

### Important Notes

- ♦ Formal mentor submission of this report is conducted online through Zoomerang.
- ♦ This document is for formative assessment use only.
- ♦ Candidates are not eligible for a passing grade unless this appraisal is submitted by the mentor.



JIU®  
THE GOLD STANDARD  
ONLINE UNIVERSITY

## EDU614: Student Teaching II: Elementary Licensure Mentor Appraisal of Candidate Proficiencies\*

Course and Field Experience Information	
JIU Course Faculty Member Name:	Term (enter month and year):
Name of Teacher Candidate:	
Name of Mentor Teacher:	Name of School:
Dates of Student Teaching:	Candidate's Intended State for Licensure:

### Message to Mentor\*

Your JIU teacher candidate is required to complete 300 hours of field-based "student teaching" experience in EDU614, over the course of eight weeks, in his/her endorsement area. This typically equates to the teacher candidate completing 37.5+ hours onsite in your school. This is part of a total requirement of the completion of 800 hours of field-based experience (200 Level I hours + 300 Level II hours in EDU613 + 300 Level II hours in EDU614).

The benchmarks delineated in this appraisal are aligned to standards established by: (1) the Colorado State Board of Education, (2) the [Association for Childhood Education International \(ACEI\)](#), (3) the [National Council for the Accreditation of Teacher Education \(NCATE\)](#), and (4) the [National Council on Teacher Quality \(NCTQ\)](#).

This appraisal will become part of the overall evaluation of the teacher candidate's performance in EDU614 as determined by the JIU course faculty member. You will have multiple opportunities to discuss this appraisal and the formative and summative assessment of your teacher candidate with the JIU faculty member during required phone conferences.

Please indicate your field-based appraisal of the teacher candidate's proficiency by rating the performance of the candidate against all the benchmarks in this appraisal. When completing assessment benchmarks in the section titled, Candidate Subject Area Content Knowledge (ACEI standards 2.1 through 2.7), rate the candidate using the ACEI Suggested Scoring Guide located here: <http://acei.org/wp-content/uploads/2007ACEIStandardsSuggestedScoringGuide.pdf>. Base all your ratings on observations you have made of the candidate throughout student teaching (e.g., observations of the candidate designing lessons, delivering lessons, managing the classroom, implementing assessments, communicating with students, collaborating with school personnel, and interacting with parents and community members). Please provide candid feedback regarding your general experience working with JIU when prompted in the online survey. Your voice is very important to the School of Education and your feedback will influence JIU's continuous program improvement efforts.

Near the end of the student teaching experience (seventh week), you will complete this summative appraisal and submit it via the secured online survey sent to you by JIU. If you experience any technological difficulty processing this appraisal, or if you have any questions about completing this appraisal, please immediately contact the course faculty member or the School of Education at [jiufieldplacementhelp@international.edu](mailto:jiufieldplacementhelp@international.edu).

The School of Education has developed a public website where you can access a copy of this appraisal, the K-12 School Faculty Guide and other supporting documents. We encourage you to visit the site at: <http://www.jiu.edu/schools/education/field-experience>.

Thank you very much for your time and willingness to serve in this critical role of mentor teacher. Not only will your guidance shape the professional development of your teacher candidate, your efforts and dedication will also touch the lives of elementary school students and the communities in which they live.

**\*Formal submission of this report is conducted online.**

### JIU School of Education Vision

JIU School of Education graduates are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.

## Levels of Performance Ratings

Please rate the teacher candidate using the following indicators:

<b>Basic (B):</b> The candidate demonstrates an understanding, but is not yet able to apply the learning outcome in the field.	<b>Developing (D):</b> The candidate demonstrates increasing understanding and begins to apply the learning outcome in the field with assistance.	<b>Proficient (P):</b> The candidate demonstrates a solid understanding and is able to apply the learning outcome in the field without assistance.	<b>Advanced (A):</b> The candidate demonstrates exemplary performance and skillful application of the learning outcome in the field.
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### Knowledge of Literacy

MENTOR Teacher: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.

Rating	Notes	Teacher Candidate:
		Demonstrates understanding of the five components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) as identified in the <a href="#">Report of the National Reading Panel</a> (2000).
		Implements effective lessons and intervention related to phonological and linguistic skills that address phonemic awareness, systematic and explicit phonics, spelling / encoding, and fluency.
		Implements effective lessons that develop oral and written language proficiency (i.e., language usage, sentence structure, punctuation, syntax, semantics, and other structures of standard English).
		Practices evidence-based instructional strategies designed for teaching struggling readers.
		Integrates literacy into content area instruction.

### Knowledge of Standards and Assessment

MENTOR Teacher: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.

Rating	Notes	Teacher Candidate:
		Designs instruction aligned to state K-6 content standards.
		Demonstrates ability to use formal assessment data (e.g., from state tests and/or standardized diagnostic assessments) <u>and</u> informal assessment data (e.g., from screening and/or progress monitors) to modify and/or strengthen instruction.
		Demonstrates ability to assess student learning during lessons.
		Accurately documents ongoing student achievement.
		Knows how to communicate assessment results and instructional goals / modifications to students.
		Knows how to communicate assessment results and instructional goals / modifications to parents/guardians, professionals, administrators and the community.

