

This is SAMPLE document. The Benchmark Assessment must be submitted through the online evaluation link.

## TeacherReady Benchmark Assessment (PDF copy)

### UWF TeacherReady Cooperating Teacher Benchmark Assessment and Survey Information

Thank you for working with our TeacherReady candidate. Professional mentoring is critical to the success of a novice teacher so thank you again for providing professional guidance and assistance. Please reflect on the skills and knowledge demonstrated by the teacher candidate and answer the following questions based on your observations during all clinical experience and the Benchmark Assessment. If you have questions or concerns, please contact us at [TeacherReadyAdvisors@uwf.edu](mailto:TeacherReadyAdvisors@uwf.edu).

Administrator / Mentor Teacher Name

Administrator / Mentor Teacher Email

Name of TeacherReady Candidate

Email of TeacherReady Candidate

School Name

Date(s) Observed

What subject area(s) did the candidate teach?

What grade(s) level did the candidate teach?

Use the following scale to rate the TeacherReady candidate's performance in the classroom based on each Florida Educator Accomplish Practices (FEAP). Score Definitions:

4= **Usually demonstrates** these practices in the classroom. The teacher candidate requires minimal supervision to demonstrate these practices.






2= **Rarely demonstrates** these practices in the classroom and needs additional instruction.

Please use the score definitions above to provide a score for each professional standard below and record evidence to support each score in the supporting evidence section.

## FEAP 1: Instructional Design & Lesson Planning

### Indicators:

- \*Aligns instruction to established state standards
- \*Effective scaffolding of information and instruction/ Provides ample opportunity for practice
- \*Instruction is designed so students can achieve mastery
- \*Plans for and implements formative assessments to provide feedback to students
- \*Uses data to evaluate learning and adjusts plans when needed
- \*Develops learning activities that meet the needs of students
- \*Designs lessons within units

	Does Not Demonstrate	Rarely Demonstrates	Often Demonstrates	Usually Demonstrates	Consistently Demonstrates
FEAP 1: Instructional Design & Lesson Planning					

II. Supportive Environment

FEAP 2: The Learning Environment

Marzano Framework: Domain 2: Special Needs Students

Indicators:

- \*Organizes and manages time, space, and attention
- \*Manages behavior using a behavior system
- \*Conveys high expectations to ALL students
- \*Develops relationships with students and families
- \*Models appropriate oral and written communication skills
- \*Maintains openness, inquiry, fairness, and support
- \*Current technologies are used as a tool for effective instruction
- \*Adapts instruction and the learning environment to accommodate needs and diversity and to provide appropriate support
- \*Uses assistive technologies as needed

	Does Not Demonstrate	Rarely Demonstrates	Often Demonstrates	Usually Demonstrates	Consistently Demonstrates
FEAP 2: The Learning Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supportive evidence for your rating of the candidate on FEAP 2.

III. Delivering Content

FEAP 3: Instructional Delivery & Facilitation

Marzano Framework: Domain 1: Content

Indicators:

- \*Delivers lessons that engage students in practicing skills, strategies, and processes for learning
- \*Uses effective strategies, communication skills and subject area knowledge
- \*Identifies gaps in subject matter knowledge and chunks new information into digestible bites
- \*Modifies instruction to correct misperceptions and revise knowledge
- \*Relates subject matter to real life and other subject areas
- \*Uses effective higher order questioning techniques, and engages students in cognitively complex tasks
- \*Uses a variety of instructional tasks, resources and technology for students to record and represent knowledge
- \*Differentiates instruction based on needs / individual differences
- \*Encourages and provides immediate and specific feedback
- \*Utilizes feedback to monitor student needs and reasoning and adjusts instruction

	Does Not Demonstrate	Rarely Demonstrates	Often Demonstrates	Usually Demonstrates	Consistently Demonstrates
FEAP 3: Instructional Delivery & Facilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supportive evidence for your rating of the candidate on FEAP 3.

#### IV. Assessing Learning

##### **FEAP 4:** Assessment

##### **Marzano Framework: Domain 1:** Enact on the Spot

##### **Indicators:**

- \*Uses many sources of data to diagnose needs and alter instruction based on student responses
- \*Formative and summative assessment aligns to learning targets
- \*Uses a variety of assessments to monitor student progress/ learning gains/engagement
- \*Modifies assessments, testing conditions, and pace to accommodate student needs
- \*Shares assessment data and its importance with students/parents
- \*Uses technology to facilitate the use of assessment data
- \*Maintains a supportive tone and approach when probing students
- \*Provides opportunities for students to talk about themselves and their learning.

