

Intern Evaluation

Candidate Name (Last, First): _____ UFID: _____ Name of Evaluator: _____

Submitted by (Check One): Mentor Teacher UF Supervisor Other: _____

Placement Location and Grade Level(s): _____

This form serves as a permanent record of the summative evaluation of a teacher candidate's performance and demonstration of competence on the Florida Educator Accomplished Practices as part of the culminating field experience. Please rate the candidate's performance on each indicator, as well as an overall domain rating, when applicable.

Part 1: Florida Educator Accomplished Practices (FEAP)

FEAP 1: INSTRUCTIONAL DESIGN AND PLANNING

1a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate does not create instructional plans that align with the state-adopted standards. Rigor and complexity are not appropriately adjusted to meet student needs.	The teacher candidate creates instructional plans that align with the state-adopted standards. Rigor and complexity are not appropriately adjusted to meet student needs.	The teacher candidate creates instructional plans that align with the state-adopted standards. Rigor and complexity are adjusted to meet student needs.	The teacher candidate creates instructional plans that align with the state-adopted standards across disciplines. Rigor and complexity are adjusted to meet student needs.

1b. Sequences lessons and concepts to ensure coherence and required prior knowledge:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
Lessons are disorganized, chaotic, and/or do not follow a recognizable progression. Prior knowledge is not accounted for in the structure of lesson(s).	Lessons have a recognizable structure that progresses in a logical manner in accordance with the standards. Lessons adequately account for students' prior knowledge.	Lessons lead toward mastery of standards in a logical and coherent manner. Lessons access and expand upon prior knowledge with an understanding of prerequisite relationships within the content area, building upon each other in preparation for future learning.	Lessons lead toward mastery of the standards in a logical and coherent manner. Lessons access and expand upon prior knowledge with an understanding of prerequisite relationships within the content area and across the curriculum, building upon each other in preparation for future learning.

1c. Designs instruction for students to achieve mastery:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate articulates an inappropriate threshold for mastery. There is insufficient evidence that the design of instruction will lead to mastery.	The teacher candidate articulates the threshold for mastery and develops lessons that result in meaningful student learning. There is insufficient evidence that mastery is plausible for all students.	The teacher candidate articulates the threshold for mastery and develops lessons that facilitate achievement of mastery. The teacher candidate considers the varying learning needs of individual students or groups in planning documents.	The teacher candidate articulates the threshold for mastery and develops lessons that will result in achievement of mastery for all students. The teacher candidate incorporates strategies to support the varying learning needs of individual students or groups in planning documents.

1d. Selects appropriate formative assessments to monitor learning:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate presents a plan without incorporating opportunities for formative assessment of learning outcomes.	The teacher candidate can reference formative assessments. The plan for use of assessments during instruction is vague and not carefully tied to the lesson sequence. The plan addresses monitoring for only some instructional outcomes. Actual formative assessments are not identified or developed.	The teacher candidate presents a well-considered plan for using formative assessments to track student progress toward learning outcomes. Planned formative assessments clearly align with all learning outcomes. The assessments are developed and/or identified. The teacher candidate articulates the value and purpose of continuous monitoring via formative assessments.	The teacher candidate presents a well-considered plan for using formative assessments to track student progress toward learning outcomes. Planned formative assessments are presented and adaptable for individual learners. Planned formative assessments clearly align with all learning outcomes and use by the teacher candidate, and possibly by students, is intentionally planned throughout the instructional process. The teacher candidate articulates the value and purpose of continuous monitoring.

