INSTRUCTIONS FOR USING THIS EVALUATION: Please circle the appropriate description for each domain component for mid-semester and at the end of the semester.

The rating used in this instrument is based on a three point scale. It will provide opportunities for further in-depth studies of student teacher performance. A major reason is that the criteria used herein now directly conforms to the LOUISIANA ASSESSMENT FOR FIRST YEAR TEACHERS.

Items marked “Unacceptable” should be qualified under the remarks section. Strengths and areas for improvement should also be identified under the remarks section. PLEASE DO NOT LEAVE THE REMARKS SECTION BLANK. Please attach additional sheets if needed or use the back of the form.

SPACES ARE PROVIDED FOR SIGNATURES BY THE STUDENT TEACHER, SUPERVISING TEACHER, SUPERVISING PRINCIPAL, UNIVERSITY COORDINATOR AND COORDINATOR OF STUDENT TEACHING. Signatures must be provided at mid-semester and at the end of the semester.

RESPONSIBLE LEADERS:

- Take responsibility for their own professional development;
- Engage in reflective inquiry and use data to adjust instruction;
- Engage in leadership in both the school and the community;
- Inquire into and serve the profession;
- Inquire into and contribute to current research and scholarship;
- Engage in ethical behaviors.

RESPONSIBLE LEADERS:

- Teach from the local ecology (culture, community, & environment);
- Demonstrate responsibility for inquiring into the local ecology;
- Use local knowledge to transform the learning of all students;
- Demonstrate responsibility for serving the needs of students and the community.

RESPONSIBLE LEADERS:

- Transform the lives of all students by creating positive learning environments;
- Use the curriculum to advocate for social change;
- Use technology to improve the lives of all students;
- Advocate for students in both the school and the community;
- Teach for the success of all students.

RESPONSIBLE LEADERS:

- Demonstrate an openness to change;
- Inquire into the relationship between cultural differences and learning;
- Inquire into the learning needs of students;
- Inquire into innovative teaching practices that meet the needs of all students;
- Collaborate with all parties who have an interest in student success;
- Teach students how to use technology to improve their learning.
THE ANALYSIS OF THE STUDENT TEACHER FINAL EVALUATION FORM

The Student Teacher Final Evaluation Form follows the Louisiana Components of Effective Teaching (LCET) document, and includes the same components identified by the State Department of Education for Level 1 certification during the first year teaching evaluation. The components of LCET include planning, management, instruction, professionalism, and school improvement. The evaluation is completed for each candidate by the university coordinator at mid-term and at the end of the semester. Data collected at mid-term is used only for candidate feedback.

Directions: Circle the description which best evaluates the extent to which competency is attained.

**Domain 1 - Planning - The teacher candidate plans accurate and developmentally appropriate lessons in accordance with the Nicholls State University Conceptual Framework**

