



Overall Holistic Average \_\_\_\_\_

Total Field Hours \_\_\_\_\_

SCHOOL OF EDUCATION

**TEACHER CANDIDATE  
PRE-CLINICAL ASSESSMENT**

"Educators who demonstrate scholarship within a Christian ethic of care"

Practicum 4502 Cooperating Teacher

University Supervisor

Teacher Candidate \_\_\_\_\_ ID # \_\_\_\_\_

Assessor's Name \_\_\_\_\_ School \_\_\_\_\_

Instructional Level/Subject \_\_\_\_\_

Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_

*Instructions:* The following assessment items are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for Beginning Teachers. These standards describe what a beginning teacher should know and be able to do in order to effectively help all students achieve the P-12 student standards. Your assistance is being requested to provide evidence that the respective Teacher Candidate is meeting each of these principles at this stage in the preservice experience. Please indicate the Teacher Candidate's rating in relation to each of the principles using the scale below. Provide additional comments to support your rating. You do not have to respond to any item that you feel you cannot accurately evaluate.

**Rating Scale:**

- 1 **Below Basic** – the Teacher Candidate **does not display adequate** evidence of the principle
  - 2 **Basic** – the Teacher Candidate **displays adequate** evidence of the principle
  - 3 **Proficient** – the Teacher Candidate displays **more than adequate** evidence of this principle
  - 4 **Advanced** – the Teacher Candidate displays **more than adequate** evidence of this principle with some evidences being **exemplary**
- NA – this attribute is not applicable or cannot be observed

**Principle 1**

**Content and Methodology**

Holistic Rating (check one)  Below Basic (1)  Basic (2)  Proficient (3)  Advanced (4)

|  | 1 | 2 | 3 | 4 | N/A |
|--|---|---|---|---|-----|
| demonstrates an understanding of the central concepts of the content |   |   |   |   |     |
| demonstrates an understanding of the tools of inquiry                |   |   |   |   |     |
| demonstrates an understanding of the content structure               |   |   |   |   |     |
| creates learning experiences that are meaningful                     |   |   |   |   |     |

***Comments:***

**Principle 2**

**Student Development**

Holistic Rating (check one)  Below Basic (1)  Basic (2)  Proficient (3)  Advanced (4)

|   | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|-----|
| demonstrates an understanding of how children learn and develop                 |   |   |   |   |     |
| provides learning opportunities that support students' intellectual development |   |   |   |   |     |
| provides learning opportunities that support students' social development       |   |   |   |   |     |
| provides learning opportunities that support students' personal development     |   |   |   |   |     |

**Comments:**

**Principle 3**

**Diverse Learners**

Holistic Rating (check one)  Below Basic (1)  Basic (2)  Proficient (3)  Advanced (4)

|  | 1 | 2 | 3 | 4 | N/A |
|--|---|---|---|---|-----|
| demonstrates an understanding of students' approaches to learning        |   |   |   |   |     |
| creates instructional opportunities that are adapted to diverse learners |   |   |   |   |     |

**Comments:**

**Principle 4**

**Instructional Strategies**

Holistic Rating (check one)  Below Basic (1)  Basic (2)  Proficient (3)  Advanced (4)

|  | 1 | 2 | 3 | 4 | N/A |
|--|---|---|---|---|-----|
| demonstrates an understanding of a variety of instructional strategies |   |   |   |   |     |
| uses a variety of instructional strategies                             |   |   |   |   |     |
| uses strategies that promote critical thinking                         |   |   |   |   |     |
| uses strategies that promote problem solving                           |   |   |   |   |     |
| uses strategies that promote performance skills                        |   |   |   |   |     |

**Comments:**

**Principle 5**  
**Student Motivation**

Holistic Rating (check one)  Below Basic (1)  Basic (2)  Proficient (3)  Advanced (4)

|  | 1 | 2 | 3 | 4 | N/A |
|--|---|---|---|---|-----|
| demonstrates an understanding of individual/group motivation and behavior    |   |   |   |   |     |
| creates a learning environment that encourages positive social interaction   |   |   |   |   |     |
| creates a learning environment that encourages active engagement in learning |   |   |   |   |     |
| creates a learning environment that encourages self-motivation               |   |   |   |   |     |

***Comments:***

**Principle 6**  
**Communication Techniques**

Holistic Rating (check one)  Below Basic (1)  Basic (2)  Proficient (3)  Advanced (4)

|  | 1 | 2 | 3 | 4 | N/A |
|--|---|---|---|---|-----|
| uses effective verbal techniques                                 |   |   |   |   |     |
| uses effective nonverbal techniques                              |   |   |   |   |     |
| uses effective media   |   |   |   |   |     |
| uses communication techniques that foster inquiry                |   |   |   |   |     |
| uses communication techniques that foster collaboration          |   |   |   |   |     |
| uses communication techniques that foster supportive interaction |   |   |   |   |     |