1e. Uses diagnostic student data to plan lessons:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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The teacher candidate has not explicitly considered specific diagnostic data and articulates little knowledge of students' prior knowledge, skills, and life experiences and the role it plays in lesson/unit planning.	The teacher candidate recognizes students have varied backgrounds and experiences. Diagnostic data is used in a minimal and rudimentary manner. The teacher candidate tends to plan for the "whole classroom" and not individuals or groups of students.	The teacher candidate plans lessons that are appropriate and differentiated to meet individual student needs based on analysis of student data. Lesson plans may indicate options within an instructional sequence clearly tied to student data.	The teacher candidate systematically examines information from several sources regarding students' prior achievement and experiences. Data are explicitly used to plan lessons and options within lessons that meet the needs of all students. The teacher candidate expresses a thorough understanding of the variations present in the class based on concrete data.
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1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
Learning experiences are not designed to engage students in higher level skills that lead to mastery.	Learning experiences engage students in limited opportunities for higher level thinking with no differentiation for varying student needs. No plans exist for extension and application of skills and competencies that lead to mastery.	Learning experiences are designed to allow students opportunities for higher level thinking in a manner that is appropriate based on student needs. There are provisions for continued learning through expansion using a variety of skills and competencies that lead to mastery of academic standards.	Learning experiences engage students in higher-level cognitive activities, appropriately differentiated for individual learners. The lessons provide various opportunities for students to apply and extend skills and understandings in related areas of the curriculum.

1g. Provides classroom instruction to students in Prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s.1001.42(8)(c)3., F.S.:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate does not provide classroom instruction that is age and developmentally appropriate for students in prekindergarten through grade 12 and aligned with state academic standards.	The teacher candidate provides limited classroom instruction that is age and developmentally appropriate for students in Prekindergarten through grade 12 and aligned with state academic standards.	The teacher candidate provides classroom instruction that is age and developmentally appropriate for students in Prekindergarten through grade 12 and is aligned with state academic standards.	The teacher candidate extensively provides classroom instruction that is age and developmentally appropriate for students in Prekindergarten through grade 12 and is aligned with state academic standards.

OVERALL FEAP 1 RATING: Instructional Design and Planning

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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FEAP 2: THE LEARNING ENVIRONMENT

2a. Organizes, allocates, and manages the resources of time, space, and attention:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>There is little evidence that the teacher candidate helps students understand routines and procedures that keep them focused and on task. Students are confused or unclear about simple procedures like lining up or how to transition from one activity to another. Time is not used efficiently. Physical classroom environment is poorly organized or unsafe, which inhibits developmentally appropriate instruction or movement. Teacher candidate is unaware of when students need attention.</p>	<p>The teacher candidate attempts to use routines to minimize loss of instructional time, but routines are not practiced or rehearsed enough and the classroom appears chaotic or poorly organized. Time is lost in transitions, and teacher candidate spends too much time reminding students of routines and procedures. Use of routines is uneven or inconsistently used throughout the day.</p>	<p>The teacher candidate reviews and monitors established classroom routines and procedures, rehearses routines and procedures with students, assesses students' understanding and proficiency in demonstrating routines and procedures, and employs routines and procedures, devoting more time to instruction and providing for a safe environment that promotes student learning.</p>	<p>Physical space is designed to be safe and well organized to minimize distractions and create a site conducive to learning. Students need little direction to perform routine tasks and procedures. The teacher candidate minimizes transition time by putting clear routines in place and maximizing every moment possible for learning. Resources and materials are clearly available and ready for all classroom activities to minimize time lost.</p>

2b. Manages individual and class behaviors through a well-planned management system:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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Classroom rules and expectations are not clearly posted or are not reinforced at all.	Classroom rules and expectations may be clearly posted, but there is limited evidence of follow through or consistent use of the plan with individuals or groups of students.	Classroom rules and expectations are clearly posted, communicated, and reinforced. The teacher candidate utilizes classroom management techniques to provide for appropriate structure, order, and predictability on the part of students. Students can articulate the behavioral expectations.	Classroom rules and expectations are evident and rarely referenced because the expectations are internalized for the whole classroom community. There is evidence of positive supports and reciprocal caring by all classroom members. Students can articulate the behavioral expectations and describe the management system.
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2c. Conveys high expectations to all students:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate does not convey the belief that all students can learn and communicates that some students are not capable. These low expectations are communicated through words or tone, or some students are secluded or removed from the learning environment.	The teacher candidate has evident learning goals, but they are rarely referenced or reinforced, leading to confusion or lack of momentum in learning. The teacher candidate does not communicate equal expectations for all learners, conveying that some can achieve, and others are not capable.	The teacher candidate, through words or actions, communicates high expectations for all students while providing the means for students to achieve such expectations including monitoring and scaffolding students' efforts and behaviors and praising hard work and accomplishments.	The teacher candidate consistently encourages students through words and actions and provides scaffolding to ensure that all students can achieve. The teacher candidate explicitly conveys high expectations in a respectful tone, consistently for all learners, and encourages completion, effort, and accuracy.

