2 3 4 5 6	
j. The teacher takes responsibility for promoting learners’ growth and development.	1 2 3 4 5 6		1 2 3 4 5 6	
Composite Score for Standard One:	1 2 3 4 5 6 Met Not Met		1 2 3 4 5 6Met Not Met	

STANDARD 2: LEARNING DIFFERENCES The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	University Supervisor	Not able to observe	Mentor Teacher	Not able to observe
a. The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	1 2 3 4 5 6		1 2 3 4 5 6	
h. The teacher understands the exceptional needs some students have, including those associated with disabilities and giftedness, and knows how to incorporate instructional strategies and resources to support language acquisition.	1 2 3 4 5 6		1 2 3 4 5 6	
n. The teacher allows learners to feel valued and helps them learn to value each other.	1 2 3 4 5 6		1 2 3 4 5 6	
Composite Score for Standard Two:	1 2 3 4 5 6 Met Not Met		1 2 3 4 5 6 Met Not Met	

0	1 – 2	3 - 4	5 - 6
Is not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of many learners. (Has not met the standards.)	Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards.)	Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards.)	Knows and demonstrates well the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Exceeds the standards.)

STANDARD 4: CONTENT KNOWLEDGE The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to support mastery of the content.	University Supervisor	Not able to observe	Mentor Teacher	Not able to observe
b. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, questions, and analyze ideas from diverse perspectives that can facilitate mastery of the content.	1 2 3 4 5 6		1 2 3 4 5 6	
j. The teacher understands the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	1 2 3 4 5 6		1 2 3 4 5 6	
q. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	1 2 3 4 5 6		1 2 3 4 5 6	
Composite Score for Standard Four:	1 2 3 4 5 6 Met Not Met		1 2 3 4 5 6 Met Not Met	

STANDARD 6: ASSESSMENT 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.	University Supervisor	Not able to observe	Mentor Teacher	Not able to observe
d. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	1 2 3 4 5 6		1 2 3 4 5 6	
e. The teacher engages learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.	1 2 3 4 5 6		1 2 3 4 5 6	
r. The teacher takes responsibility for aligning instruction and assessment with learning goals.	1 2 3 4 5 6		1 2 3 4 5 6	
Composite Score for Standard Six:	1 2 3 4 5 6 Met Not Met		1 2 3 4 5 6 Met Not Met	

0	1 – 2	3 - 4	5 - 6
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STANDARD 8: INSTRUCTIONAL STRATEGIES The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content area and their connections, and to build skills to apply knowledge in meaningful ways.	University Supervisor	Not able to observe	Mentor Teacher	Not able to observe
a. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	1 2 3 4 5 6		1 2 3 4 5 6	
d. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	1 2 3 4 5 6		1 2 3 4 5 6	
p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	1 2 3 4 5 6		1 2 3 4 5 6	
Composite Score for Standard Eight:	1 2 3 4 5 6 Met Not Met		1 2 3 4 5 6 Met Not Met	

Comments: _____

We have conferred in the summary of the candidate’s classroom performance. Our signatures below attest to our professional judgment regarding the practicum teacher’s performance on the Pacific University and TSPC-prescribed teaching competencies.

Signature of University Supervisor Printed Name of University Supervisor Date

Signature of Mentor Teacher Printed Name of Mentor Teacher Date