Western Governors University
Clinical Experiences
Demonstration of Learning
Progression Evaluation Instrument

Your feedback will help identify strengths and areas of opportunity for the candidate and assist faculty in further developing any areas needed. The candidate will use this evaluation and your feedback to reflect on the student teaching experience and the application of learning to future experiences.

Honest and open feedback is needed to provide opportunities for valued reflection. The objective of this evaluation is to provide opportunities for growth through reflection and mentoring, not evaluate for perfection in performance. The engagement with authentic teaching experiences is an opportunity to apply and practice the theories from previous coursework.

For questions or concerns regarding clinical experiences, including the readiness of the WGU teacher candidate under your mentorship, please email classroomsupport@wgu.edu.

Complete this instrument in its entirety. You will not be able to submit the instrument until all required fields are completed.

Discuss the results of evaluation with and provide overall feedback to the teacher candidate. Any aspects that cannot be directly observed can be evaluated through an in-depth discussion about the related topic with the teacher candidate.

(Note: If there are any questions or concerns about the readiness of the teacher candidate, contact WGU at classroomsupport@wgu.edu.)

Rubric

The observation rubric is used as a formative assessment tool for Western Governors University (WGU) teacher candidates which is primarily based on the InTASC Model Core Teaching Standards. These nationally recognized standards provide foundational expectations of what individuals should know and be able to do as they progress through and complete a teacher education program. WGU requires professional dispositions and ethics of all teacher candidates which are also incorporated into the observation rubric requirements.

Each teacher candidate's growth is observed and evaluated throughout the clinical experiences during the WGU Educator Preparation Program. The observation instrument serves as one of multiple formative assessments to provide feedback to guide the teacher candidate to learn, grow, and improve practice. The separate evaluation instruments are a summative assessment used during the culminating clinical experiences for an overall demonstration of competency. These instruments are comprehensive tools for gathering evidence of measuring the application of knowledge, skills, and dispositions in authentic settings. The focus of all feedback is to provide opportunities for learning and refining practice.

The observation and evaluation rubric is comprised of three sections:

The Learner and Learning
Teaching begins with the learner. To ensure that each learner learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Content Knowledge
Teachers must have a deep and flexible understanding of their content areas and be able to draw on content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues to ensure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem-solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Instructional Practice
Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and are able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to ensure learner mastery of the content.

To complete this instrument, you must select a score for each aspect row located under the description for a specific standard. The comments section for each scored aspect is required to provide specific examples and justification to provide the teacher candidate feedback for opportunities to learn and grow.

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Use the following to better understand what each score category represents:

Scoring **(see rubric aspects for definitions/expectations for each scaled score)**

0 = Not Effective
Performance is below the target of initial student interactions

1 = Beginning
Target performance in all standards at the end of the early and intermediate clinical experiences, Professional Core and Preclinical Experiences

2 = Developing
Target performance in all standards at the midterm evaluation of the culminating clinical experiences, Student Teaching

3 = Effective
Target performance in all standards at the end of the culminating clinical experiences, Student Teaching

NA = Not Observed
Used only for observations. Not observed is for classification of an aspect that was not observable or needing to be included based on the lesson delivered. ***All aspects of an evaluation must be able to be rated and include a measurable score.***

Criterion for Pass is determined by overall holistic score for each standard.

A holistic score is required for the candidate's performance in relation to each stated standard. This should NOT simply be an average of all the aspect row scores. The score should represent the candidate's overall performance of the standard in its entirety.

WGU expects that early observations will generally show ratings below "effective". This is understandable as the teacher candidate progresses through each clinical experience and gains experience, knowledge, and skills. However, the teacher candidate is expected to show demonstrated growth and improvement through each consecutive observation. Ratings of "effective" indicate no additional growth is needed to be an effective teacher and should be reached prior to the conclusion of the culminating clinical experiences.

The final rating is based on the overall performance of the ten standards. This rating indicates the current level of performance related to the teacher candidate's progression of learning. Not all standards are required to be at the target level to earn that overall rating. Eighty percent of the standards should be at the target level or higher to indicate adequate progression. If a teacher candidate is rated below the target performance, developing for student teaching, a support plan can be implemented for additional support and instruction.