2d. Respects students' cultural, linguistic, and family background:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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The teacher candidate does not create an inclusive, welcoming environment where all students are respected. Students are visibly ignored or singled out due to race, culture, ethnicity, gender, sexual orientation, ability, SES level, native language, or any other variable.	The teacher candidate does express respect for all students, some students are left out or made to feel less important because the teacher candidate organizes the classroom based on the norms of his/her own culture without consideration for students of varying backgrounds and cultures.	The teacher candidate demonstrates that all students are valued by providing a safe, supportive atmosphere where students articulate feeling comfortable, respected, and a part of the classroom community.	The teacher candidate creates an environment where students not only feel appreciated and valued, but express appreciation and value for each other within the community. There is evidence that the teacher candidate recognizes strengths of students and families and includes those in the curriculum and in the classroom community.
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2e. Models clear, acceptable oral and written communication skill:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate does not communicate in a clear, concise manner. Written and oral communication contains errors or is unclear.	The teacher candidate attempts to communicate but oral and/or written communication contains errors or lacks a logical sequence. There is limited evidence that oral and written communication is conveyed and received clearly.	The teacher candidate models clear, concise, and logical oral and written communication when providing directions, leading and engaging in discussions, and producing written forms of communication.	The teacher candidate makes the purpose of learning clear to students, provides clear, concise, and logical directions for classroom activities, and monitors students' understanding of the expectations. Use of language is vivid, rich, and error free, affording the opportunity for students to hear language used effectively and to extend their own vocabularies.

2f. Maintains a climate of openness, inquiry, fairness and support:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
There is no evidence that the teacher candidate attempts to create an environment where students can take risks and engage in rigorous learning.	There is limited evidence that the teacher candidate creates an environment where all learners feel accepted and safe. There is limited evidence of support or scaffolding.	The teacher candidate creates and sustains a culturally responsive classroom community where all students feel accepted and safe and where student inquiry and rigorous learning are encouraged.	The teacher candidate creates an atmosphere of rigorous learning in a risk-free environment, using students' interests and backgrounds to produce a climate of acceptance and community. The teacher candidate monitors the impact of the environment on student learning.

2g. Integrates current information & communication technologies:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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The teacher candidate provides no evidence of technology use to support learning.	The teacher candidate routinely uses technology to display information without enhancing learning.	The teacher candidate utilizes a variety of resources and technologies that serve to enhance student engagement, understanding, and learning.	The teacher candidate uses a variety of technologies in innovative ways and helps to enhance student engagement, understanding, and learning outcomes.
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2h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
There is no evidence that the teacher candidate adapts the learning environment to accommodate the differing needs and diversity of students.	The teacher candidate occasionally or intermittently adapts the learning environment to accommodate the differing needs and diversity of students.	The teacher candidate consistently adapts the learning environment to accommodate the differing needs and diversity of students.	The teacher candidate consistently adapts the learning environment to accommodate the differing needs and diversity of students. The teacher candidate consistently checks to see that accommodations are in place and effective.

2i. Utilizes current & emerging assistive technologies that enable students to participate in high-quality communication interactions & achieve their educational goals:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate is unable to serve students with significant learning needs with current and emerging assistive technology to support their learning.	The teacher candidate utilizes some technology to meet the needs of students with significant needs, but in other instances, student needs are not being met.	The teacher candidate identifies and uses current and appropriate assistive technologies for students to enhance students' understanding of the content.	The teacher candidate identifies and uses innovative assistive technologies to meet the needs of learners. Students can articulate how they are using assistive technologies to enable classroom interactions and learning.