## Knowledge of Classroom and Instructional Management

**MENTOR Teacher:** please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.

Rating	Notes	Teacher Candidate:
		Knows how to foster a climate that values diversity by demonstrating respect and sensitivity to cultural, gender, socioeconomic, language and/or learning differences among students.
		Uses individual and group motivation techniques with K-6 students to foster active engagement in learning and positive social interaction.
		Uses effective communication to consistently apply age-appropriate classroom behavior standards.
		Knows how to use low profile desists to manage minimally disruptive behavior.
		Knows how to use appropriate disciplinary action to handle significant student misbehavior.
		Knows how to effectively pace lessons through skilled questioning and use of wait time.
		Knows how to provide positive feedback to students during and after lessons that is substantive and differentiated.
		Communicates with parents and guardians effectively in order to involve them as partners in student learning.

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### Knowledge of Technology

**MENTOR Teacher: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

Rating	Notes	Teacher Candidate:
		Utilizes 21 <sup>st</sup> century technologies to manage K-6 student assessment data.
		Implements lessons that incorporate the use of 21 <sup>st</sup> century technologies to teach students basic technological skills.
		Knows how to enhance content knowledge acquisition through the use of 21 <sup>st</sup> century technologies, including audio-visual aids, computers, digital technology, and the Internet.



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### Knowledge of Individualization of Instruction

**MENTOR Teacher: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.**

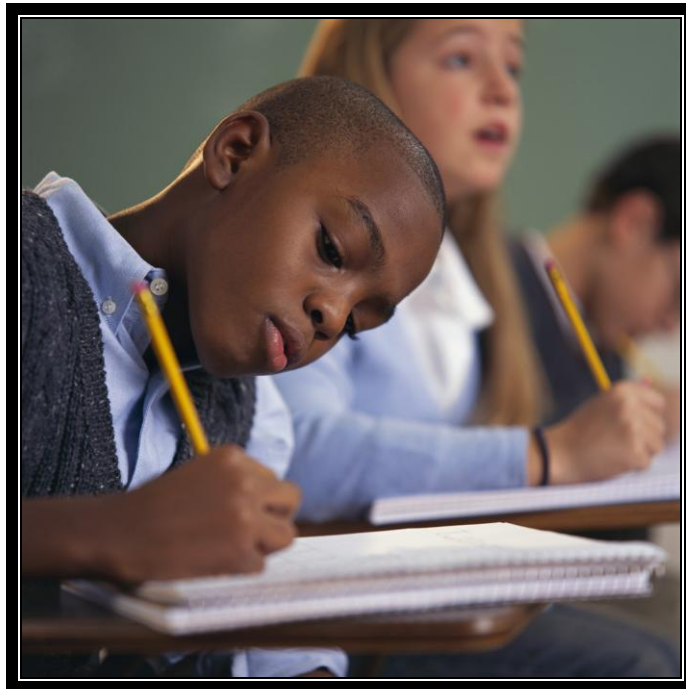
Rating	Notes	Teacher Candidate:
		Collaborates with school-based teams to use assessment results to design instruction matched to individual instructional levels of students from diverse backgrounds (e.g., students with exceptional needs, English language learners, etc.).
		Practices evidence-based instructional strategies designed for teaching English language learners.
		Demonstrates skill in how to differentiate questioning and responses to extend student learning.
		Implements developmentally appropriate lessons that are engaging (e.g., they elicit multiple student responses and promote positive social interaction).
		Utilizes multiple communication techniques (e.g., verbal, non-verbal, and media related) to foster active inquiry in the classroom.
		Utilizes multiple communication techniques (e.g., verbal, non-verbal, and media related) to foster collaborative, supportive interaction in the classroom.

### Professional Commitment, Growth, Reflection and Evaluation

MENTOR Teacher: please indicate B, D, P, or A in the "Rating" column for each of the benchmarks below.

Rating	Notes	Teacher Candidate:
		Is committed to the teaching professional codes of ethical conduct.
		Can adapt to evolving issues and environments.
		Demonstrates dispositions that are characteristic of developing career teachers.
		Evaluates effects of professional decisions on students, parents, and other professionals in the learning community.

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## Candidate Subject Area Content Knowledge Ratings

