

**FORMATIVE TEACHER CANDIDATE ASSESSMENT**  
**EDS 8883/8893 DIMENSIONS OF LEARNING I & II**  
**College of Education**  
**Mississippi State University**

Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

Grade Level/Subject \_\_\_\_\_ School \_\_\_\_\_

University Supervisor Completing Form \_\_\_\_\_

About this instrument: The assessment of teaching performance is based on ten standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The standards are incorporated into six domains:

- 1) **planning and preparation,**
- 2) **communication and interaction,**
- 3) **teaching for learning,**
- 4) **managing the learning environment,**
- 5) **assessment of student learning,**
- 6) **professionalism and partnerships.**

Two analysis scales have been developed to assist the University Supervisor in determining the teacher candidate's performance:

Occurrence	Effectiveness
1) not evident, 2) somewhat evident, 3) evident, 4) very evident NA) not applicable or NO) not observed	1) not effective, 2) somewhat effective, 3) effective, 4) very effective, and NA) not applicable or NO) not observed.

These performance criteria should be used throughout the placement to provide feedback to the teacher candidate.

**Directions for use of these forms:**

1. The University Supervisor should complete the formative assessment instrument at least once during the field placement. Some items may be assessed through review of documents and interviewing. These items are marked with an asterisk (\*). Additional observations are recommended to facilitate the growth of the teacher candidate. Following each observation, University Supervisors should hold a conference with the teacher candidate and provide a copy of the assessment. University and University Supervisor should also meet periodically so that the teacher candidate's progress is evident to all parties.
2. Other personal and professional factors used to guide the observation and evaluation process are listed on the Summative Teacher candidate Evaluation form. This summative evaluation will be completed by the University Supervisor. The items on this form should be discussed throughout the placement with the teacher candidate. The ratings on this part of the instrument are intended to reflect the overall performance of the teacher candidate.
3. The University Supervisor should determine the placement grade for the teacher candidate. This will count as 40% of the grade for the Dimensions of Learning courses

## FORMATIVE TEACHER CANDIDATE ASSESSMENT

Teacher candidate \_\_\_\_\_ University Supervisor \_\_\_\_\_

Date of First Assessment \_\_\_\_\_ Date of Second Assessment \_\_\_\_\_

### ANALYSIS SCALES

**O = Occurrence. Occurrence (O) refers to the extent to which the performance criteria are evident.**

1. Not evident                      2. Somewhat evident                      3. Evident                      4. Very evident

**E = Effectiveness. Effectiveness (E) refers to the outcome (impact on student learning and success).**

1. Not effective                      2. Somewhat effective                      3. Effective                      4. Very effective

NA Not applicable                      NO Not observed

**Indicate 1, 2, 3, 4, NA, or NO next to each item**

	O	E	Comments	O	E	Comments
<b>PLANNING AND PREPARATION*</b>						
1. Prepared complete lesson plans that meets curriculum goals. Complete lesson plans include the following components: (1, 7)						
• Clearly-stated objectives						
• Teaching procedures						
• Content materials and media						
• Assessment procedures and materials						
2. Used information about students to plan and organize instruction to accommodate differences in developmental and individual needs. (2, 7)						
3. Used knowledge of students' needs, interests, and experiences. (2, 5)						
4. Planned lessons that integrate knowledge from several subject areas. (1, 7)						
5. Incorporated multiculturalism and diversity in lessons. (3)						
<b>COMMUNICATION AND INTERACTION</b>						
6. Used acceptable written, oral, and nonverbal communication with students. (6)						
7. Communicated high expectations for learning to all students. (3)						
8. Demonstrated communication skills which show sensitivity to diversity. (3, 6)						
9. Listened to students and demonstrated interest in what they are saying by responding appropriately. (2, 6)						
10. Built and sustained a classroom climate of acceptance, encouraging creativity, inquisitiveness and risk-taking. (6)						

	O	E	Comments	O	E	Comments
11. Provided opportunities for students to cooperate, communicate and interact with each other to enhance learning. (2, 5, 6)						
<b>TEACHING FOR LEARNING</b>						
12. Displayed knowledge of the subject being taught.(1)						
13. Projected enthusiasm for teaching and learning. (1)						
14. Stated objectives and communicated the importance of topics being studied. (1)						
15. Used knowledge of students' prior understandings and experiences to make instruction relevant and meaningful.* (1, 3, 7)						
16. Used a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation).(4)						
17. Provided learning experiences that accommodate differences in developmental and individual needs(e.g., various levels, learning styles, performance modes, and multiple intelligences). ( 2, 3, 4)						
18. Related concepts using language that is understood by the students. ( 4, 6)						
19. Gave directions appropriate for carrying out instructional activities and used concrete examples to clarify when necessary. ( 4)						
20. Incorporated a variety of technology and resources into instruction (e.g., VCR, overhead projector, calculators, computers, newspapers, etc.).* ( 6)						
21. Provided opportunities for students to apply concepts in problem-solving and critical thinking.(4, 6)						
22. Used questioning to identify misconceptions or confusion and to monitor student work. (6)						
23. Used higher-order questions to engage students in original, creative, and evaluative thinking. (4, 6)						
24. Adjusted strategies in response to learner feedback and encouraged students to expand on and support their responses. (4, 6)						
25. Used adequate wait time (e.g., 3 to 5 seconds) for responses in order to encourage higher-level, reflective thinking. (2, 4)						

	O	E	Comments	O	E	Comments
26. Gave timely feedback on academic performance and discussed corrective procedures to be taken.* (8)						
<b>MANAGING THE LEARNING ENVIRONMENT</b>						
27. Demonstrated fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)						
28. Used instructional time effectively. (5)						
29. Monitored students' participation and interpersonal interactions in learning activities.						
30. Established efficient routines for procedural tasks and delegated to students as Host Teacher provides opportunity. (5)						
31. Applied the principles of effective classroom management using a range of strategies to promoted cooperation and learning when provided opportunity to do so by Host Teacher. (5)						
32. Analyzed the classroom environment and made adjustments to enhance social relationships, student motivation, and learning.* (5, 6, 7)						
33. Utilizes individual and group responses to pace learning.						
34. Attends to organizing time, space, activities and materials to provide equitable engagement of students in productive tasks. (5)						
<b>ASSESSMENT OF STUDENT LEARNING</b>						
35. Communicates assessment criteria and performance standards to the students. (8)						
36. Develops and uses some type of formal or informal assessments. (8)						
37. Encourages students to assume responsibility for learning and to engage in self evaluation. (8)						
*These items may be assessed by interviewing and reviewing						

**COMMENTS/ SUGGESTIONS FOR IMPROVEMENT**

**(Strong Points of Teaching OR general statement about teaching effectiveness)**