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The candidate specifies learner outcomes in clear, concise objectives</strong></td>
<td>The candidate consistently specifies learner outcomes in clear, concise objectives</td>
<td>The candidate infrequently specifies learner outcomes in clear, concise objectives</td>
</tr>
<tr>
<td>ACEI-2007.3.1 LA-NISU-PLO.2 NAEYC-INI-2010.5 NAEYC-INI-2010.5.c NASPE-INI-2008.3.2 NCTM-2003.SEC.8.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. The candidate includes activities that develop and assess the objectives</strong></td>
<td>The candidate consistently includes activities that develop and assess the objectives</td>
<td>The candidate infrequently includes activities that develop and assess the objectives</td>
</tr>
<tr>
<td>ACEI-2007.3.3 LA-NISU-PLO.2 NAEYC-INI-2010.4 NAEYC-INI-2010.4.c NASPE-INI-2008.3.3 NCTE-2012.3.1 NCTE-2012.4.1 NCTM-2003.SEC.8.2 NCTM-2012.SEC.5b</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. The candidate identifies and plans for individual differences</strong></td>
<td>The candidate consistently identifies and plans for individual differences</td>
<td>The candidate infrequently identifies and plans for individual differences</td>
</tr>
<tr>
<td>ACEI-2007.3.2 LA-NISU-PLO.2 LA-NISU-PLO.4 LA-NISU-PLO.6 NAEYC-INI-2010.3 NAEYC-INI-2010.3.c NASPE-INI-2008.3.6 NCTE-2012.3.1 NCTE-2012.3.4 NCTE-2012.4.4 NCTE-2012.5.1 NCTE-2012.5.2 NCTE-2012.5.3 NCTE-2012.6.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. The candidate identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</strong></td>
<td>The candidate consistently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate infrequently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
</tr>
<tr>
<td><strong>5. The candidate plans for method(s) of evaluation to measure learner outcomes</strong></td>
<td>The candidate consistently plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate infrequently plans for method(s) of evaluation to measure learner outcomes</td>
</tr>
<tr>
<td>ACEI-2007.4 LA-NISU-PLO.2 NAEYC-INI-2010.3 NAEYC-INI-2010.3.b NASPE-INI-2008.5.2 NCTE-2012.3.2 NCTE-2012.3.4 NCTE-2012.4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. The candidate assists in IEP, ITP and/or IFSP development (for special education teachers only)</strong></td>
<td>The candidate consistently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate infrequently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
</tr>
<tr>
<td>ACEI-2007.5.2 LA-NISU-PLO.2 LA-NISU-PLO.3 LA-NISU-PLO.4 NASPE-INI-2008.3.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Domain II - Management -- Component A - The teacher candidate maintains an environment conducive to learning.

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently organizes space, materials, and/or equipment to facilitate learning</td>
<td>The candidate organizes space, materials, and/or equipment to facilitate learning</td>
<td>The candidate infrequently organizes space, materials, and/or equipment to facilitate learning</td>
</tr>
</tbody>
</table>

Remarks:

Mid-Semester:

Final:

Domain II - Management -- Component B: The teacher candidate maximizes the amount of time available for instruction

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently manages routines and transitions in a timely manner</td>
<td>The candidate manages routines and transitions in a timely manner</td>
<td>The candidate infrequently manages routines and transitions in a timely manner</td>
</tr>
</tbody>
</table>

Remarks:

Mid-Semester:

Final:
### Domain III - Instruction -- Component A: The teacher candidate delivers instruction effectively

<table>
<thead>
<tr>
<th>Component</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate uses technique(s) which develop(s) lesson objective(s)</td>
<td>The candidate consistently uses technique(s) which develop(s) lesson objective(s)</td>
<td>The candidate uses technique(s) which develop(s) lesson objective(s)</td>
<td>The candidate infrequently uses technique(s) which develop(s) lesson objective(s)</td>
</tr>
<tr>
<td></td>
<td>ACEI-2007.3.3 LA-NISU-PLO.2 NAEYC-INI-2010.3 a NASPE-INI-2008.4.5 NCTE-2012.3.4 NCTE-2012.3.5 NCTE-2012.3.6 NCTE-2012.4.1 NCTE-2012.4.2 NCTE-2012.4.3 NCTE-2012.4.4 NCTE-2012.5.4 NCTM-2003.SEC.8.7 NCTM-2012.SEC.5a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The candidate sequences lessons to promote learning</td>
<td>The candidate consistently sequences lessons to promote learning</td>
<td>The candidate sequences lessons to promote learning</td>
<td>The candidate infrequently sequences lessons to promote learning</td>
</tr>
<tr>
<td></td>
<td>ACEI-2007.1 LA-NISU-PLO.2 NAEYC-INI-2010.4 NASPE-INI-2008.3.6 NCTE-2012.3.1 NCTE-2012.3.2 NCTE-2012.3.3 NCTE-2012.3.4 NCTE-2012.3.5 NCTE-2012.3.6 NCTE-2012.4.1 NCTE-2012.4.2 NCTE-2012.4.3 NCTE-2012.4.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The candidate uses available teaching material(s) to achieve lesson objective(s)</td>
<td>The candidate consistently uses available teaching material(s) to achieve lesson objective(s)</td>
<td>The candidate uses available teaching material(s) to achieve lesson objective(s)</td>
<td>The candidate infrequently uses available teaching material(s) to achieve lesson objective(s)</td>
</tr>
<tr>
<td>4. The candidate adjusts lesson when appropriate using reflective practice</td>
<td>The candidate consistently adjusts lesson when appropriate using reflective practice</td>
<td>The candidate adjusts lesson when appropriate using reflective practice</td>
<td>The candidate infrequently adjusts lesson when appropriate using reflective practice</td>
</tr>
<tr>
<td></td>
<td>ACEI-2007.3.2 LA-NISU-PLO.2 LA-NISU-PLO.5 NAEYC-INI-2010.4 NASPE-INI-2008.4.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The candidate integrates technology into instruction</td>
<td>The candidate consistently integrates technology into instruction</td>
<td>The candidate integrates technology into instruction</td>
<td>The candidate infrequently integrates technology into instruction</td>
</tr>
<tr>
<td></td>
<td>ACEI-2007.3.5 LA-NISU-PLO.2 NAEYC-INI-2010.4 NASPE-INI-2008.3.7 NCSS.1.1 NCTE-2012.1.2 NCTE-2012.2.1 NCTE-2012.5.4 NCTM-2003.SEC.8.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Domain III - Management -- Component C: The teacher candidate manages learner behavior to provide productive learning opportunities

