

WCU Candidate Performance Appraisal System Exit Criteria



Candidate's Name

Academic Major for Candidate

B-12 School

Grade

Subject(s)

Fall Spring Year _____
(circle one)

Midterm Final
(circle one)

- Based on the evidence from observation, artifacts, and discussion, the evaluator is to rate the beginning candidate's performance with respect to the 14 major functions of teaching.
- The instrument must be filed in the WCU Office of Field Experiences, 228 Killian.
- The rating scale will include the four Levels of Performance described below.

4. Above Standard

Performance within this function area is frequently high. Some teaching practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. CANDIDATE sometimes seeks to expand scope of competencies and occasionally undertakes additional, appropriate responsibilities.

3. At Standard

Performance within this function area is consistently adequate/acceptable. Teaching practices fully meet all performance expectations at an acceptable level. CANDIDATE maintains an adequate scope of competencies and sometimes fails to perform additional responsibilities as assigned. There is some room for improvement.

2. Below Standard

Performance within this function area is consistently inadequate/unacceptable and needs improvement. CANDIDATE requires supervision and assistance to maintain an adequate scope of competencies and sometimes fails to perform additional responsibilities as assigned.

1. Unsatisfactory

Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. CANDIDATE requires close and frequent supervision in the performance of all responsibilities.

All minor functions (e.g., 1.1, 1.2) may be rated +, √, - in the space provided to the left of each minor function.

1. Major Function: Management of Instructional Time

Above Standard	At Standard	Below Standard	Unsatisfactory

- __ 1.1 CANDIDATE has materials, supplies, and equipment ready at the start of the lesson or instructional activity.
- __ 1.2 CANDIDATE gets the class started quickly.
- __ 1.3 CANDIDATE uses available time for learning and keeps students on task.
- __ 1.4 CANDIDATE manages time to increase time for learning.

Comments:

2. Major Function: Management of Student Behavior

Above Standard	At Standard	Below Standard	Unsatisfactory

- __2.1 CANDIDATE has established a set of rules and procedures that govern the handling of routine administrative matters.
- __2.2 CANDIDATE has established a set of rules and procedures that govern student movement, verbal participation and talk during different types of activities--whole class instruction, small groups instruction, etc.
- __2.3 CANDIDATE frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.
- __2.4 CANDIDATE stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.
- __2.5 CANDIDATE analyzes the classroom environment and makes adjustment to support learning and enhance social relationships.

Comments:

3. Major Function: Planning

Above Standard	At Standard	Below Standard	Unsatisfactory

- __3.1 CANDIDATE plans daily lessons based on clearly identified objectives.
- __3.2 CANDIDATE develops long-range instructional plans based on clearly identified objectives.
- __3.3 CANDIDATE is reflective in preparing lessons.
- __3.4 CANDIDATE plans lessons to demonstrate understanding and use of the knowledge bases for diversity education.
- __3.5 CANDIDATE demonstrates leadership in planning for learning in areas or ways not directed by cooperating CANDIDATE.

Comments:

4. Major Function: Instructional Presentation

Above Standard	At Standard	Below Standard	Unsatisfactory

- __4.1 CANDIDATE links instructional activities to prior learning.
- __4.2 CANDIDATE understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students.
- __4.3 CANDIDATE speaks fluently and precisely.
- __4.4 CANDIDATE provides relevant examples and demonstrations to illustrate concepts and skills.
- __4.5 CANDIDATE assigns tasks and asks appropriate levels of questions that students handle with a high rate of success.
- __4.6 CANDIDATE conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slow downs.
- __4.7 CANDIDATE makes transitions between lessons and between instructional activities within lessons effectively and smoothly.
- __4.8 CANDIDATE makes sure that assignment is clear.
- __4.9 CANDIDATE creates instructional opportunities that are adapted to diverse learners.
- __4.10 CANDIDATE uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.
- __4.11 CANDIDATE uses technology to support instruction.
- __4.12 CANDIDATE encourages students to be engaged in and responsible for their own learning.

Comments:

5. Major Function: Instructional Monitoring

Above Standard	At Standard	Below Standard	Unsatisfactory

- 5.1 CANDIDATE maintains clear, firm, and reasonable work standards and due dates.
- 5.2 CANDIDATE circulates to check all students' performance.
- 5.3 CANDIDATE routinely uses oral, written, and other work products to evaluate the effects of instructional activities and to check student progress.
- 5.4 CANDIDATE poses questions clearly and one at a time.
- 5.5 CANDIDATE uses student responses to adjust teaching as necessary.
- 5.6 CANDIDATE initiates instructional monitoring process or processes not previously used in this classroom.