General Information

WGU Teacher Candidate Name: _____   Evaluation: **Midterm**

WGU Student ID #: _____

Observation Date: _____   Length of Observation: _____

<table>
<tr><td colspan="2">Section 1. The Learner and Learning
Teaching begins with the learner. To ensure that each learner learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.</td></tr>
<tr><td colspan="2">Standard 1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td></tr>
</table>

	Performance Expectation	*Not Effective (0)*	*Beginning (1)*	*Developing (2)*	*Effective (3)*	*Score*
1.1	The teacher candidate creates assessments to measure individual and group performance, then designs and modifies instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds to the next level of development InTASC: 1(a) WGU: 11.1(a), 11.1(d)	• Creates assessments with inappropriate components or elements	• Creates assessments to measure individual and group performance	…and • uses assessment information to design, or modify instruction to meet identified learners' needs	…and • Uses assessment data to scaffold instruction to the next level of learner development	0 - Not Effective

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	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
1.2	The teacher candidate creates developmentally appropriate instruction based on each individual learner's strengths, interests, and needs, enabling the learner to advance and accelerate their learning. InTASC: 1(b) WGU: 11.1(b), 11.1(d), 11.1(e)	• Creates instruction that is developmentally inappropriate	• Creates lessons aligned to grade-level state standards	...and ● adds to or modifies lessons to provide varied learning experiences	...and ● implements learning experiences based on individual learners' strengths, interests, and needs	0 - Not Effective
1.3	The teacher candidate collaborates with families, colleagues, and other professionals to promote learner growth and development. InTASC: 1(c) WGU: 11.1(c), 11.2(d), 11.2(f), 11.2(g), 11.5(g)	• Does not collaborate with other individuals to promote learner growth	● Communicates about procedural issues, schedules, and requirements	...and ● responds to mentor inquiries and concerns about learner development and progress	...and ● interacts with colleagues and families related to learner growth and development	0 - Not Effective
Standard 1 Overall Score:	Using the drop-down box provided, please select an overall holistic score for the student's performance in relation to the stated standard. This should **NOT** be an average of all the aspect row scores. The score should represent the student's overall score in relation to the specified standard.					0 - Not Effective

Standard 1 Comments (Please include comments about each aspect)

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Standard 2. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
2.1	The teacher candidate adapts and delivers instruction in multiple ways, using multiple perspectives and appropriate resources, to address each learner's diverse strengths and needs. InTASC: 2(a), 2(d), 2(f) WGU: 11.3(d)	• Does not identify learner diversity or other perspectives (personal, learner, family, school, community)	• Identifies learner diversity and multiple perspectives (personal, learner, family, school, community)	…and • identifies appropriate resources	…and • assesses and adapts resources to deliver instruction that addresses each learner's diverse strengths and needs	0 - Not Effective
2.2	The teacher candidate makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual learners with particular learning differences or needs while building on each learner's prior knowledge and experience. InTASC: 2(b), 2(c) WGU: 11.1(b)	• Does not Identify learners' particular learning differences or needs	• Identifies learners' particular learning differences or needs	…and • identifies learners' prior knowledge and experience	…and • makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) to address learners' particular learning differences or needs	0 - Not Effective

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	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
2.3	The teacher candidate incorporates tools for language development in planning and instruction, including strategies to make English content accessible to English learners and evaluate their English language proficiency. InTASC: 2(f)	• Does not incorporate tools for language development	• Incorporates tools for language development	…and • incorporates tools for the particular needs of language development of English learners	…and • includes strategies to make English content accessible to English learners and evaluate English language proficiency	0 - Not Effective
Standard 2 Overall Score:	This should **NOT** be an average of all the aspect row scores. The score should represent the student's overall score in relation to the specified standard.					0 - Not Effective
Standard 2 Comments (Please include comments about each aspect)						

Standard 3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
3.1	The teacher candidate develops learning experiences that engage and support learners as self-directed learners who internalize classroom routines, expectations, and procedures. InTASC: 3(b), 3(c) WGU: 11.1(a), 11.2(g)	• Does not develop learning experiences that engage and support learners	• Develops a schedule, routines, and behavioral expectations	…and • communicates the schedule, routines, and behavioral expectations to learners	...and • implements the daily schedule • holds learners accountable for following routines and behavioral expectations	0 - Not Effective