	Does Not Demonstrate	Rarely Demonstrates	Often Demonstrates	Usually Demonstrates	Consistently Demonstrates
FEAP 4: Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supportive evidence for your rating of the candidate on FEAP 4.

#### V. Continuous Improvement

## **FEAP 5:** Continuous Professional Development

### **Marzano Framework:** Domain 3: Evaluating Personal Performance

#### **Indicators:**

- \*Sets goals to strengthen effectiveness of lessons and units based on student needs
- \*Uses data rich research to identify and evaluate pedagogical strengths and weaknesses to improve instructional strategies/achievement
- \*Collaborates with home, school, and community to foster communication and support learning
- \*Targets professional growth opportunities and reflective practices
- \*Implements skills learned for teaching/learning

	Does Not Demonstrate	Rarely Demonstrates	Often Demonstrates	Usually Demonstrates	Consistently Demonstrates
FEAP 5: Continuous Improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supportive evidence for your rating of the candidate on FEAP 5.

## **VI. Professional Commitment**

### **FEAP 6:** Professional Responsibility & Ethical Conduct

#### **Marzano Framework:** Domain 4: Positive Environment Exchange of Ideas & Strategies

#### **Indicators:**

- \*Understands that educators are held to a high moral standard
- \*Adheres to Code of Ethics and Principles of Professional Conduct
- \*Fulfills expected obligations to and positively interacts with students/ parents/colleagues
- \*Seeks mentorship for areas of need or interest
- \*Mentors other teachers and/or shares ideas and strategies

	Does Not Demonstrate	Rarely Demonstrates	Often Demonstrates	Usually Demonstrates	Consistently Demonstrates
FEAP 6: Professional Responsibility & Ethical Conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supportive evidence for your rating of the candidate on FEAP 6.

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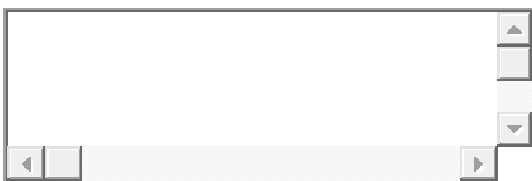
**UWF TeacherReady Cooperating Teacher Benchmark Assessment – Open ended Questions**

Please answer the following questions with as much detail as possible.

1. What did you hear the candidate say to students as they answered questions or provided directions to students for assignments or transitions?

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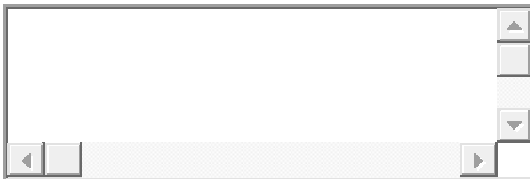
2. If the candidate redirected or corrected student behavior, what did you hear them say? Were these techniques successful? How did you know?

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3. Did the candidate follow the established district curriculum? Did the candidate adjust the curriculum based on his/her assessment of student progress? Provide specific examples of adjustments made by the candidate to meet the needs of students.

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4. What did the candidate do well during the teaching session being assessed? How can the candidate build on this strength?

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5. What recommendations would you make to enhance the ability of the candidate to continue professional growth? Please be specific and use supporting evidence for any ratings of 2 or below in the FEAP scoring rubric above.

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6. Describe how the candidate displayed knowledge and understanding of the subject area curriculum. Was the candidate able to successfully teach the material and provide accurate instruction to students? Was the candidate able to appropriately and correctly answer student questions about the lesson? Please provide examples.

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7. Based on the feedback for subject area curriculum knowledge and understanding from question number 6, use the following scale to respond to the statement: During the benchmark assessment the candidate has demonstrated a solid understanding of subject area curriculum.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Mixed Feelings / Neutral
- ☐ Disagree
- ☐ Strongly Disagree

8. Please provide any additional comments, recommendations, concerns or other information regarding the observation experience that you want to share with the candidate to encourage continued growth as a professional.



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