1. The candidate establishes expectations for learner behavior
   - LA-NISU-PLO.2 NAEYC-INI-2010.3 NAEYC-INI-2010.3.a NASPE-INI-2008.4.5
2. The candidate uses monitoring techniques to facilitate learning
   - ACEI-2007.4 LA-NISU-PLO.2 NAEYC-INI-2010.3 NAEYC-INI-2010.3.a NASPE-INI-2008.4.4

### Remarks:
- Mid-Semester:

---

Final:
### Domain III - Instruction -- Component B: The teacher candidate presents appropriate content

<table>
<thead>
<tr>
<th>Component Description</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate presents content at a developmentally appropriate level</td>
<td>The candidate consistently presents content at a developmentally appropriate level</td>
<td>The candidate presents content at a developmentally appropriate level</td>
<td>The candidate infrequently presents content at a developmentally appropriate level</td>
</tr>
<tr>
<td>ACEI-2007.1 LA-NISU-PLO.2 LA-NISU-PLO.4 NAEYC-INI-2010.4 NAEP-INI-2010.4.b NASPE-INI-2008.4.2 NCTE-2012.5.2 NCTM-2012.SEC.5b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The candidate presents accurate subject matter</td>
<td>The candidate consistently presents accurate subject matter</td>
<td>The candidate presents accurate subject matter</td>
<td>The candidate infrequently presents accurate subject matter</td>
</tr>
<tr>
<td>3. The candidate relates relevant examples, unexpected situations, or current events to the content</td>
<td>The candidate consistently relates relevant examples, unexpected situations, or current events to the content</td>
<td>The candidate relates relevant examples, unexpected situations, or current events to the content</td>
<td>The candidate infrequently relates relevant examples, unexpected situations, or current events to the content</td>
</tr>
<tr>
<td>LA-NISU-PLO.2 LA-NISU-PLO.5 NAEYC-INI-2010.5 NASPE-INI-2008.4.3 NCSS.1.3 NCTE-2012.6.2</td>
<td></td>
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</tbody>
</table>

Remarks:  
Mid-Semester:

Final:

### Domain III - Instruction -- Component C: The teacher candidate provides opportunities for student involvement in the learning process

<table>
<thead>
<tr>
<th>Component Description</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate accommodates individual differences by demonstrating openness to diverse academic and socio-cultural behaviors</td>
<td>The candidate consistently accommodates individual differences by demonstrating openness to diverse academic and socio-cultural behaviors</td>
<td>The candidate accommodates individual differences by demonstrating openness to diverse academic and socio-cultural behaviors</td>
<td>The candidate infrequently accommodates individual differences by demonstrating openness to diverse academic and socio-cultural behaviors</td>
</tr>
<tr>
<td>ACEI-2007.3.2 LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.4 LA-NISU-PLO.6 NAEYC-INI-2010.4 NASPE-INI-2008.3.5 NCTE-2012.3.1 NCTE-2012.5.1 NCTE-2012.5.2 NCTE-2012.5.3 NCTE-2012.6.1 NCTE-2012.6.2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. The candidate works for the academic excellence of all students from diverse cultural, social, and intellectual backgrounds.  

