

FINAL EVALUATION FOR EARLY FIELD EXPERIENCE (REVISED SPRING 2014)

	Distinguished (3 pts)	Proficient (2 pts)	Basic (1 pt)	Unsatisfactory (0 pt)	Not Applicable
Standard 1: Curriculum and Planning WV-PTS-2009.1	The teacher candidate has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. Exemplary teaching behaviors are consistently observed. The performance is outstanding, above and beyond what is required.	The teacher candidate clearly understands the concepts underlying the standard and implements it well. Effective teaching behaviors are frequently observed, and sometimes the candidate exceeds expectations for a beginning teacher.	The teacher candidate appears to understand the concepts underlying the standard and attempts to implement its elements. Implementation is minimal, intermittent and/or not entirely successful. The candidate has achieved the minimum level of performance. Additional reading, observation, and experience may enable the candidate to become proficient in this area.	The teacher candidate does not appear to understand the concepts underlying the standard. Effective teaching behaviors were not observed. The candidate does not meet expectations for a beginning teacher.	N/A
Standard 2: The Learner and the Learning Environment WV-PTS-2009.2	The teacher candidate has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. Exemplary teaching behaviors are consistently observed. The performance is outstanding, above and beyond what is required.	The teacher candidate clearly understands the concepts underlying the standard and implements it well. Effective teaching behaviors are frequently observed, and sometimes the candidate exceeds expectations for a beginning teacher.	The teacher candidate appears to understand the concepts underlying the standard and attempts to implement its elements. Implementation is minimal, intermittent and/or not entirely successful. The candidate has achieved the minimum level of performance. Additional reading, observation, and experience may enable the candidate to become proficient in this area.	The teacher candidate does not appear to understand the concepts underlying the standard. Effective teaching behaviors were not observed. The candidate does not meet expectations for a beginning teacher.	N/A
Standard 3: Teaching WV-PTS-2009.3	The teacher candidate has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. Exemplary teaching behaviors are consistently observed. The performance is outstanding, above and beyond what is required.	The teacher candidate clearly understands the concepts underlying the standard and implements it well. Effective teaching behaviors are frequently observed, and sometimes the candidate exceeds expectations for a beginning teacher.	The teacher candidate appears to understand the concepts underlying the standard and attempts to implement its elements. Implementation is minimal, intermittent and/or not entirely successful. The candidate has achieved the minimum level of performance. Additional reading, observation, and experience may enable the candidate to become proficient in this area.	The teacher candidate does not appear to understand the concepts underlying the standard. Effective teaching behaviors were not observed. The candidate does not meet expectations for a beginning teacher.	N/A
Standard 4: Professional Responsibilities for Self-Renewal WV-PTS-2009.4	The teacher candidate has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. Exemplary teaching behaviors are consistently observed. The performance is outstanding, above and beyond what is required.	The teacher candidate clearly understands the concepts underlying the standard and implements it well. Effective teaching behaviors are frequently observed, and sometimes the candidate exceeds expectations for a beginning teacher.	The teacher candidate appears to understand the concepts underlying the standard and attempts to implement its elements. Implementation is minimal, intermittent and/or not entirely successful. The candidate has achieved the minimum level of performance. Additional reading, observation, and experience may enable the candidate to become proficient in this area.	The teacher candidate does not appear to understand the concepts underlying the standard. Effective teaching behaviors were not observed. The candidate does not meet expectations for a beginning teacher.	N/A
Standard 5: Professional Responsibilities for School and Community (1.000, 100%) WV-PTS-2009.5	The teacher candidate has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. Exemplary teaching behaviors are consistently observed. The performance is outstanding, above and beyond what is required.	The teacher candidate clearly understands the concepts underlying the standard and implements it well. Effective teaching behaviors are frequently observed, and sometimes the candidate exceeds expectations for a beginning teacher.	The teacher candidate appears to understand the concepts underlying the standard and attempts to implement its elements. Implementation is minimal, intermittent and/or not entirely successful. The candidate has achieved the minimum level of performance. Additional reading, observation, and experience may enable the candidate to become proficient in this area.	The teacher candidate does not appear to understand the concepts underlying the standard. Effective teaching behaviors were not observed. The candidate does not meet expectations for a beginning teacher.	N/A
On the basis of observation and evaluation, I state that the performance of said teacher candidate met the professional teaching standards in the following manner:	The teacher candidate has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. Exemplary teaching behaviors are consistently observed. The performance is outstanding, above and beyond what is required.	The teacher candidate clearly understands the concepts underlying the standard and implements it well. Effective teaching behaviors are frequently observed, and sometimes the candidate exceeds expectations for a beginning teacher.	The teacher candidate appears to understand the concepts underlying the standard and attempts to implement its elements. Implementation is minimal, intermittent and/or not entirely successful. The candidate has achieved the minimum level of performance. Additional reading, observation, and experience may enable the candidate to become proficient in this area.	The teacher candidate does not appear to understand the concepts underlying the standard. Effective teaching behaviors were not observed. The candidate does not meet expectations for a beginning teacher.	N/A