2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C:

Unsatisfactory	Developing	Accomplished	Exceptional
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There is no evidence the teacher candidate recognizes and responds to student mental health concerns.	The teacher candidate recognizes but does not consistently respond to student mental health concerns by providing specific supports.	The teacher candidate recognizes and responds to student mental health concerns by providing specific supports and creates a classroom environment where students can demonstrate resiliency through adversity.	The teacher candidate recognizes and responds to student mental health concerns by providing specific supports and creates a classroom environment where students can demonstrate resiliency through adversity. The teacher candidate empowers students to demonstrate these supports with peers.
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OVERALL FEAP 2 RATING: The Learning Environment

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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FEAP 3: INSTRUCTIONAL DELIVERY AND FACILITATION

3a. Deliver engaging and challenging lessons:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
There is no evidence that the teacher candidate is able to deliver engaging and challenging lessons.	The teacher candidate attempts to deliver engaging lessons but at least some learners are distracted or otherwise not engaged in the lessons. The teacher candidate delivers lessons that lack appropriate rigor for the level of learners in the room (may be designed at a level too high or low for the audience).	The teacher candidate appropriately delivers lessons that are structured to engage all students in active, rigorous learning.	The teacher candidate implements lessons that are appropriate to the levels and needs of students and organized in a manner that ensures students are active in intellectually rigorous learning. Students can discuss the challenge and engagement of the lessons delivered by the teacher candidate.

3b. Deepen & enrich students' understanding through content area literacy strategies, verbalization of thought, & application of the subject matter:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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<p>There is no evidence that the teacher candidate is able to convey appropriate content nor connections to literacy strategies. Students are not given opportunities to apply content to real world applications, and are not given time to reflect on learning.</p>	<p>The teacher candidate may have a grasp of the content but is not able to convey that content clearly to the learners. Some attempt is made to incorporate content area literacy strategies and application, but there are missed opportunities to make explicit connections.</p>	<p>The teacher candidate uses content area literacy strategies in the lessons to allow for students to gain an understanding of content as well as the connections with and among other content areas and real-world applications. The teacher candidate allows students the opportunity to process and reflect on learning through application.</p>	<p>The teacher candidate applies literacy and thinking skills across the grades and curriculum. The teacher candidate includes strategies that allow students to gain an understanding of content as well as the connections with and among other content areas and real-world applications. Students process and reflect on learning through application. Students can articulate the application of subject matter to other content areas.</p>
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3c. Identify gaps in students' subject matter knowledge:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>There is no evidence that the teacher candidate is able to identify gaps in student knowledge. Lessons are taught in sequence without any modification for gaps in knowledge.</p>	<p>There is some evidence that the teacher candidate modifies curriculum or instruction to meet the needs of some learners, but other learners have serious knowledge gaps that are evident in their lack of progress.</p>	<p>The teacher candidate uses both formal and informal assessment strategies to understand student misconceptions and/or content that should be addressed and retaught.</p>	<p>The teacher candidate uses multiple forms of data to identify gaps in knowledge and challenges with student ability to apply concepts.</p>

3d. Modify instruction to respond to preconceptions or misconceptions:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>There is no evidence that the teacher candidate is able to modify instruction to respond to misconceptions or faulty preconceptions. Lessons are taught in sequence without any modification for student learning challenges.</p>	<p>The teacher candidate attempts to gather student preconceptions prior to lessons but does not clearly modify instruction during the lesson to address differences or problems.</p>	<p>The teacher candidate monitors student understanding through formative and summative evaluation, assessment results, and data and adjusts instruction in current and future lessons to address students' areas of need.</p>	<p>The teacher candidate clearly makes instructional decisions based on collection of multiple forms of formal and informal data. There is strong evidence that the teacher candidate has planned for student misconceptions or gaps in knowledge and modifies instruction in the moment to address gaps. The teacher candidate identifies ways to modify future instruction based on current challenges.</p>