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	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
3.2	The teacher candidate uses multiple methods to collaborate with learners, to create a positive learning environment of openness, respectful interactions, support, and inquiry; and the teacher candidate evaluates the environment for appropriate adjustments. InTASC: 3(a), 3(e), 3(f), 3(h) WGU: 11.1(b), 11.2(e), 11.2(f), 11.2(g)	• Does not create a positive learning environment	• Communicates with learners using developmentally appropriate language	…and • communicates explicitly the expectations for classroom interactions • provides opportunities for teacher-learner interactions • provides opportunities for learner interactions	…and • maintains positive interactions with and among learners • evaluates the environment and makes appropriate adjustments	0 - Not Effective
3.3	The teacher candidate effectively uses positive classroom management strategies, including the resources of time, space, and attention. InTASC: 3(d) WGU: 11.2(d), 11.2(h), 11.2(g)	• Does not use positive classroom management strategies	• Plans classroom management strategies • Plans instruction for the allotted time	…and • Paces instruction appropriate for learning • Addresses inappropriate learner behavior	...and • Implements classroom management strategies • Manages time, space, and attention to increase participation	0 - Not Effective

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	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
3.4	The teacher candidate promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. InTASC: 3(g) WGU: 11.3(d), 12.3(e), 12.3(f)	• Does not demonstrate knowledge of how to use interactive technologies	• Demonstrates knowledge of interactive technologies	…and • promotes learners' responsible use of interactive technologies	…and • enhances learning through the use of interactive technologies	0 - Not Effective
Standard 3 Overall Score:	Using the drop-down box to the right, please select an overall holistic score for the student's performance in relation to the stated standard. This should **NOT** be an average of all the aspect row scores. The score should represent the student's overall score in relation to the specified standard.					0 - Not Effective
Standard 3 Comments (Please include comments about each aspect)						

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Section 2. Content Knowledge

Teachers must have a deep and flexible understanding of their content areas and be able to draw on content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues to ensure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem-solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues

Standard 4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline or disciplines they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
4.1	The teacher candidate uses multiple representations of accurate content knowledge and appropriate academic language to promote each learner's achievement of content standards. InTASC: 4(a), 4(c), 4(h) WGU: 11.1(e)	• Does not use appropriate academic language	• Uses appropriate academic language	…and • demonstrates accurate content knowledge	…and • uses multiple representations of accurate content knowledge to promote learner's achievement of content standards	0 - Not Effective
4.2	The teacher candidate builds on each learner's prior content knowledge to link important concepts, encourage ideas from diverse perspectives, and eliminate misconceptions that interfere with learning. InTASC: 4(b), 4(d), 4(e) WGU: 11.1(d)	• Does not identify each learner's prior knowledge	• Identifies each learner's prior knowledge	…and • links important concepts from the discipline	…and • encourages learning experiences that include ideas in the discipline from diverse perspectives • recognizes and corrects learner misconceptions	0 - Not Effective

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	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
4.3	The teacher candidate accesses school or district-based resources to evaluate the learner's content knowledge in the learner's primary language. InTASC: 4(l)	• Does not identify school or district-based resources	• Identifies school or district-based resources	…and • accesses school or district-based resources	…and • uses school or district-based resources to evaluate a learner's content knowledge in the learner's primary language	0 - Not Effective
4.4	The teacher candidate evaluates and modifies instructional resources and technologies to verify accessibility to all learners and that they accurately represent concepts of the discipline. InTASC: 4(f), 4(g) WGU: 12.3(e)	• Does not verify that instructional resources and technologies accurately represent concepts of the discipline	• Verifies that the available instructional resources and technologies accurately represent concepts of the discipline	…and • verifies accessibility of all learners of available instructional resources and technologies	…and • appropriately modifies available instructional resources and technologies	0 - Not Effective
Standard 4 Overall Score:	Using the drop-down box to the right, please select an overall holistic score for the student's performance in relation to the stated standard. This should **NOT** be an average of all the aspect row scores. The score should represent the student's overall score in relation to the specified standard.					0 - Not Effective
Standard 4 Comments (Please include comments about each aspect)						

Standard 5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.					
	Performance Expectation	***Not Effective (0)***	***Beginning (1)***	***Developing (2)***	***Effective (3)***	***Score***
5.1	The teacher candidate uses available tools and resources to create activities, based on real-world issues, that implement and improve opportunities literacy development across content areas. InTASC: 5(a), 5 (b), 5(c), 5(e), 5(h)	• Does not create activities using available tools and resources	• Creates activities using available tools and resources	...and • integrates real-world issues into the lesson	...and • implements and improves literacy development across content areas	0 - Not Effective
5.2	The teacher candidate engages learners in questioning and challenging assumptions and approaches to foster innovation and problem-solving in local and global contexts. InTASC: 5(d) WGU: 11.5(d)	• Does not engage learners in questioning assumptions	• Engages learners in questioning assumptions	…and • engages learners to identify innovative ways to challenge assumptions	…and • asks learners for new and inventive ways to foster innovation and problem-solving in local and global contexts.	0 - Not Effective
5.3	The teacher uses diverse social and cultural perspectives to generate and evaluate new ideas for inventive and original solutions to local and global issues. InTASC: 5(f), 5(g) WGU: 11.4(b), 12.7(d)	• Does not identify diverse social and cultural perspectives	• Identifies diverse social and cultural perspectives	…and • uses diverse social and cultural perspectives to generate inventive solutions	…and • leads learners in creating inventive and original solutions to local and global issues	0 - Not Effective

