

University of Arizona Teacher Candidate Self-Evaluation

Teacher Candidate:	Mentor Teacher:	UA Program Supervisor:	
Site(s):	Grade Level(s):	Midterm Date:	Final Date:

Rating Scale:	4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates	3 – Proficient This skill is well-developed; it is consistently and independently demonstrated.	2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established.	1 – Insufficient This skill is weakly demonstrated or not yet evident.
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I. LEARNING ENVIRONMENT

	Midterm	Final
1. Recognizes Individuality: Embraces, promotes, and demonstrates respect for students' lived experiences, unique social and learning profiles, funds of knowledge, and backgrounds		
2. Promotes Student Belonging: Teacher intentionally creates an environment that contributes to a strong sense of belonging for every student		
3. Set-Up: Designs and maintains learning spaces to foster physical safety, accessibility, meaningful student-teacher and student-student interactions, and equitable participation		
4. Procedures: Establishes and follows equitable norms, procedures, and routines		
5. Behavior Expectations: Communicates clear and positive behavior expectations		
6. Behavior Management: Monitors and responds appropriately to student behavior in a timely, fair, and consistent way that preserves individual dignity		
7. Respectful Communication: Uses, models, and promotes civil communication, both verbal and non-verbal, that is positive, supportive, and empathetic		

MIDTERM - Summary and Plan of Action:	FINAL - Summary and Plan of Action:

Rating Scale:	4 – Exceeds Masterful, exemplary evidence	3 – Proficient consistent, proficient evidence	2 – Developing developing, partial evidence	1 – Insufficient Weak or no evidence
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II. PLANNING AND PREPARATION

	Midterm	Final
1. Submitted Plans: Submits complete, appropriately-formatted lesson plans in a timely manner for review		
2. Timing: Writes lesson plans and activities appropriate for the amount of time allotted		
3. Data & Needs-Driven: Uses a variety of student data to guide planning, including observation, assessments, and information about learners and their needs		
4. Standards & Objectives: Writes measurable objectives using state standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge		
5. Content Connections: Connects content to students' out-of-school experiences, community knowledge, previous lessons within the content area, other curricular areas, and/or real-life situations		
6. Active Participation: Plans instructional strategies that ensure individual and collaborative student engagement throughout the lesson		
7. Materials/Technology: In advance of the lesson, teacher chooses and prepares varied and appropriate materials and instructional technologies to facilitate learning and promote student achievement		
8. Higher-Level Thinking: Plans opportunities for critical thinking through questioning and student activities		
9. Accessibility: Incorporates instructional elements of Universal Design for Learning and modifications/accommodations based on each learners' needs		
10. Sequencing: Organizes learning activities in a logical sequence that leads students to the learning objective		
11. Collaborates: Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise		
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III. INSTRUCTION AND ASSESSMENT

		Midterm	Final
1. States Expectations:	Communicates purpose, learning objectives, and criteria for success at the beginning and throughout the lesson		
2. Content Accuracy:	Provides clear and accurate content aligned to the objectives and/or standards		
3. Content Flexibility:	Demonstrates flexibility and sufficient depth of content knowledge to meet the needs and curiosities of students		
4. Academic Language:	Uses the discipline’s academic language and creates opportunities for students to use the academic language in level-appropriate ways		
5. Clear Instructions:	Provides clear instructions verbally, in writing, and through modeling.		
6. Varied Materials:	Uses varied and engaging materials, technologies, aids, models, and representations		
7. Varied Delivery:	Uses a variety of instructional strategies and teacher roles to address students’ diverse learning styles and needs (e.g. multilingual-learner support strategies, individual work, student-led learning, cooperative learning, investigation)		
8. Varied Applications:	Designs activities and applications that allow students the choice in how they practice demonstrating their content knowledge in varied, creative/original, and/or authentic ways		
9. Engagement & Pacing:	Maximizes active participation of each learner and paces the lesson to optimize instructional time		
10. Questioning:	Uses varied questioning and discussion strategies that engage all students and serve different purposes		
11. Formative Assessments:	Regularly checks for understanding throughout lessons using varied informal assessment strategies to monitor the learning of each student		
12. Modifies Teaching:	Adjusts instruction based on formative assessment data and student needs		
13. Summative Assessments:	Designs and/or implements summative assessments that are congruent to instruction in content, rigor, and format		
14. Promotes Self-Assessment:	Promotes student self-assessment and supports students in using data to achieve their learning goals		
15. Feedback:	Provides timely, useful, specific, and respectful feedback focused on growth		
MIDTERM - Summary and Plan of Action:		FINAL - Summary and Plan of Action:	

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IV. PROFESSIONALISM AND GROWTH

	Midterm	Final
1. Professional Presence: Arrives on time and is fully prepared for the day with a professional appearance; remains for the duration of required hours		
2. Timeliness: Meets deadlines and responds promptly to all communications.		
3. Professional Communication: Communicates professionally with and about members of the learning community in all forms, including social media.		
4. Personal Matters: Personal matters do not negatively affect teaching performance		
5. Conduct: Conducts oneself professionally and ethically as an educator with students, families, and colleagues		
6. Families: Seeks opportunities to communicate and effectively engage with parents/guardians regarding instructional goals and student progress		
7. Legal Responsibilities: Describes and abides by laws related to learners' rights and responsibilities, including FERPA, mandatory reporting, IDEA/IEPs, and ADA/504s.		
8. Collaboration: Collaborates regularly with colleagues and members of the school community to improve practice and solve problems		
9. Cultural Competence: Learns about family knowledge, values, and cultural backgrounds and respectfully applies that information to interactions with students, families, and the school community		
10. Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators with openness and a growth mindset		
11. Self-Reflect: Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice		
12. Development & Growth: Participates in required professional development opportunities for faculty and seeks additional learning opportunities to develop and refine skills within their own identified areas of growth		
MIDTERM - Summary and Plan of Action:	FINAL - Summary and Plan of Action:	