3e. Relate & integrate the subject matter with other disciplines and life experiences:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>There is no evidence that the teacher candidate is able to help students make connections across content and to life experiences. Learning is approached as a discrete skill disconnected from other subjects or application.</p>	<p>The teacher candidate attempts to make connections across content, but there is limited evidence that students grasp the connections. The teacher candidate might help students think about connections to life experiences but does not provide application opportunities.</p>	<p>The teacher candidate designs learning experiences that promote connections between and among various content areas and subjects, provide students with the opportunity to gain understanding through practical and life experiences, and to apply and reflect on what was learned.</p>	<p>The teacher candidate provides extensive evidence of designed learning experiences that allow students to make connections between and among various content areas and subjects. The teacher candidate not only provides students the opportunity to gain understanding through practical experiences but scaffolds them through reflection on learning through application. Students can describe connections between content of lessons and other disciplines or life experiences.</p>

3f. Employ questioning that promotes critical thinking:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>The teacher candidate does not engage the students in cognitively complex tasks that promote critical thinking and include higher-order questioning.</p>	<p>The teacher candidate attempts to engage the students in cognitively complex tasks that promote critical thinking and include higher-order questioning.</p>	<p>The teacher candidate engages the students in cognitively complex tasks that promote critical thinking and include higher-order questioning.</p>	<p>The teacher candidate engages the students in cognitively complex tasks that promote critical thinking and include higher-order questioning. The teacher candidate prompts students to synthesize and apply the content in various ways.</p>

3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>There is no evidence that the teacher candidate attempts to vary instruction or use engaging resources in order to improve learning for students.</p>	<p>There is some evidence that the teacher candidate attempts to vary instruction and resources, but most lessons follow the same structure with little variation and over reliance on worksheets and seatwork.</p>	<p>The teacher candidate includes a variety of instructional strategies and resources as appropriate to students and their needs. Student understanding is confirmed through formative and summative assessments.</p>	<p>The teacher candidate implements and assesses the impact of varied instructional strategies for the success of all learners. There is clear evidence of Prekindergarten-12 student learning from formative and summative assessment data.</p>

3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in student:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
All learners receive similar instruction without any attempt to vary content, process, or context for different learner needs based on assessment student learning needs.	The teacher candidate attempts to differentiate instruction for different learners, but it is not clear how these decisions were made and how they are based on assessment of student learning.	The teacher candidate utilizes appropriate student data to determine individual student needs and adjusts instruction accordingly to meet those needs.	The teacher candidate plans, implements, and assesses the success of adaptations to instruction based on multiple data forms in order to meet the needs of all learners. There is clear evidence of Prekindergarten-12 student learning as a result.

3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
There is limited evidence that the teacher candidate provides any feedback to learners about their responses or their success on tasks.	The teacher candidate may provide some feedback to students, but it is not always supportive, consistent, immediate, or specific.	The teacher candidate provides feedback to students in a supportive, consistent, timely, and specific manner, allowing students to gain an understanding of their own progress and work toward meeting goals and achieving mastery.	The teacher candidate creates an environment where all learners are supported using a variety of feedback techniques in order to maximize learning and to help learners self-regulate their own progress toward achieving goals.

3j. Utilize student feedback to monitor instructional needs & to adjust instruction:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
There is no evidence of collection of student feedback or data for use in adjusting instruction.	The teacher candidate collects student data, but does not use it to modify or adjust instruction based on student learning or student needs.	The teacher candidate utilizes student feedback and data, both formal and informal, to make instructional decisions and accommodations within the lesson as it is being taught.	The teacher candidate utilizes formal and informal feedback and data to adjust instruction and plan for future instruction. There are also strategies for students to self-monitor their own learning.