***Comments:***

**Principle 7**  
**Instructional Planning**

Holistic Rating (check one)  Below Basic (1)  Basic (2)  Proficient (3)  Advanced (4)

|  | 1 | 2 | 3 | 4 | N/A |
|--|---|---|---|---|-----|
| plans instruction based on content knowledge |   |   |   |   |     |
| plans instruction based on students          |   |   |   |   |     |
| plans instruction based on the community     |   |   |   |   |     |
| plans instruction based on curriculum goals  |   |   |   |   |     |

***Comments:***

**Principle 8**

**Assessment Strategies**

Holistic Rating (check one)  Below Basic (1)  Basic (2)  Proficient (3)  Advanced (4)

|  | 1 | 2 | 3 | 4 | N/A |
|--|---|---|---|---|-----|
| uses formal and informal assessment strategies to evaluate student progress  |   |   |   |   |     |
| uses assessment strategies for students' continuing intellectual development |   |   |   |   |     |
| uses assessment strategies for students' continuing social development       |   |   |   |   |     |
| uses assessment strategies for students' continuing physical development     |   |   |   |   |     |
| uses assessment to improve teaching  |   |   |   |   |     |

*Comments:*

**Principle 9**

**Reflective Practices**

Holistic Rating (check one)  Below Basic (1)  Basic (2)  Proficient (3)  Advanced (4)

|  | 1 | 2 | 3 | 4 | N/A |
|--|---|---|---|---|-----|
| continually reflects on educational decisions in relation to their effects on others |   |   |   |   |     |
| seeks opportunities for professional growth  |   |   |   |   |     |

*Comments:*

**Principle 10**

**Constituent Relations**

Holistic Rating (check one)  Below Basic (1)  Basic (2)  Proficient (3)  Advanced (4)

|   | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|-----|
| fosters relationship with colleagues to support student learning and well-being         |   |   |   |   |     |
| fosters relationship with parents to support student learning and well-being            |   |   |   |   |     |
| fosters relationship with community agencies to support student learning and well-being |   |   |   |   |     |

*Comments:*

**Principle 11 (Southern Wesleyan University)**  
**Dispositions**

Holistic Rating (check one)  Below Basic (1)  Basic (2)  Proficient (3)  Advanced (4)

| Disposition   | Evidence   | 1 | 2 | 3 | 4 | Not Observed |
|---|--|---|---|---|---|--------------|
| <p><b>The teacher candidate demonstrates an ethic of care towards self</b></p> <ul style="list-style-type: none"> <li>exhibits a biblical approach to life that is demonstrated by a passion for learning</li> </ul>  | <ul style="list-style-type: none"> <li>engages in research and professional development</li> <li>reflects on own practices</li> <li>holds high expectations for self</li> <li>demonstrates initiative</li> <li>demonstrates a professional work ethic</li> <li>demonstrates a biblical view of life</li> <li>engages in habits of moral and ethical integrity</li> <li>demonstrates a healthy self-perception</li> <li>engages in a balanced, healthy lifestyle</li> </ul>   |   |   |   |   |              |
| <p><b>The teacher candidate demonstrates an ethic of care towards learners</b></p> <ul style="list-style-type: none"> <li>enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners</li> </ul>                       | <ul style="list-style-type: none"> <li>demonstrates an integration of theory with practice</li> <li>demonstrates sensitivity to diverse learning styles and abilities</li> <li>promotes critical thinking</li> <li>encourages application of learning beyond the classroom</li> <li>encourages high achievement in all learners</li> <li>motivates learners</li> <li>promotes learning for its intrinsic value</li> <li>demonstrates a nurturing and caring attitude</li> <li>demonstrates equity in interactions</li> <li>exemplifies sensitivity to learners' nonacademic needs</li> <li>encourages individual responsibility</li> </ul> |   |   |   |   |              |
| <p><b>The teacher candidate demonstrates an ethic of care towards colleagues</b></p> <ul style="list-style-type: none"> <li>engages in collaborative work practices as demonstrated by compassionate and respectful interactions with peers/colleagues</li> </ul> | <ul style="list-style-type: none"> <li>promotes collaborative learning</li> <li>responds constructively to feedback</li> <li>works cooperatively and professionally with others</li> <li>speaks positively about peers/colleagues</li> <li>displays sensitivity to the needs of peers/colleagues</li> <li>fosters professional relationships</li> </ul>  |   |   |   |   |              |
| <p><b>The teacher candidate demonstrates an ethic of care towards the community</b></p> <ul style="list-style-type: none"> <li>recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature</li> </ul>    | <ul style="list-style-type: none"> <li>views community as a context for teaching</li> <li>promotes community involvement in educational practices</li> <li>promotes communication with the community</li> <li>respects diversity within the community</li> <li>engages as a member of the community</li> <li>responds nonjudgementally to members of the community</li> </ul>  |   |   |   |   |              |

*Comments:*

Please comment on the strength(s) of this Teacher Candidate

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Please comment on the area(s) that need(s) immediate improvement in order for the Teacher Candidate to succeed as an educator

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