Comments:

6. Major Function: Instructional Feedback

Above Standard	At Standard	Below Standard	Unsatisfactory

- 6.1 CANDIDATE provides feedback on the correctness or incorrectness of in-class and out-of-class work to encourage student growth.
- 6.2 CANDIDATE affirms a correct oral response appropriately and moves on.
- 6.3 CANDIDATE provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time.
- 6.4 CANDIDATE uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Comments:

7. Major Function: Facilitating Instruction

Above Standard	At Standard	Below Standard	Unsatisfactory

- 7.1 CANDIDATE has long- and short-term instructional plans that are compatible with
 - school and district curricular goals;
 - the school improvement plan;
 - the N.C. Standard Course of Study;
 - the diverse needs of students and the community.
- 7.2 CANDIDATE uses diagnostic information obtained to evaluate and ensure the development of the learner.
- 7.3 CANDIDATE maintains accurate records to document student performance.
- 7.4 CANDIDATE understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty.
- 7.5 CANDIDATE uses available human and material resources including technology to support the instructional program.
- 7.6 CANDIDATE demonstrates and communicates enthusiasm about learning and teaching.

Comments:

8. Major Function: Student/Candidate Rapport

Above Standard	At Standard	Below Standard	Unsatisfactory

- 8.1 CANDIDATE is readily approached by students regarding problems/questions.
- 8.2 CANDIDATE demonstrates patience with students and student requests.
- 8.3 CANDIDATE distributes his/her attention to all students in the class rather than a few students.
- 8.4 CANDIDATE is inviting and creates the kind of environment that is conducive to learning.
- 8.5 CANDIDATE is sensitive to the needs of diverse learners.
- 8.6 CANDIDATE initiates interactions with students that contribute to student/CANDIDATE rapport.

Comments:

9. Major Function: Communicating within the Educational Environment

Above Standard	At Standard	Below Standard	Unsatisfactory

- 9.1 CANDIDATE treats all students in a fair and equitable manner.
- 9.2 CANDIDATE fosters relationships with school colleagues, parents, and community agencies to support students' learning and well-being.
- 9.3 CANDIDATE demonstrates initiative and self-direction.
- 9.4 CANDIDATE initiates connections with family and community.

Comments:

10. Major Function: Facilitating Learning for All Learners

Above Standard	At Standard	Below Standard	Unsatisfactory

- 10.1 CANDIDATE is effective in facilitating measurable achievement in pupils.
- 10.2 CANDIDATE generates data that demonstrates pupil learning.
- 10.3 CANDIDATE facilitates learner progress from beginning of instruction to end of instruction.
- 10.4 CANDIDATE facilitates a high level of student achievement.
- 10.5 CANDIDATE facilitates learning for ALL learners including diverse learners and demonstrates effectiveness with diverse learners.

Comments:

11. Major Function: Curricula

Above Standard	At Standard	Below Standard	Unsatisfactory

- 11.1 CANDIDATE demonstrates knowledge of the content for the subject taught.
- 11.2 CANDIDATE teaches content that is accurate.
- 11.3 CANDIDATE demonstrates knowledge of various models and programs within the curriculum.
- 11.4 CANDIDATE demonstrates knowledge of the scope and sequence of the curriculum.
- 11.5 CANDIDATE teaches content appropriate to grades and/or developmental level of students.
- 11.6 CANDIDATE teaches content that is relevant to student needs.
- 11.7 CANDIDATE teaches content that is part of NC Standard Course of Study.

Comments:

12. Major Function: Performing Non-Instructional Duties and Professional Conduct

Above Standard	At Standard	Below Standard	Unsatisfactory

- 12.1 CANDIDATE carries out non-instructional duties as needed to ensure student safety outside the classroom.
- 12.2 CANDIDATE adheres to established laws, policies, rules and regulations.
- 12.3 CANDIDATE volunteers for tasks or duties not assigned.
- 12.3 CANDIDATE is a reflective practitioner who continually evaluates the effects of his or her decisions and actions on students, parents, and other professionals in the learning community.
- 12.4 CANDIDATE conducts self in accordance with applicable codes of conduct and expectations for teachers in the school and community.

Comments:

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13. Technology proficiency: The CANDIDATE has submitted a Technology Portfolio which has been found acceptable by the cooperating teacher and university/academic supervisor. The technology summative evaluation report has been completed with acceptable ratings in all areas on the Beginning Teacher Technology Performance Appraisal.

Above Standard	At Standard	Below Standard	Unsatisfactory

Comments:

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14. Teacher Work Sample: The CANDIDATE has submitted a Teacher Work Sample which has been found acceptable by the cooperating teacher and university/academic supervisor.

Above Standard	At Standard	Below Standard	Unsatisfactory

Comments:

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15. Videotape: The CANDIDATE has submitted a videotape of two lessons viewed by the cooperating teacher and university/academic supervisor and they have shared feedback with the CANDIDATE

Above Standard	At Standard	Below Standard	Unsatisfactory

Comments:

Overall Performance: Indicate the overall performance of the CANDIDATE considering all functions and responsibilities. It is understood that some functions may be weighted more than others at the discretion of the rater. The overall performance rating is related to but does not dictate a particular course grade.

Above Standard	At Standard	Below Standard	Unsatisfactory

Comments:

Signatures: Signing the evaluation does not imply agreement with the evaluation. A signature means that person has participated in the evaluation and is aware of the evaluation.

University Supervisor: _____
Printed Name

Signature

Date: _____

Cooperating Teacher: _____
Printed Name

Signature

Date: _____

Academic Supervisor: _____
Printed Name

Signature

Date: _____

CANDIDATE: _____
Printed Name

Signature

Date: _____