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Standard 5 Overall Score:	Using the drop-down box to the right, please select an overall holistic score for the student's performance in relation to the stated standard. This should **NOT** be an average of all the aspect row scores. The score should represent the student's overall score in relation to the specified standard.	0 - Not Effective

Standard 5 Comments (Please include comments about each aspect)

Section 3. Instructional Practice

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and are able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to ensure learner mastery of the content.

Standard 6. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

	Performance Expectation	*Not Effective (0)*	*Beginning (1)*	*Developing (2)*	*Effective (3)*	*Score*
6.1	The teacher candidate uses multiple data sources, and appropriate technology, to assess the effectiveness of instruction and to adjust planning and instruction. InTASC: 6(c), 6(f), 6(g), 6(i)	• Does not collect assessment data	• Collects assessment data	...and • uses appropriate technology to analyze learning data	...and • uses various assessment methods and multiple data sources to assess instruction, and adjust planning and instruction accordingly	0 - Not Effective

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	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
6.2	The teacher candidate engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. InTASC: 6(d)	• Does not provide effective descriptive feedback to learners	• Provides effective descriptive feedback to learners	...and • engages learners in multiple ways to use the provided feedback	...and • guides learners to identify, understand, and create quality work based on descriptive feedback	0 - Not Effective
6.3	The teacher candidate effectively uses multiple assessment types that are aligned to learning objectives and uses appropriate accommodations to develop differentiated learning experiences. InTASC: 6(a), 6(b), 6(e), 6(g), 6(h)	• Does not use a lesson plan that includes an assessment	• Uses a lesson plan that includes an assessment aligned with learning objectives	...and • ensures the selected assessment includes appropriate accommodations	...and • uses a variety of assessment types to develop differentiated learning experiences	0 - Not Effective
Standard 6 Overall Score:	Using the drop-down box to the right, please select an overall holistic score for the student's performance in relation to the stated standard. This should **NOT** be an average of all the aspect row scores. The score should represent the student's overall score in relation to the specified standard.					0 - Not Effective

Standard 6 Comments (Please include comments about each aspect)

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Standard 7. Instructional Planning: The teacher plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.						
	Performance Expectation	*Not Effective (0)*	*Beginning (1)*	*Developing (2)*	*Effective (3)*	*Score*
7.1	The teacher candidate selects and creates learning experiences that are appropriate for curriculum goals and state content standards and are relevant to learners. InTASC: 7(a), 7(b) WGU: 11.1(b), 11.4(a)	• Does not select or create learning experiences aligned to state content standards	• Selects or creates appropriate learning experiences aligned to state content standards	…and • references state content standards in short term planning to meet curriculum goals	…and • references state content standards in long term planning to reach curriculum goals and create learning experiences relevant to learners	0 - Not Effec
7.2	The teacher candidate plans how to achieve each learner's learning goals, in both the short and long-term, choosing appropriate strategies and accommodations, resources, and materials to deliver effective learning experiences. InTASC: 7(b), 7(e), 7(f) WGU: 11.1(b)	• Does not create plans to achieve learners' goals	• Creates plans to achieve learners' short-term goals	...and • creates plans to achieve learners' long-term goals	...and • plans using appropriate strategies and accommodations, resources, and materials to deliver effective learning experiences	0 - Not Effec

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	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
7.3	The teacher candidate develops appropriate sequencing of learning experiences, based on assessment data, prior learner knowledge, and learner interest. InTASC: 7(c), 7(d) WGU: 11.1(d)	• Does not identify ways to collect assessment data	• Identifies ways to collect assessment data	…and • Collects assessment data, prior learner knowledge, and learner interest	…and • Develops appropriate sequencing of experiences, based on collected assessment data, prior learner knowledge, and learner interest	0 - Not Effective
7.4	The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. InTASC: 7(d) WGU: 11.1(d)	• Does not plan for instruction based on assessment results	• Plans for instruction based on summative assessment results	…and • plans for instruction based on formative assessment results	…and • plans for instruction based on prior learner knowledge and learner interest	0 - Not Effective
Standard 7 Overall Score:	Using the drop-down box to the right, please select an overall holistic score for the student's performance in relation to the stated standard. This should **NOT** be an average of all the aspect row scores. The score should represent the student's overall score in relation to the specified standard.					0 - Not Effective
Standard 7 Comments (Please include comments about each aspect)						

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Standard 8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and learners' connections, and to build skills to apply knowledge in meaningful ways.