3. The candidate demonstrates ability to communicate effectively with students  
ACEI-2007.3.5 LA-NISU-PLO.2 NAEYC-INI-2010.4 NASPE-INI-2008.3.6 NCTE-2012.2.2

4. The candidate stimulates and encourages higher order thinking at the appropriate developmental levels  
ACEI-2007.3.3 LA-NISU-PLO.2 LA-NISU-PLO.4 NAEYC-INI-2010.4 NASPE-INI-2008.4.1 NCTM-2012.SEC.4

5. The candidate encourages student participation  
ACEI-2007.3.4 LA-NISU-PLO.2 NAEYC-INI-2010.4 NASPE-INI-2008.4.3 NCTE-2012.5.2

Remarks:  
Mid-Semester:

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently works for the academic excellence of all students from diverse cultural, social, and intellectual backgrounds.</td>
<td>The candidate works for the academic excellence of all students from diverse cultural, social, and intellectual backgrounds.</td>
<td>The candidate infrequently works for the academic excellence of all students from diverse cultural, social, and intellectual backgrounds.</td>
</tr>
<tr>
<td>The candidate consistently demonstrates ability to communicate effectively with students</td>
<td>The candidate demonstrates ability to communicate effectively with students</td>
<td>The candidate infrequently demonstrates ability to communicate effectively with students</td>
</tr>
<tr>
<td>The candidate consistently stimulates and encourages higher order thinking at the appropriate developmental levels</td>
<td>The candidate stimulates and encourages higher order thinking at the appropriate developmental levels</td>
<td>The candidate infrequently stimulates and encourages higher order thinking at the appropriate developmental levels</td>
</tr>
<tr>
<td>The candidate consistently encourages student participation</td>
<td>The candidate encourages student participation</td>
<td>The candidate infrequently encourages student participation</td>
</tr>
</tbody>
</table>

Final:

Domain III - Instruction -- Component D: The teacher candidate assesses student progress effectively

1. The candidate monitors ongoing performance of students  
ACEI-2007.4 LA-NISU-PLO.2 NAEYC-INI-2010.3 NASPE-INI-2008.5.2 NCTE-2012.3.2 NCTE-2012.4.2 NCTM-2012.SEC.5c

2. The candidate uses appropriate and effective technique(s)  
ACEI-2007.4 LA-NISU-PLO.2 NAEYC-INI-2010.3 NASPE-INI-2008.3.4

3. The candidate provides timely feedback to students regarding their progress  
ACEI-2007.4 LA-NISU-PLO.2 NAEYC-INI-2010.4 NASPE-INI-2008.4.3

4. The candidate produces evidence of student academic growth under his/her instruction  
LA-NISU-PLO.2 NAEYC-INI-2010.3

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently monitors ongoing performance of students</td>
<td>The candidate monitors ongoing performance of students</td>
<td>The candidate infrequently monitors ongoing performance of students</td>
</tr>
<tr>
<td>The candidate consistently uses appropriate and effective technique(s)</td>
<td>The candidate uses appropriate and effective technique(s)</td>
<td>The candidate infrequently uses appropriate and effective technique(s)</td>
</tr>
<tr>
<td>The candidate consistently provides timely feedback to students regarding their progress</td>
<td>The candidate provides timely feedback to students regarding their progress</td>
<td>The candidate infrequently provides timely feedback to students regarding their progress</td>
</tr>
<tr>
<td>The candidate consistently produces evidence of student academic growth under his/her instruction</td>
<td>The candidate produces evidence of student academic growth under his/her instruction</td>
<td>The candidate infrequently produces evidence of student academic growth under his/her instruction</td>
</tr>
</tbody>
</table>
NASPE-INI-2008.5.2 NCTM-2012.SEC.5c
Remarks:
Mid-Semester:

Final:

Domain IV - Professionalism -- Component A: The teacher candidate plans for professional development.