STANDARDS

WV-PTS-2009.1 Curriculum and Planning

The teacher displays deep and extensive knowledge of the core content, and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness, economic, business and entrepreneurial literacy, civic and health literacy. Knowledge of content is absolutely necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content, and must be made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist student to achieve mastery of the content and depth of knowledge of the West Virginia Content Standards and Objectives. The teacher uses his/her knowledge of content, process and development to move beyond being a provider of knowledge to being a facilitator of learning in which experiences are created that advance student learning and encourage creativity, innovation and problem-solving.

WV-PTS-2009.2 The Learner and the Learning Environment

The teacher demonstrates knowledge of the underlying principles of how students develop and learn, and creates an environment that supports the learning of all students. Particular emphasis is placed on developing conceptual understanding of what the learner can and does learn based on prior knowledge and experiences. The teacher sets the expectation that all students will learn at high levels and establishes a learning culture that allows all students to be successful while respecting their differences. The teacher demonstrates an understanding and appreciation of the differences in student learning styles, socio-economic, cultural and developmental characteristics, and that understanding is evidenced in the design of the learning environment – the activities and tasks, the materials, and the student groupings—to assure student learning, regardless of differences. The learning environment is characterized by effective classroom procedures, the appropriate use of technology and efficient management of behaviors and physical space. Students' misconceptions and misunderstanding of concepts are addressed in the lesson design to assure that the appropriate next steps in learning are taken. Students are encouraged to assume responsibility, to collaborate and to engage in equitable practices.

WV-PTS-2009.3 Teaching

The teacher displays a deep and extensive knowledge of content that, when combined with the knowledge of teaching, knowledge of the learner and the learning environment, allows him/her to develop instructional experiences that create the best possible opportunity for students to learn. The teacher plans instruction that is aligned with the state content standards and objectives and that is focused on specific learning targets communicated in student-friendly language. The instructional delivery methods and tools are appropriate for the type of learning target and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing, and grouping techniques that engage all students and elicit clear evidence of their learning. Frequently monitoring student progress, the teacher extracts data consistently from formative/classroom assessments to inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of standards and objectives, and develops lesson plans that encompass prioritized learning targets from the curriculum map. The teacher provides timely, specific descriptive feedback through classroom assessment for learning practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

WV-PTS-2009.4 Professional Responsibilities for Self-Renewal

Teachers contribute to professional learning that prepares them to critically examine their practice and engage in a continuous cycle of self-improvement focused on changing how they learn, teach and work in a global and digital society. In addition to exhibiting integrity and ethical conduct, the teacher is responsible for engaging in professional self-renewal in a collaborative setting in which colleagues examine each other's practice in the role of critical friends in order to adjust instruction and practice based on a thorough analysis of a variety of data. Participation in this form of professional dialog enables teachers to discover better practice and to be supported by colleagues in engaging in that practice as members of a professional learning community. Teachers who distinguish themselves by contributing to the teaching profession through the implementation of ideas that improve teaching and learning have also demonstrated characteristics of informal teacher leadership.

WV-PTS-2009.5 Professional Responsibilities for School and Community

Although a teacher's primary responsibility is to create and support a learning environment that allows students to achieve at high levels, every teacher also has a primary responsibility for the improvement of the school in which they work. The teacher makes complex decisions and professional contributions that assure a process of continuous improvement at the classroom level that ultimately impacts student learning at the school and district level. The teacher contributes to, supports and helps sustain the mission of the school. The teacher assures that the culture of the classroom is learning-centered and uses the school strategic plan to help guide instruction and ensure continuous improvement. Teachers contribute to student support, management and assessment systems that enable learning to take place. A teacher's professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students, on activities that connect school to families to the larger community. Ultimately, to teach all children to high levels and to prepare them for powerful life options, all adults in the school must work in an atmosphere of collaboration, mutual support and group accountability for the success of each and every student in the school.