WISCONSIN LUTHERAN COLLEGE

GRADE APPRAISAL
TEACHER CANDIDACY

Teacher Candidate: _____

Status: _____ Degree Seeking _____ Post-Bac Certification Semester/Year: _____

Explanation: In the right column is the circled grade which reflects the level of performance for that item. The grades correspond to numbers which are then totaled and averaged. That score is found below. (One of these forms to be completed for each teacher candidacy assignment.)

(7)	A =	Exceptional performance; one that would be expected of someone with experience.
(6)	AB =	Above average performance; leaning toward experienced teacher level.
(5)	B =	Average performance--to be expected of a solid teacher candidate performance.
(4)	BC =	Average performance with some aspects in need of refinement.
(3)	C =	Less than average performance with aspects that need more practice/refinement.
(2)	CD =	Less than average performance due to demonstration of little growth over the teacher candidacy assignment.
(1)	D =	Substandard performance due to no growth and/or multiple aspects in need of correction.

I. Instructional Preparation

A. Knowledge of Content *(Standard 1, 2)* Teacher Candidate demonstrated adequate content knowledge in terms of information, specific terminology, and ability to explain concepts.	A AB B BC C CD D
B. Knowledge of Learner *(Standard 2)* Teacher Candidate articulated clear understanding and utilized appropriate terminology to highlight the learning processes, styles, ability levels, and developmental stages of learners.	A AB B BC C CD D
C. Knowledge of Effective <u>Lesson</u> Design *(Standard 7)* Teacher Candidate demonstrated well developed lesson plans which detailed the curricular and philosophical background and standards connected to the lesson, objectives, behavior expectations, and the lesson procedure.	A AB B BC C CD D
D. Ability to Assess Student Learning *(Standard 8)* Teacher Candidate utilized a variety of approaches to assess student progress; identified areas of strengths and weaknesses; developed strategies to reinforce, re-teach, or extend concepts.	A AB B BC C CD D

II. Instructional Effectiveness

A. Lesson Objectives *(Standard 4)* Teacher Candidate wrote strong objectives that included verbs that were observable and measureable, content that was clearly identified, and expectations that suggested performance level.	A AB B BC C CD D
B. Lesson Design *(Standard 4)* Teacher Candidate developed thorough lessons which addressed the major components of a lesson, including multiple intelligences.	A AB B BC C CD D
C. Lesson Delivery *(Standard 4)* Teacher Candidate demonstrated an ability to teach an effective lesson, including anticipatory set and closure.	A AB B BC C CD D
D. Lesson Variety *(Standard 2, 3)* Teacher Candidate developed lessons that were varied in strategy, approach and modality to address learner needs.	A AB B BC C CD D

III. Instructional Environment

A. Classroom Management *(Standard 3, 5)* Teacher Candidate utilized a proactive means to maintain a positive learning environment; utilized positive reinforcement to correct behavior; articulated clear expectations and consequences; and developed means to address conflict resolution.	A AB B BC C CD D
B. Classroom Materials *(Standard 5)* Teacher Candidate readied the classroom for teaching to lessen "off-task" opportunities; prepared and gathered materials in advance; planned procedures to eliminate/lessen disruption.	A AB B BC C CD D
C. Teacher Attitude *(Standard 10)* Teacher Candidate demonstrated a positive passion for teaching, content and learners; demonstrated professional approach to teaching in appearance, communication, and instruction; showed sensitivity to delicate and confidential issues.	A AB B BC C CD D
D. Human Relations *(Standard 3)* Teacher Candidate demonstrated attitudes of respect toward learners with diverse needs; developed means to accommodate academic and social needs of learners.	A AB B BC C CD D

IV. Professionalism

A. Reflective Practitioner *(Standard 9)* Teacher Candidate wrote journal entries that were adequate in number and that reflected on the synthesis and/or evaluative level rather than just summarization level.	A AB B BC C CD D
B. Attitude Toward Improvement *(Standard 9)* Teacher Candidate responded to recommendations of supervisor and/or cooperating teacher immediately; demonstrated a willingness to become an effective educator; asked questions or provided self-evaluation about the lesson instead of waiting for feedback from observer.	A AB B BC C CD D
C. Communication *(Standard 6)* Teacher Candidate communicated clearly and regularly with professionals, students and parents, utilizing appropriate writing and oral language skills.	A AB B BC C CD D
D. Conceptual Framework *(Standard 9, 10)* Teacher Candidate demonstrated through observed behaviors and reflections an understanding and commitment to servant leadership.	A AB B BC C CD D

Total Points: _____

Average: _____

Based on the above performance indicators and the advice of cooperating teachers, formal evaluations, informal observations and personal consultations, the grade for this placement _____(# credits) of teacher candidacy is _____.   Seminar grade is _____ (2 credits).

_____ Supervisor   _____ Date

_____ Director of Teacher Education   _____ Date of Exit Meeting

12/09