OVERALL FEAP 3 RATING: Instructional Delivery and Facilitation

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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FEAP 4: ASSESSMENT

4a. Analyzes and applies data from multiple assessments to diagnose students' learning needs and inform instruction based on those needs:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate has not collected or adequately analyzed critical assessment data that are needed to inform instructional decision-making.	The teacher candidate collects limited assessment data, and there is some evidence that the data are used to identify student learning needs or inform instruction based on student need.	The teacher candidate analyzes assessment data from multiple assessments, demonstrates an understanding of students' backgrounds and prior knowledge, and uses this information to inform instructional decision-making.	The teacher candidate analyzes assessment data and additional information, demonstrates an understanding of students' backgrounds and prior knowledge, and uses this information to explicitly inform instructional decision-making. The teacher candidate applies assessment data by differentiating instruction for all students that is aligned with rigorous learning goals that drive instruction.

4b. Designs & aligns formative & summative assessments that match learning objectives and lead to mastery:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate designs or uses assessments but cannot communicate the difference between formative or summative assessments. Alignment to stated learning objectives and standards is not clearly articulated.	The teacher candidate designs and uses formative and summative assessments, but alignment to stated learning objectives and standards is not clearly articulated.	The teacher candidate designs valid formative and summative assessments that are clearly aligned with learning objectives and standards.	The teacher candidate designs and uses valid formative and summative assessments that are clearly aligned with stated learning objectives and standards to purposely monitor student learning and mastery of rigorous learning goals.

4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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<p>The teacher candidate does not appropriately select assessment tools that can be used to monitor student learning and achievement. The teacher candidate is not able to articulate the importance of tracking student progress and/or learning gains over time.</p>	<p>The teacher candidate appropriately uses a limited set of assessment tools to monitor student achievement. The teacher candidate cannot clearly articulate the importance of tracking student progress and/or does not demonstrate the use of the assessment tools to monitor student progress toward learning goals over time.</p>	<p>The teacher candidate uses a variety of assessment tools to monitor student progress and achievement. The teacher candidate explains the importance of tracking student progress toward learning goals over a designated time period or unit of instruction.</p>	<p>The teacher candidate uses a variety of assessment tools to monitor student progress and mastery of stated learning objectives. The teacher candidate explains the importance and rationale of tracking student progress toward learning goals over a designated time period or unit of instruction and can identify pros and cons for different assessment tools.</p>
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4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>The teacher candidate implements one-size-fits-all assessments with no evidence that modifications are considered or made in testing materials or conditions that are appropriate to meet student needs and requirements of individual student learning plans.</p>	<p>The teacher candidate modifies some assessments and/or testing conditions in response to identified individual student needs and requirements. There is limited evidence that the modifications are done systematically or consistently.</p>	<p>The teacher candidate modifies formative assessments in response to student learning styles and varying levels of knowledge. Instruction is differentiated based on the formative assessment data. Testing conditions are modified for an individual and/or a small group of students to provide an environment conducive to student success.</p>	<p>The teacher candidate modifies formative assessments intentionally in response to student learning styles and varying levels of knowledge and skills. Instruction is differentiated based on the formative assessment data. The teacher candidate demonstrates flexibility and responsiveness in the design and use of testing materials and conditions that respond to student needs and preferences.</p>

4e. Shares the importance and outcomes of student assessment data with the student and the student's parent / caregiver(s):

