

Foundation Evaluation

RED 4519: Diagnostic and Intervention of Reading				
Instruction	Exemplary	Accomplished	Developing	Requires Action
Communicating with Students	<p>The teacher candidate has a positive presence in the classroom. The teacher candidate collaborates with the mentor to identify students to participate in small group activities and how to best meet their needs.</p> <p>Teacher candidate will share and discuss possible implications based on the results of the ARI given to the struggling reader with the mentor teacher.</p>	<p>The teacher candidate has a positive presence in the classroom. The teacher candidate collaborates with the mentor to identify students to participate in small group activities.</p>	<p>The teacher candidate collaborates with the mentor to identify students to participate in small group activities.</p>	<p>The teacher candidate does not have a positive presence in the classroom. The teacher candidate does not collaborate with the mentor to identify students to participate in small group activities.</p>
Engaging Students in Learning	<p>The teacher candidate plans and delivers five small group lessons based on research based strategies in assisting struggling readers.</p> <p>The teacher candidate</p>	<p>The teacher candidate teaches five small group lessons based on research based strategies.</p> <p>The teacher candidate videos at least 1 of the small group lessons.</p>	<p>The teacher candidate teaches less than five small group lessons based on research based strategies.</p> <p>The teacher candidate does not video any lessons.</p>	<p>The teacher candidate does not teach small group lessons based on research based strategies.</p> <p>The teacher candidate does not video any lessons.</p>

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	videos at least 2 of the small group lessons.			
Using Assessment in Instruction	Teacher candidates will analyze ARI data; create and implement a plan based on the results effectively.	Teacher candidates will analyze ARI data; create a plan based on the results.	Teacher candidates will analyze ARI data.	Teacher candidates did not analyze or communicate ARI data.
Planning and Preparation				
Designing or Utilizing Coherent Activities that Demonstrates Knowledge of Students	The teacher candidate's leads small group or individual activities that have a clear structure and are differentiated allowing different pathways according to student needs.	The teacher candidate's assist in helping with small group or individual activities that have a clear structure and are differentiated allowing different pathways according to student needs.	The teacher candidate's observes small group or individual activities.	The teacher candidate's does not participate in small group or individual activities.
The Classroom Environment				
Teacher Candidate Encourages an Environment of Respect	Classroom interactions, between teacher candidate and students are respectful and reflect genuine warmth, caring, and sensitivity to the	Classroom interactions, between teacher candidate and students are respectful.	Classroom interactions, between teacher candidate and students are mostly respectful.	Classroom interactions, between teacher candidate and students are many times not respectful.

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	cultural and developmental difference among groups of students.			
Establishes a Culture for Learning	The teacher candidate demonstrates energy and a passion for the subject area.	The teacher candidate demonstrates knowledge of the subject area with a desire to learn.	The teacher candidate demonstrates limited understanding subject area with hesitation about education.	The teacher candidate does not demonstrate knowledge of subject area and does not seem to be passionate about education.
Supports Classroom Management by Using Effective, Appropriate Techniques	The teacher candidate contributes to the overall positive classroom environment by assisting in monitoring student behavior through proximity and verbal reinforcement.	The teacher candidate assists in monitoring student behavior through proximity and verbal reinforcement	The teacher candidate observes the mentor addressing student behavior through proximity and verbal reinforcement	The teacher candidate does not show interest in addressing student behavior.
Professional Responsibilities				
Showing Professionalism	The teacher candidate consistently adheres to and models standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality.	The teacher candidate adheres to standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality	The teacher candidate mostly adheres to standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality	The teacher candidate does not adhere to nor model standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality

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