

# EVALUATION AND ASSESSMENT

## IDAHO TEACHER CANDIDATE EVALUATION (Based on the Charlotte Danielson Model<sup>1</sup>)

Student Intern: \_\_\_\_\_

Term/Year \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Boise/Coeur d'Alene/Moscow/Other (Select One)

University Supervisor: \_\_\_\_\_

Mid-term/Final (Select One)

**In order to be recommended for teacher certification, teacher candidates must score a level two or above in all components of each domain.**

Planning and Preparation (Correlated to Idaho Core Teacher Standards 1, 2, and 7)						
Strengths	Domain 1	1	2	3	4 <sup>2</sup>	Growth Opportunities
	A. Demonstrating knowledge of content and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Demonstrating knowledge of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Setting instructional outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Demonstrating knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Designing coherent instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	F. Designing student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

<sup>1</sup> A complete list of the Charlotte Danielson Descriptors of Performance can be found in the University of Idaho's Internship Handbook.

1 = Unsatisfactory 2 = Basic 3 = Proficient

<sup>2</sup> Level four is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates.

**The Classroom Environment**  
(Correlated to Idaho Core Teacher Standard 5)

Strengths	Domain 2	1	2	3	4*	Growth Opportunities
	A. Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Establishing a culture for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Managing classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Managing student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

**Instruction and Assessment**  
(Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)

Strengths	Domain 3	1	2	3	4*	Growth Opportunities
	A. Communicating with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Using questioning and discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Engaging students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

**Professional Responsibilities**  
**(Correlated to Idaho Core Teacher Standard 9 and 10)**

Strengths	Domain 4	1	2	3	4*	Growth Opportunities
	A. Reflecting on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	B. Maintaining accurate records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	C. Communicating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	D. Participating in the professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	E. Growing and developing professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	
	F. Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	

**ASSESSMENT FORM FOR TEACHER CANDIDATES**  
(Aligned with Professional Dispositions<sup>3</sup>)

Strengths		1	2	3	Growth Opportunities
	1. Attends regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Meets timeline commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Dress/Appearance is appropriate and professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Maintains appropriate relationships with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Scholar-practitioner - demonstrates adequate current content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Engaged, participates fully and takes initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Maintains confidentiality and is ethical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8. Maintains appropriate relationships with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9. Committed to and facilitates students' learning in a safe climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<sup>3</sup> A complete list of Professional Expectations for Candidates Descriptors can be found in the University of Idaho's Internship Handbook.  
1 = Unsatisfactory 2 = Basic 3 = Proficient

Strengths		1	2	3	Growth Opportunities
	10. Maintains appropriate relationships with teachers, administrators and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11. Respects and advocates for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12. Responds appropriately to feedback and is flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	13. Written work communicates clearly and accurately in standard English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	14. Verbal and non-verbal communication is clear, accurate, and appropriate to the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

(Signatures indicate that information has been discussed with all parties unless comments indicate otherwise)

\_\_\_\_\_  
Student Intern's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor's Signature

\_\_\_\_\_  
Date