



PDS Non-PDS



**Department of Education
Professional Semester Evaluation**

Teacher Candidate _____

School/Subject/Grade _____

	Exceeds Target	Target	Acceptable	Not Acceptable	Not Applicable
I. Learner Development					
<ul style="list-style-type: none"> The teacher candidate has enthusiasm for the discipline he/she teaches. The teacher candidate develops positive rapport with students. (3B) 					
II. Learner Differences					
<ul style="list-style-type: none"> The teacher candidate differentiates instruction to meet the individual learning needs of students. (2A) The teacher candidate carries out planned inclusion and modifications based on the needs of the students. (3F) The teacher candidate makes students feel valued and helps them learn to value each other. (2E) 					
III. Learning Environments					
<ul style="list-style-type: none"> The teacher candidate maintains a structured/consistent classroom environment. (2B) The teacher candidate is aware of the entire learning environment. (2D) The teacher candidate utilizes appropriate proximity control through the lesson. (2F) The teacher candidate models correct grammar. 					
IV. Content Knowledge					
<ul style="list-style-type: none"> The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches. (1A) The teacher candidate creates learning experiences that are meaningful to students. (3A) 					
V. Innovative Applications of Content					
<ul style="list-style-type: none"> The teacher candidate effectively utilizes technology. The teacher candidate develops lessons that encourage creativity, innovation, and problem-solving. (1B) 					
VI. Assessment					
<ul style="list-style-type: none"> The teacher candidate uses both informal and formal assessment to enhance student learning, and evaluate learner progress and performance. (3E) The teacher candidate checks for understanding throughout the lesson. (1E) 					

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<ul style="list-style-type: none"> • Assignments are graded and returned in a reasonable amount of time. 					
<ul style="list-style-type: none"> • The teacher candidate uses a variety of questioning strategies, including an emphasis on higher level questioning skills. (3C) 					
VII. Planning for Instruction					
<ul style="list-style-type: none"> • Lesson plans are complete and up-to-date with corresponding WV Content Standards and Objectives. (1C; 1D) 					
<ul style="list-style-type: none"> • The teacher candidate utilizes outside resources to enhance the lesson. (4D) 					
<ul style="list-style-type: none"> • The teacher candidate is well organized/prepared. 					
VIII. Instructional Strategies					
<ul style="list-style-type: none"> • The teacher candidate uses a variety of instructional strategies to enhance the lesson. 					
<ul style="list-style-type: none"> • The teacher candidate engages students throughout the lesson. (3D) 					
<ul style="list-style-type: none"> • The teacher candidate interacts with all students throughout the lesson. (2C) 					
<ul style="list-style-type: none"> • The teacher candidate models effective voice projection and inflection, as well as eye contact. 					
<ul style="list-style-type: none"> • The teacher candidate models effective lesson flow. 					
IX. Reflection and Continuous Growth					
<ul style="list-style-type: none"> • The teacher candidate dresses professionally. 					
<ul style="list-style-type: none"> • The teacher candidate is punctual. 					
<ul style="list-style-type: none"> • The teacher candidate remains current in their field and participates in a variety of professional development activities. (4A) 					
<ul style="list-style-type: none"> • The teacher candidate applies suggestions from previous evaluations (formal or informal). (4B) 					
<ul style="list-style-type: none"> • The teacher candidate reflects on his/her teaching performance and makes adjustments based on data. (4C) 					
X. Collaboration					
<ul style="list-style-type: none"> • The teacher candidate works collaboratively with colleagues. (5A; 5D; 5E) 					
<ul style="list-style-type: none"> • The teacher candidate develops positive relationships with students. (5C) 					
<ul style="list-style-type: none"> • The teacher candidate maintains confidentiality of student information. 					
<ul style="list-style-type: none"> • The teacher candidate models the ethical principles of the profession. (5I) 					

Candidate Signature

Supervisor Signature

Date

**Partner teacher completes at least two evaluations during each placement.
GSC general supervisor completes at least four evaluations during each placement.**