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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<p>The teacher candidate does not share the results of classroom and state assessments with students and/or parents/caregivers.</p>	<p>The teacher candidate shares the results of classroom and state assessments with students and parents/caregivers. Assessment data may not be communicated in an accessible format, in a timely manner, or connected to the student's learning objectives.</p>	<p>The teacher candidate regularly shares the results of classroom and state assessments with students and parents/caregivers. The assessment feedback is directly connected to priority learning targets and student progress toward mastery of the learning objectives. Assessment data and outcomes are clearly communicated in a timely and accessible format that promotes understanding and shared decision-making.</p>	<p>The teacher candidate regularly shares the results of classroom and state assessments with students and parents/caregivers. The assessment feedback is directly connected to priority learning targets and student progress toward mastery of the learning objectives. Assessment data and outcomes are clearly communicated in an accessible format that promotes understanding and shared decision-making. The teacher candidate engages in opportunities for students and parents/caregivers to provide feedback and make suggestions for how to maximize student learning.</p>
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4f. Applies technology to organize and integrate assessment information:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>There is no use of technology for organizing and integrating assessment information for use.</p>	<p>The teacher candidate keeps records of assessments, but does not have a system for tracking progress over time or integrating multiple forms of assessment from varied sources using appropriate technology.</p>	<p>The teacher candidate uses technology tools when planning, monitoring, analyzing, and communicating assessment data with students, parent/caregivers, and colleagues.</p>	<p>The teacher candidate uses technology tools to support planning, monitoring, analyzing, and integrating various sources of data. There is evidence of regular and effective communication with parents/caregivers and integrating feedback that results in improved outcomes and student learning based on use of the technology system.</p>

OVERALL FEAP 4 RATING: Assessment

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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FEAP 5: CONTINUOUS PROFESSIONAL DEVELOPMENT

5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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The teacher candidate cannot identify areas for professional growth and does not reference improving instruction based on students' needs	The teacher candidate identifies areas for professional improvement but does not explicitly link goals to the learning needs of individuals or student subgroups.	The teacher candidate sets professional goals to improve instruction for the learning needs of individuals or student subgroups based on outcomes of lessons and evidence of student learning.	The teacher candidate engages in cycles of systematic reflection and actions toward improving all student learning, some of which is self-guided.
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5b. Examines and uses data-informed research to improve instruction and student achievement:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate references personal experience and does not use data-informed research to improve instruction.	The teacher candidate references data-informed research but does not explicitly indicate how the research will improve instruction.	The teacher candidate explicitly uses data-informed research to improve instruction and student learning through planning and actual teaching.	The teacher candidate has an action plan to improve student achievement derived from both published and self-collected data. The teacher candidate may engage in systematic teacher inquiry or action research as a means to collect data to drive and improve instruction.

5c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate references personal experience and does not identify and analyze a variety of data (e.g., formative and summative data) to evaluate whether a lesson was effective in improving student learning outcomes, inform instruction or adjust planning for future lessons.	The teacher candidate is building skills in using data sources beyond summative measures. Generally, the candidate shows accurate perceptions of whether a lesson was effective in improving student learning outcomes and can use data to adjust lessons to improve learning outcomes.	The teacher candidate accurately assesses the success of a lesson and can point to specific formative and summative data used in that determination, independently and in collaboration with other professionals. The teacher candidate can speak to ways to adjust instruction and planning based on the analysis of data for the purpose of improving effectiveness.	The teacher candidate thoughtfully and accurately assesses the success of a lesson citing a variety of formative and summative data sources that focus on student learning, independently and in collaboration with other professionals. The teacher candidate can provide several ways to improve the effectiveness of the lesson based on the data.

5d. Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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The teacher candidate does not have a clear plan or policy for communicating with families and other educators to improve student learning.	The teacher candidate can communicate when problems arise, but there is no systematic effort for communication with families and other educators.	The teacher candidate communicates and collaborates with families and other educators about student progress toward learning targets.	The teacher candidate not only has a system for communicating and collaborating with families, but also creating a two-way communication system for information to flow both ways between families and classroom.
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5e. Engages in targeted professional growth opportunities and reflective practices:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate expresses the value for professional learning but cannot offer examples for opportunities to enhance knowledge and skill of practice tied to one's own teaching, even with prompting by a supervisor or mentor.	The teacher candidate offers examples of growth opportunities but does not reflect on one's own practice as a means to form broad or targeted professional learning goals, even with prompting by a supervisor or mentor.	The teacher candidate reflects on a specific example or two from practice to create a professional learning goal that has the potential to improve a specific aspect of practice for individuals or group of students. The teacher candidate can elaborate when prompted by a supervisor or mentor.	The teacher candidate cites many examples from practice to create a continuous cycle of professional learning that explicitly connects to improving a specific aspect of practice for individuals or group of students. The teacher candidate typically does not require prompting from supervisors or mentors.