1. The candidate conducts themselves in an ethical, just, legal, and professional way
   ACEI-2007.5.1 LA-NISU-PLO.2 NAEYC-INI-2010.6 NAEYC-INI-2010.6.b NASPE-INI-2008.1.4 NCTE-2012.7.1
   The candidate consistently conducts themselves in an ethical, just, legal, and professional way
   The candidate conducts themselves in an ethical, just, legal, and professional way
   The candidate infrequently conducts themselves in an ethical, just, legal, and professional way

2. The candidate works productively thereby serving the community by promoting social justice
   ACEI-2007.5.1 LA-NISU-PLO.2 NASPE-INI-2008.4.6 NCTE-2012.7.1
   The candidate consistently works productively thereby serving the community by promoting social justice
   The candidate works productively thereby serving the community by promoting social justice
   The candidate infrequently works productively thereby serving the community by promoting social justice

3. The candidate improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community
   The candidate consistently improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community
   The candidate improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community
   The candidate infrequently improves student behavior and academic growth by becoming cultural-curriculum agents who serve the community

4. The candidate seeks professional improvement
   The candidate consistently seeks professional improvement
   The candidate seeks professional improvement
   The candidate infrequently seeks professional improvement

5. The candidate works cooperatively with teachers, administrators, parents, other school personnel, and community
   ACEI-2007.5.2 LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3 NAEYC-INI-2010.4 NAEYC-INI-2010.4.a NASPE-INI-2008.6.3 NCTE-2012.7.2 NCTM-2012.SEC.6a
   The candidate consistently works cooperatively with teachers, administrators, parents, other school personnel, and community
   The candidate works cooperatively with teachers, administrators, parents, other school personnel, and community
   The candidate infrequently works cooperatively with teachers, administrators, parents, other school personnel, and community

Remarks:
Mid-Semester:

Final:
Domain V - School Improvement -- Component A: The teacher creates partnership with parents/caregivers and colleagues.

1. The candidate provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning

Target (3 pts) - The candidate consistently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning

Acceptable (2 pts) - The candidate provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning

Unacceptable (1 pt) - The candidate infrequently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning


2. The candidate encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom

Target (3 pts) - The candidate consistently encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom

Acceptable (2 pts) - The candidate encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom

Unacceptable (1 pt) - The candidate infrequently encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom


3. The candidate seeks community involvement in instructional program

Target (3 pts) - The candidate consistently seeks community involvement in instructional program

Acceptable (2 pts) - The candidate seeks community involvement in instructional program

Unacceptable (1 pt) - The candidate infrequently seeks community involvement in instructional program

ACEI-2007.5.2 LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3 NAEYC-INI-2010.2 NASPE-INI-2008.4.6 NCTE-2012.7.2

Remarks:
Mid-Semester:

Final:

Domain VI - Dispositions

1. The candidate demonstrates enthusiasm for teaching and learning

Target (3 pts) - The candidate consistently demonstrates enthusiasm for teaching and learning

Acceptable (2 pts) - The candidate demonstrates enthusiasm for teaching and learning

Unacceptable (1 pt) - The candidate infrequently demonstrates enthusiasm for teaching and learning

LA-NISU-PLO.2 NAEYC-INI-2010.6 NASPE-INI-2008.6.1 NCTE-2012.7.2

2. The candidate demonstrates initiative

Target (3 pts) - The candidate consistently demonstrates initiative

Acceptable (2 pts) - The candidate demonstrates initiative

Unacceptable (1 pt) - The candidate infrequently demonstrates initiative

LA-NISU-PLO.2 NAEYC-INI-2010.6 NASPE-INI-2008.6.3 NCTE-2012.7.2

3. The candidate conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations

Target (3 pts) - The candidate consistently conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations

Acceptable (2 pts) - The candidate conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations

Unacceptable (1 pt) - The candidate infrequently conveys confidence and professionalism when interacting with students, peers, and/or professionals in small and large group situations