	Performance Expectation	*Not Effective (0)*	*Beginning (1)*	*Developing (2)*	*Effective (3)*	*Score*
8.1	The teacher candidate practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to stimulate discussion, and monitors and adjusts instruction in response to individual and group learning needs. InTASC: 8(a), 8(b), 8(d), 8(i) WGU: 11.1(b), 11.5(g)	• Does not practice appropriate instructional strategies	• Practices appropriate instructional strategies focused on lesson objectives	...and • stimulates discussion and monitors instruction using various instructional strategies	...and • adjusts instruction based on identified developmental, cultural, and linguistic needs of the learners in individual or group settings	0 - Not Effective
8.2	The teacher candidate develops each learner's communication skills (speaking, listening, reading, writing, and other modes) while providing multiple opportunities for learners to develop higher-order questioning skills and metacognitive processes. InTASC: 8(f), 8(h)	• Does not provide opportunities for learners to develop communication skills	• Provides opportunities for learners to develop communication skills	...and • uses instructional strategies that develop learners' higher-order questioning skills	...and • uses instructional strategies that develop learners' metacognitive processes	0 - Not Effective

	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
8.3	The teacher candidate collaborates with learners to design and implement learning experiences that use learners' strengths and assets; the teacher provides multiple models to demonstrate learning. InTASC: 8(c), 8(e) WGU: 11.1(b). 11.4(c)	• Does not collaborate with learners to identify learners' strengths	• Collaborates with the learners to design and implement learning experiences	...and • includes learner's strengths and assets	...and • provides multiple models to demonstrate learning	0 - Not Effective
8.4	The teacher candidate engages learners in using a variety of skills, technology, and resources to access, interpret, evaluate, and apply information. InTASC: 8(g) WGU: 11.1(b), 11.1(d), 11.1(e)	• Does not engage learners in using technology	• Engages learners in using technology	…and • engages learners in using technology, and resources to access information	…and • guides learners to interpret, evaluate, and apply information	0 - Not Effective
Standard 8 Overall Score:	Using the drop-down box to the right, please select an overall holistic score for the student's performance in relation to the stated standard. This should **NOT** be an average of all the aspect row scores. The score should represent the student's overall score in relation to the specified standard.					0 - Not Effective
Standard 8 Comments (Please include comments about each aspect)						

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Standard 9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning, uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community); and adapts practice to meet the needs of each learner.

	Performance Expectation	*Not Effective (0)*	*Beginning (1)*	*Developing (2)*	*Effective (3)*	*Score*
9.1	The teacher candidate participates in a professional learning experience aligned with their needs and that enables them to provide learners with an engaging curriculum and learning experiences. InTASC: 9(a), 9(b), 10(f), 10(i), 10(j) WGU: 11.2(b), 12.2(g)	• Does not identify a professional learning experience	• Identifies a professional learning experience aligned with their needs	…and • participates in professional learning experience	…and • participates in a professional learning experience that supports the development of engaging curriculum and learning experiences	0 - Not Effective
9.2	The teacher candidate identifies their personal biases and accesses resources to deepen their understanding of diverse students (e.g. cultural, ethnic, gender, and learning differences) to build stronger relationships and create more relevant learning experiences. InTASC: 10(e) WGU: 11.2(b)., 11.2(c), 11.3(a)	• Does not identify personal biases	• Identifies personal biases	…and • accesses resources to deepen understanding of cultural, ethnic, gender, and learning differences	…and • uses resources to build stronger relationships and create more relevant learning experiences	0 - Not Effective