5f. Implements knowledge and skills learned in professional development in the teaching and learning process:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
New learning from professional development is not visibly incorporated into planning, teaching, assessing, or reflecting on practice.	The teacher candidate attempts to incorporate new professional learning into practice. The new knowledge and skills are not consistently implemented or sustained over time.	The teacher candidate plans, implements, and reflects on the use of new professional learning into the classroom. The new knowledge and skills are consistently implemented and sustained over time.	The teacher candidate provides evidence of a cycle of continuous learning where professional development is brought into instruction and continuously adapted to impact student learning. The new knowledge and skills are systematically and consistently sustained over time.

OVERALL FEAP 5 RATING: Continuous Professional Development

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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FEAP 6: PROFESSIONAL RESPONSIBILITY & CONDUCT

6a. Adheres to guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being,

unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate does not adhere to guidelines for student welfare and parental involvement in critical decisions affecting a student's mental, emotional, or physical health as outlined in Florida statute.	The teacher candidate does not consistently adhere to the guidelines for student welfare and parental involvement in critical decisions affecting a student's mental, emotional, or physical health as outlined in Florida statute.	The teacher candidate adheres to guidelines for student welfare and parental involvement in critical decisions affecting a student's mental, emotional, or physical health as outlined in Florida statute.	The teacher candidate consistently adheres to guidelines for student welfare and parental involvement in critical decisions affecting a student's mental, emotional, or physical health as outlined in Florida statutes and interacts with parents and caregivers as appropriate.

6b. Adheres to the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate does not adhere to the rights of students and parents as outlined in Florida statutes.	The teacher candidate is aware of the rights of students and parents as outlined in Florida statute.	The teacher candidate adheres to the rights of students and parents by collaborating with the classroom teacher to communicate student academic progress to parents and caregivers and the ways in which they can help their child succeed in school.	The teacher candidate adheres to the rights of students and parents by communicating student academic progress to parents and caregivers and the ways in which they can help their child succeed in school.

6c. Adheres to the Principles of Professional Conduct for the Education Profession of Florida, pursuant to Rule 6A-10.081:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
The teacher candidate does not engage in appropriate professional conduct.	The teacher candidate engages in appropriate professional conduct and is aware of the Principles of Professional Conduct for the Education Profession of Florida.	The teacher candidate demonstrates knowledge of and adheres to the Principles of Professional Conduct for the Education Profession of Florida.	The teacher candidate demonstrates knowledge of and adheres to the Principles of Professional Conduct for the Education Profession of Florida. The teacher candidate might assist peers in making decisions and analyzing educational practices that adhere to professional and ethical standards.

OVERALL FEAP 6 RATING: Professional Responsibility & Ethical Conduct

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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Part 2: UF Teacher Professional Behaviors Indicators

RATING	Never	Sometimes	Frequently	Always
PB.1 Portrays confidence and competence when interacting with learners and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.2 Demonstrates initiative and active engagement in assigned teaching and learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.3 Displays self-advocacy, including asking for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.4 Demonstrates responsiveness to feedback and supervision (e.g., ability to accept constructive criticism and incorporate suggestions into teaching performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PB.5 Articulates responsibility for maintaining accurate and confidential student records and other important information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.6 Adheres to attendance expectations and is prepared and organized each day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.7 Presents a professional appearance in alignment with the placement guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.8: Builds professional relationships with colleagues to foster collegiality, share teaching insights, and coordinate learning activities for P-12 students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.9 Respects diversity of colleagues and supervisors and models culturally responsive interactions with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.10 Engages with social media and other technology appropriately, responsibly, and consistent with placement guidelines (e.g., confidentiality of students, use of personal devices in class or with students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.11 Fosters respectful communication among all members of the learning community and respects boundaries within professional relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>