ACEI-2007.5.1 LA-NISU-PLO.1 LA-NISU-PLO.2 LA-NISU-PLO.3 NAEYC-INI-2010.6 NASPE-INI-2008.6.4 NCTE-2012.7.2

4. The candidate meets assignment due dates

Target (3 pts) - The candidate consistently meets assignment due dates

Acceptable (2 pts) - The candidate meets assignment due dates

Unacceptable (1 pt) - The candidate infrequently meets assignment due dates

LA-NISU-PLO.2 NAEYC-INI-2010.6
5. **The candidate's dress and grooming are appropriate**
   LA-NISU-PLO.2 NAEYC-INI-2010.6
   NASPE-INI-2008.6.3 NCTE-2012.7.2
   - The candidate's dress and grooming are consistently appropriate
   - The candidate's dress and grooming are appropriate
   - The candidate's dress and grooming are infrequently appropriate

6. **The candidate is punctual and attends regularly**
   LA-NISU-PLO.2 NAEYC-INI-2010.6
   NASPE-INI-2008.6.3 NCTE-2012.7.2
   - The candidate is consistently punctual and attends regularly
   - The candidate is punctual and attends regularly
   - The candidate is infrequently punctual or does not attend regularly

7. **The candidate demonstrates good judgment and discretion when interacting with peers and professionals**
   ACEI-2007.5.1 LA-NISU-PLO.1 LA-NISU-PLO.2 NAEYC-INI-2010.6 NASPE-INI-2008.6.2 NCTE-2012.7.2
   - The candidate consistently demonstrates good judgment and discretion when interacting with peers and professionals
   - The candidate demonstrates good judgment and discretion when interacting with peers and professionals
   - The candidate infrequently demonstrates good judgment and discretion when interacting with peers and professionals

8. **The candidate interacts positively with learners, including those from diverse backgrounds**
   ACEI-2007.3.2 LA-NISU-PLO.2 LA-NISU-PLO.4 LA-NISU-PLO.6 NAEYC-INI-2010.6 NASPE-INI-2008.6.1 NCTE-2012.7.2
   - The candidate consistently interacts positively with learners, including those from diverse backgrounds
   - The candidate interacts positively with learners, including those from diverse backgrounds
   - The candidate infrequently interacts positively with learners, including those from diverse backgrounds

Remarks:
Mid-Semester:

Final:

ACEI (15ED) Final Student Teaching Evaluation Addendum
by NSU College of Education Administration

Assessment

Description
The Final Student Teaching Evaluation Addendum is completed by the university coordinator at the end of the semester. This evaluation is also completed at mid-term but only the final evaluation is used for the purposes of this report. The results are shared with the candidate at mid-term with the intention of improving the results of the final evaluation. The addendum includes 13 attributes that elementary education candidates must show proficiency in to be considered a competent teacher. The attributes are directly aligned to the ACEI teacher standards.

ACEI (15ED) Final Student Teaching Evaluation Addendum
<table>
<thead>
<tr>
<th>Area</th>
<th>Target (3.000 pts)</th>
<th>Acceptable (2.000 pts)</th>
<th>Unacceptable (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>The candidate leads the students in several learning opportunities that encourage critical thinking and problem solving skills. Many questions asked during all lessons encourage higher order thinking skills.</td>
<td>The candidate leads the students in a few learning opportunities that encourage critical thinking and problem solving skills. Questions asked during most lessons encourage higher order thinking skills.</td>
<td>The learning opportunities offered and the questions asked in lessons focus on lower levels of thinking and do not encourage critical thinking and problem solving skills.</td>
</tr>
<tr>
<td>Development, Learning and Motivation</td>
<td>The candidate plans objective(s) and activities in lessons that are developmentally appropriate for the intended students and include specific connections to learning theories and/or research.</td>
<td>The candidate plans objective(s) and/or activities in lessons that are developmentally appropriate for the intended students; however, no specific connections are made to learning theories and/or research.</td>
<td>The candidate’s planned objective(s) and/or activities in lessons are not developmentally appropriate for the intended students.</td>
</tr>
<tr>
<td>Adaptation to Diverse Students</td>
<td>The candidate consistently offers several instructional opportunities during lessons that are adapted to the diverse nature of the students in the class.</td>
<td>The candidate offers some instructional opportunities during lessons that are adapted to the diverse nature of the students in the class.</td>
<td>The candidate does not offer differentiated instructional opportunities during lessons.</td>
</tr>
<tr>
<td>Communication</td>
<td>The candidate utilizes a variety of communication methods (verbal, nonverbal and/or media) during lessons. The techniques used foster active inquiry and collaboration amongst all students.</td>
<td>The candidate utilizes communication methods (verbal, nonverbal or media) during lessons. The techniques used foster active inquiry and collaboration amongst most students.</td>
<td>The candidate does not use effective communication methods (verbal, nonverbal and/or media) during lessons to foster active inquiry and collaboration amongst the students.</td>
</tr>
<tr>
<td>Assessment</td>
<td>The candidate conducts informal (spot checking) assessments frequently during lessons to monitor student understanding and adjusts the lesson when necessary. An appropriate summative assessment is used in all lessons.</td>
<td>The candidate conducts informal (spot checking) assessments during lessons to monitor student understanding and adjusts the lesson when necessary. An appropriate summative assessment is used in most lessons.</td>
<td>The candidate does not conduct informal (spot checking) assessments during lessons to monitor student understanding which may be needed to appropriately adjust the lesson. Summative assessments are often missing or are not appropriate to the learning tasks.</td>
</tr>
<tr>
<td>Reading, Writing and Oral</td>
<td>The candidate demonstrates a high level of competence in use of English language arts.</td>
<td>The candidate is competent in the use of English language arts.</td>
<td>The candidate displays a level of incompetence in one or more of the areas.</td>
</tr>
</tbody>
</table>
Language (1.000, 7%)

