

Education Division

4 – Teacher Candidate Daily Performance Assessment – Proficient Level

(To be used in EDU 474, 475, 476, 477)



Candidate's Name	Program	Campus	Course
Assessor's Name	School System	School	Semester / Year
Grade Level	Lesson Number	Lesson Title	Date Taught

Directions: Use this form in conjunction with the #3-Teacher Candidate Daily Planning Assessment. Observe the candidate a minimum of three times across the semester. At least one observation should be done during the 10-Day teaching. Place a check by the items which have been included and represent the appropriate level of performance. Please provide an explanation for all criteria that do not meet expectations. Use additional sheets if necessary. Communicate your findings to the candidate when complete. Provide the candidate with a copy of each completed evaluation. Turn in copies to the clinical faculty supervisor at the end of the term.

Proficient Level: Teacher Candidate performance is reflective of the knowledge, skills, and dispositions necessary for successful entry into the teaching profession. Please check the criterions that reflect this degree of performance.

BPC Outcomes	Required Performance Criteria	Explanation																
Outcome #1 - Understands and demonstrates knowledge of learner characteristics.	Please check "Yes" or "No" The candidate demonstrates: Yes No																	
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<p>Outcome #2 - Develops lesson plans which use technology and a variety of instructional methods.</p>	<p>Please check "Yes" or "No" The candidate demonstrates: Yes No</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>4.3.2.1</td> <td>The use of identified technology items in guided and independent practice</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>4.3.2.2</td> <td>The use of one or more technology strategies that support identified areas of differentiated instruction</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>4.3.2.3</td> <td>The use of one or more technology-enhanced strategies for special needs learners</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>4.3.2.4</td> <td>Resourceful use of a variety of instructional materials (workbooks, black-line masters, interactive BB)</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>4.3.2.5</td> <td>Introductory activities which review previous learning and knowledge</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>4.3.2.6</td> <td>The use of clear and precise explanations</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>4.3.2.7</td> <td>The use of modeling and examples</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>4.3.2.8</td> <td>The use of activities which provide one or more opportunities for independent practice</td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	4.3.2.1	The use of identified technology items in guided and independent practice	<input type="checkbox"/>	<input type="checkbox"/>	4.3.2.2	The use of one or more technology strategies that support identified areas of differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	4.3.2.3	The use of one or more technology-enhanced strategies for special needs learners	<input type="checkbox"/>	<input type="checkbox"/>	4.3.2.4	Resourceful use of a variety of instructional materials (workbooks, black-line masters, interactive BB)	<input type="checkbox"/>	<input type="checkbox"/>	4.3.2.5	Introductory activities which review previous learning and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	4.3.2.6	The use of clear and precise explanations	<input type="checkbox"/>	<input type="checkbox"/>	4.3.2.7	The use of modeling and examples	<input type="checkbox"/>	<input type="checkbox"/>	4.3.2.8	The use of activities which provide one or more opportunities for independent practice																																													
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<p>Outcome #4 - Promotes creative and critical thinking.</p>	<p>Please check “Yes” or “No” The candidate demonstrates: Yes No</p> <table border="1"> <tr> <td data-bbox="443 188 527 224"></td> <td data-bbox="527 188 611 224"></td> <td data-bbox="611 188 716 224">4.3.4.1</td> <td data-bbox="716 188 1661 224">The use of two or more teaching strategies to engage students in learning</td> </tr> <tr> <td data-bbox="443 224 527 289"></td> <td data-bbox="527 224 611 289"></td> <td data-bbox="611 224 716 289">4.3.4.2</td> <td data-bbox="716 224 1661 289">The use of one or more strategies in support of problem solving and creative thinking skills</td> </tr> <tr> <td data-bbox="443 289 527 329"></td> <td data-bbox="527 289 611 329"></td> <td data-bbox="611 289 716 329">4.3.4.3</td> <td data-bbox="716 289 1661 329">The use of convergent questioning</td> </tr> <tr> <td data-bbox="443 329 527 370"></td> <td data-bbox="527 329 611 370"></td> <td data-bbox="611 329 716 370">4.3.4.4</td> <td data-bbox="716 329 1661 370">The use of divergent questioning</td> </tr> </table>			4.3.4.1	The use of two or more teaching strategies to engage students in learning			4.3.4.2	The use of one or more strategies in support of problem solving and creative thinking skills			4.3.4.3	The use of convergent questioning			4.3.4.4	The use of divergent questioning					
