



Final Evaluation of Student Teacher by 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: (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**

Circle the number that best indicates the level at which the candidate is performing at this time:

I. TEACHING FOR JUSTICE

A. Learner Development

- | | |
|---|------------|
| 1. Facilitates a learning community in which differences are respected. | 1 2 3 4 NA |
| 2. Assesses individual and group performance in order to meet learners' developmental needs. | 1 2 3 4 NA |
| 3. Uses information about students' prior learning, linguistic background, families, cultures, and communities to advance and accelerate students learning. | 1 2 3 4 NA |

B. Learning Differences

- | | |
|--|------------|
| 1. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs. | 1 2 3 4 NA |
| 2. Makes appropriate provisions for students with particular learning differences or needs. | 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. Accesses resources, supports, specialized assistance, and services to meet learning differences or needs. | 1 2 3 4 NA |

C. Learning Environments

- | | |
|---|------------|
| 1. Collaborates with others to create a safe and healthy environment that maximizes student learning. | 1 2 3 4 NA |
| 2. Analyzes the classroom environment and makes decisions to enhance social relationships, learner motivation, and engagement. | 1 2 3 4 NA |
| 3. Organizes and manages interactive technologies, methods, and resources to provide active, respectful, and equitable student engagement for all learners. | 1 2 3 4 NA |
| 4. Builds learner capacity to collaborate in face-to-face and virtual environments. | 1 2 3 4 NA |

II. MAKING ETHICAL AND REASONED DECISIONS

A. Content Knowledge

- | | |
|---|------------|
| 1. Uses differing viewpoints, multiple representations and explanations in teaching concepts. | 1 2 3 4 NA |
| 2. Engages learners in applying methods of inquiry in the discipline. | 1 2 3 4 NA |
| 3. Evaluates instructional resources and curriculum materials for comprehensiveness, accuracy, and appropriateness. | 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 |

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

B. Application of Content

1. Develops assignments that guide learners in analyzing the complexities of the content.	1	2	3	4	NA
2. Stimulates student learner reflection and engagement regarding content connections.	1	2	3	4	NA
3. Develops learner communication and literacy skills in disciplinary/interdisciplinary contexts.	1	2	3	4	NA
4. Engages learners in original work: generating new ideas, novel approaches, and problem solving.	1	2	3	4	NA
5. Facilitates learners' abilities to develop diverse social and cultural perspectives related to local and global issues.	1	2	3	4	NA

C. Assessment

1. Uses a variety of appropriate formative and summative assessments that match learning objectives with assessment methods.	1	2	3	4	NA
2. Uses assessment/performance data to understand each learner's progress and guide planning.	1	2	3	4	NA
3. Engages learners in identifying quality work and provides descriptive and effective feedback.	1	2	3	4	NA
4. Uses multiple types of assessment data to differentiate learning experiences.	1	2	3	4	NA
5. Prepares all learners for the demands of specific assessment formats and makes appropriate accommodations.	1	2	3	4	NA

D. Planning for Instruction

1. Creates learning experiences appropriate for curriculum goals and based on learners' prior knowledge and experiences and relevant for learners.	1	2	3	4	NA
2. Plans appropriate strategies, accommodations, resources, and materials for individuals and groups of students.	1	2	3	4	NA
3. Develops appropriate sequencing of learning experiences and multiple ways to demonstrate knowledge and skill.	1	2	3	4	NA
4. Collaborates with professionals to meet short- and long-range learning goals.	1	2	3	4	NA

E. Instructional Strategies

1. Uses appropriate strategies and resources to adapt instruction to the needs of learners.	1	2	3	4	NA
2. Uses a variety of instructional strategies to support and expand learners' communication skills.	1	2	3	4	NA
3. Provides multiple models and representations of concepts and skills for learners.	1	2	3	4	NA
4. Engages all learners in developing higher order questioning skills.	1	2	3	4	NA

III. ACTING RESPONSIBLY

A. Professional Learning and Ethical Practice

1. Engages in ongoing, meaningful and appropriate professional learning experiences.	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. Exhibits appropriate professional behaviors, such as timeliness, appropriate communications, and appearance.	1	2	3	4	NA

B. Leadership and Collaboration

1. Collaborates with school professionals to plan and facilitate learning for diverse needs of learners.	1	2	3	4	NA
2. Collaborates with learners and their families to establish mutual expectations and ongoing communication.	1	2	3	4	NA
3. Works with school colleagues to build ongoing connections with community resources.	1	2	3	4	NA
4. Uses technical tools and communication strategies to help build local and global learning communities.	1	2	3	4	NA