Candidate includes concepts from reading, language and children development to teach reading, writing, speaking, viewing, listening and thinking skills and to help the students successfully apply their developing skills to many different situations, materials and ideas.

While the candidate appears to know, understand and use concepts from reading, language and children development to teach reading, writing, speaking, viewing, listening and thinking skills, there are some inconsistencies noted in the approach taken. The candidate helps the students apply their developing skills to limited situations, materials and ideas.

Science (1.000, 7%)

Candidate includes concepts from reading, language and children development to teach reading, writing, speaking, viewing, listening and thinking skills and to help the students successfully apply their developing skills to many different situations, materials and ideas.

While the candidate appears to know, understand and use concepts from reading, language and children development to teach reading, writing, speaking, viewing, listening and thinking skills, there are some inconsistencies noted in the approach taken. The candidate helps the students apply their developing skills to limited situations, materials and ideas.

Mathematics (1.000, 7%)

Candidate includes concepts from reading, language and children development to teach reading, writing, speaking, viewing, listening and thinking skills and to help the students successfully apply their developing skills to many different situations, materials and ideas.

While the candidate appears to know, understand and use concepts from reading, language and children development to teach reading, writing, speaking, viewing, listening and thinking skills, there are some inconsistencies noted in the approach taken. The candidate helps the students apply their developing skills to limited situations, materials and ideas.
Health Education (1.000, 7%)  
ACEI-2007.2.6  
Major concepts of health education are incorporated effectively all lessons. The candidate emphasizes student development and practice of skills that can contribute to good health now and in the future.

Physical Education (1.000, 7%)  
ACEI-2007.2.7  
Human movement and physical activity are effectively incorporated in all lessons. The candidate emphasizes the importance of both to foster a healthy and active lifestyle as well as an enhanced quality of life for the students.
MID-SEMESTER FORMATIVE EVALUATION
Supervising Teachers: Please place your signature either in the “Satisfactory” or “Unsatisfactory” blank in addition to the Signature section.

(SATISFACTORY)  (UNSATISFACTORY)

__________________________________________________________________________________________________

(please attach additional sheets if necessary)

SIGNATURES

Student Teacher ___________________________ Supervising Teacher ___________________ Supervising Principal ___________________

University Coordinator ___________________________ Coordinator of Student Teaching ___________________

FINAL SUMMATIVE EVALUATION

(SATISFACTORY)  (UNSATISFACTORY)

__________________________________________________________________________________________________

(please attach additional sheets if necessary)

SIGNATURES

Student Teacher ___________________________ Supervising Teacher ___________________ Supervising Principal ___________________

University Coordinator ___________________________ Coordinator of Student Teaching ___________________