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	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
9.3	The teacher candidate advocates, models, and teaches safe, legal, and ethical use of information and technological resources as supports for analysis, reflection, and problem-solving. InTASC: 10(d), 10(f) WGU: 12.3(d), 12.3(e), 12.3(b)	• Does not advocate for the safe, legal, and ethical use of information and technological resources	• Advocates for the safe, legal, and ethical use of information and technological resources	…and • models the safe, legal, and ethical use of information and technological resources	…and • teaches the safe, legal, and ethical use of information and technological resources as supports for analysis, reflection, and problem-solving	0 - Not Effective
9.4	The teacher candidate demonstrates respect for the actions, feelings, and beliefs of others to establish trust, consistent interaction, and care for all learners. WGU: 11.3(a), 11.3(b), 11.3(c), 11.3(d)	• Does not demonstrate respect for learners' actions, feelings, and beliefs	• Demonstrates respect for learners' actions, feelings, and beliefs	…and • demonstrates genuine care towards learners	…and • demonstrates consistent interaction with learners	0 - Not Effective
9.5	The teacher candidate accepts criticism and feedback, persists through adversity and challenges, and shows a willingness to try novel approaches and strategies to improve their instructional practices. WGU: 11.4(d), 11.4(e), 11.5(e), 11.5(f)	• Does not acknowledge criticism and feedback	• Acknowledges criticism and feedback	…and • persists through adversity and challenges	…and • shows a willingness to try novel approaches and strategies to improve instructional practices	0 - Not Effective

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	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
9.6	The teacher candidate demonstrates clearly defined values and beliefs consistent with the profession, university, school, and community; exhibits truthfulness in their interactions and work products; and acts as a role model in the demonstration of professional and ethical conduct. WGU: 12.1(a), 12.1(b), 12.1(c), 12.1(d), 12.1(e)	• Does not demonstrate clearly defined values and beliefs consistent with the profession, university, school, and community	• Demonstrates clearly defined values and beliefs consistent with the profession, university, school, and community	…and • exhibits truthfulness in interactions and work products	…and • acts as a role model in the demonstration of professional and ethical conduct	0 - Not Effective
Standard 9 Overall Score:	Using the drop-down box to the right, please select an overall holistic score for the student's performance in relation to the stated standard. This should **NOT** be an average of all the aspect row scores. The score should represent the student's overall score in relation to the specified standard.					0 - Not Effective

Standard 9 Comments (Please include comments about each aspect)

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Standard 10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for learners' learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.

	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
10.1	The teacher candidate identifies opportunities to take on leadership roles, collaborates with other school professionals to facilitate learning and engage in professional learning, and advocate for learner's needs. InTASC: 10(e), 10(f), 10(i), 10(j), 10(k)	• Does not identify leadership roles	• Identifies individuals fulfilling school leadership roles	…and • collaborates with school professionals to facilitate learning	…and • advocates to meet learners' needs	0 - Not Effective
10.2	The teacher candidate actively collaborates with colleagues on an instructional team or teams to analyze data, examine learner work, create common learning goals, and share accountability for learners' success. InTASC: 10(a), 10(b), 10(c), 10(i) WGU: 11.1(c), 12.3(a), 12.3(b)	• Does not collaborate with colleagues	• Collaborates with colleagues on an instructional team to examine learner work through data analysis	…and • creates common learning goals	…and • shares accountability for all learners' success	0 - Not Effective

	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Effective (3)	Score
10.3	The teacher candidate appropriately uses all forms of verbal, non-verbal, written, and digital communication when working with learners, colleagues, and families. InTASC: 3(f), 10(e), 10(g) WGU: 11.2(g), 12.2(b), 12.2(e), 12.3(a), 12.3(b), 12.3(c), 12.3(d), 12.3(f)	• Does not appropriately use communication methods	• Appropriately uses verbal and non-verbal communication with learners, colleagues, and families	…and • appropriately uses written communication with learners, colleagues, or families	…and • maintains an appropriate professional and respectful identity in all forms of digital space	0 - Not Effective

Standard 10 Overall Score:	Using the drop-down box to the right, please select an overall holistic score for the student's performance in relation to the stated standard. This should **NOT** be an average of all the aspect row scores. The score should represent the student's overall score in relation to the specified standard.	0 - Not Effective

Standard 10 Comments (Please include comments about each aspect)

For this evaluation, have you connected with and updated the building administrator on the candidate's progress? ⭕Yes ⭕No	**Final Score Status:** Pass

Comments:

ACKNOWLEDGEMENTS

By signing and submitting this evaluation instrument, you acknowledge that you observed and evaluated the WGU teacher candidate.

[If completing and submitting this form electronically, your typed name is your electronic signature.]

Mentor Teacher or Clinical

Supervisor Signature: _____   Date: _____

Mentor Teacher or Clinical

Supervisor Printed Name: _____

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