**1 = Does not yet meet the expectations for the standard.**

**2 = Meets the expectations for the standard.**

**3 = Exceeds the expectations for the standard.**

### Candidate Subject Area Content Knowledge

**MENTOR Teacher: Please indicate 1, 2, or 3 in the "Rating" column for each of the benchmarks below.**

Rating	Reading, Writing and Oral Language	ACEI
	Candidate demonstrates knowledge of language development and reading acquisition and the variations related to diverse populations.	2.1a
	Candidate teaches the use of multiple strategies to help readers recognize words in print.	2.1b
	Candidate demonstrates knowledge of strategies readers use to construct meaning from print and to monitor their comprehension.	2.1c
	Candidate teaches the conventions of language needed to compose oral and written texts for a range of purposes and audiences.	2.1d
	Candidate demonstrates skill in the creation of a high quality literate environment for the classroom that includes attention to books, electronic-based information sources, and locally created materials.	2.1e
	Candidate demonstrates knowledge and skill in creating a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into the human experience.	2.1f
	Candidate demonstrates knowledge of ways to promote a critical stance toward the analysis and interpretation of texts that encourages multiple perspectives.	2.1g
Rating	Science	ACEI
	Candidate knows and understands the fundamental concepts in the subject matter of physical, life, earth, and space sciences.	2.2a
	Candidate uses inquiry to learn fundamental concepts of science.	2.2b
	Candidate can design and implement age appropriate inquiry lessons to teach science.	2.2c
	Candidate can design age appropriate lessons to build student understanding of personal and social applications.	2.2d
	Candidate can design age appropriate lessons to convey the nature of science (as defined in the National Science Education Standards).	2.2e
Rating	Mathematics	ACEI
	Candidate knows and understands the fundamental concepts of numbers and integers and computational operations.	2.3a
	Candidate knows, understands, and applies algebraic principles.	2.3b
	Candidate models multidimensional shapes and uses transformational principles.	2.3c
	Candidate demonstrates knowledge and use of measurement units and tools.	2.3d
	Candidate understands and uses data analysis and probability concepts.	2.3e
	Candidate knows, understands, and applies the process of problem solving.	2.3f

	Candidate reasons, constructs, and evaluates mathematical arguments and develops an appreciation for mathematical rigor and inquiry.	2.3g
	Candidate communicates his or her mathematical thinking orally and in writing to peers, faculty, and others.	2.3h
	Candidate recognizes, uses, and makes connections between and among mathematical ideas and in contexts outside of mathematics to build mathematical understanding.	2.3i
	Candidate uses varied representations of mathematical ideas to support and deepen students' mathematical understanding.	2.3j
	Technology (from ACEI scoring rubric: Candidate recognizes the role of technology as an important tool in the teaching and learning of mathematics).	2.3k
<b>Rating</b>	<b>Social Studies</b>	<b>ACEI</b>
	Candidate knows and understands major concepts and modes of inquiry from the social studies.	2.4a
	Candidate uses the major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	2.4b
<b>Rating</b>	<b>The Arts</b>	<b>ACEI</b>
	Candidate knows and understands the content of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students.	2.5a
	Candidate knows and understands the content of several visual arts as primary media for communication, inquiry, and insight among elementary students.	2.5b
	Candidate knows functions and achievements of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students.	2.5c
	Candidate knows functions and achievements of visual arts as primary media for communication, inquiry, and insight among elementary students.	2.5d
	Candidate uses the arts as primary media for communication, inquiry, and insight among elementary students.	2.5e
<b>Rating</b>	<b>Health Education</b>	<b>ACEI</b>
	Candidate knows and understands the major concepts in the subject matter of health education.	2.6a
	Candidate uses the major concepts in the subject matter of health education to create opportunities for K-6 student development and practice of skills that contribute to good health.	2.6b
<b>Rating</b>	<b>Physical Education</b>	<b>ACEI</b>
	Candidate knows and understands human movement.	2.7a
	Candidate knows and understands physical activity.	2.7b

### Diverse Student Opportunity Ratings

YES	NO
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### Student Teacher Experience With Diverse Students

**MENTOR Teacher: please indicate Yes or No in the "Rating" column for each of the items below.**

<b>Rating</b>	
	The JIU candidate had the opportunity to work with students from two or more ethnic/racial groups.

	The JIU candidate had the opportunity to work with students from two or more socioeconomic groups.
	The JIU candidate had the opportunity to work with students of both genders.
	The JIU candidate had the opportunity to work with English Language Learners.
	The JIU candidate had the opportunity to work with students with disabilities (e.g., learning, physical, emotional, etc.).

**Mentor Support and Collaboration Ratings**

<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
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**JIU Mentor Support and Collaboration**

**MENTOR Teacher: please indicate Strongly Agree, Agree, Disagree or Strongly Disagree in the "Rating" column for each of the items below.**

Rating	
	My roles and responsibilities, as a mentor, were clear to me.
	The School of Education adequately prepared me for my role as mentor.
	I felt that I had the support I needed to mentor effectively.
	The course faculty member and I collaborated to assess the JIU candidate.

**What suggestions do you have to better prepare JIU School of Education candidates for success during their student teaching experience?**

**Verification of Student Teaching Hours Completed**

**Did the student teacher complete at least 300 hours in your school/district during this 8 week course?**

Please Circle:      **YES**      **NO**

## Overall Teacher Candidate Field Experience Rating

As the candidate's mentor during his/her second 8 weeks of student teaching, I believe the candidate is ready to become a licensed teacher.

Please Circle:      YES      NO      (If "NO," please provide justification when completing online form)

## Additional Comments To Be Shared with JIU

**SUBMIT ONLINE ONLY**

Jones International University is committed to providing quality field-based experiences for its teacher candidates. Your role is an essential part of this process and JIU greatly values the expertise and commitment you bring to this mentorship role. On behalf of the entire School of Education faculty, we thank you very much for your time and dedication to supporting the quality preparation of America's next generation of teachers.



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