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<p>Outcome #5 - Demonstrates proficiency in writing and expression</p>	<p>Please check “Yes” or “No” The candidate demonstrates: Yes No</p> <table border="1"> <tr> <td data-bbox="443 529 527 565"></td> <td data-bbox="527 529 611 565"></td> <td data-bbox="611 529 716 565">4.3.5.1</td> <td data-bbox="716 529 1650 565">Strategies that provide opportunities for learners to communicate</td> </tr> <tr> <td data-bbox="443 565 527 630"></td> <td data-bbox="527 565 611 630"></td> <td data-bbox="611 565 716 630">4.3.5.2</td> <td data-bbox="716 565 1650 630">The use of standard English in both oral and written communication (grammar, spelling, and punctuation)</td> </tr> <tr> <td data-bbox="443 630 527 670"></td> <td data-bbox="527 630 611 670"></td> <td data-bbox="611 630 716 670">4.3.5.3</td> <td data-bbox="716 630 1650 670">The use of a variety of communication techniques (verbal, non verbal, or written)</td> </tr> <tr> <td data-bbox="443 670 527 735"></td> <td data-bbox="527 670 611 735"></td> <td data-bbox="611 670 716 735">4.3.5.4</td> <td data-bbox="716 670 1650 735">The use of opportunities for meaningful interaction through listening, speaking and writing</td> </tr> <tr> <td data-bbox="443 735 527 776"></td> <td data-bbox="527 735 611 776"></td> <td data-bbox="611 735 716 776">4.3.5.5</td> <td data-bbox="716 735 1650 776">The effective use of instructional questions</td> </tr> </table>			4.3.5.1	Strategies that provide opportunities for learners to communicate			4.3.5.2	The use of standard English in both oral and written communication (grammar, spelling, and punctuation)			4.3.5.3	The use of a variety of communication techniques (verbal, non verbal, or written)			4.3.5.4	The use of opportunities for meaningful interaction through listening, speaking and writing			4.3.5.5	The effective use of instructional questions	
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<p>Outcome #6 - Utilizes formal and informal methods of assessment</p>	<p>Please check “Yes” or “No” The candidate demonstrates: Yes No</p> <table border="1"> <tr> <td data-bbox="443 924 527 959"></td> <td data-bbox="527 924 611 959"></td> <td data-bbox="611 924 716 959">4.3.6.1</td> <td data-bbox="716 924 1640 959">The use of one formal assessment</td> </tr> <tr> <td data-bbox="443 959 527 1016"></td> <td data-bbox="527 959 611 1016"></td> <td data-bbox="611 959 716 1016">4.3.6.2</td> <td data-bbox="716 959 1640 1016">The use of two or more informal assessments</td> </tr> <tr> <td data-bbox="443 1016 527 1057"></td> <td data-bbox="527 1016 611 1057"></td> <td data-bbox="611 1016 716 1057">4.3.6.3</td> <td data-bbox="716 1016 1640 1057">Review or a summarization of learning</td> </tr> <tr> <td data-bbox="443 1057 527 1122"></td> <td data-bbox="527 1057 611 1122"></td> <td data-bbox="611 1057 716 1122">4.3.6.4</td> <td data-bbox="716 1057 1640 1122">The use of formal assessment during instruction to provide immediate evidence of student learning and to provide specific feedback to students</td> </tr> <tr> <td data-bbox="443 1122 527 1187"></td> <td data-bbox="527 1122 611 1187"></td> <td data-bbox="611 1122 716 1187">4.3.6.5</td> <td data-bbox="716 1122 1640 1187">The use of informal or formal assessment for all instructional areas (Introduction, New Skills, Guided Practice)</td> </tr> </table>			4.3.6.1	The use of one formal assessment			4.3.6.2	The use of two or more informal assessments			4.3.6.3	Review or a summarization of learning			4.3.6.4	The use of formal assessment during instruction to provide immediate evidence of student learning and to provide specific feedback to students			4.3.6.5	The use of informal or formal assessment for all instructional areas (Introduction, New Skills, Guided Practice)	
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Outcome #7 - Demonstrates an understanding of student diversity	Please check “Yes” or “No” The candidate demonstrates: Yes No			
		4.3.7.1	The use of two or more identified differentiated instructional strategy	
		4.3.7.2	The use of specific accommodations for identified special needs	
		4.3.7.3	The use of appropriate time management needed for individual differences	
Outcome #8 - Promotes motivation and positive social interaction	Please check “Yes” or “No” The candidate: Yes No			
		4.3.8.1	Promotes a positive, supportive, and safe environment	
		4.3.8.2	Demonstrates management strategies that promote positive classroom relationships, cooperation and purposeful learning	
		4.3.8.3	Provides opportunities for participation by all learners	
		4.3.8.4	Demonstrates reasonable, fair and impartial interaction with students	
		4.3.8.5	Manages student behavior appropriately	

Additional Comments: