Liberty University WORK AND FAMILY STUDIES (Grades 6-12) Teacher Competency Assessment

Prelimina	ary Evaluation		☐ Final Evaluation	
LU Student Teacher:		LU ID#	Endorsement(s) Seeking:	_
Host School:		Host School Address:	Host School Phone Number:	_
Cooperating Teacher:		Cooperating Teacher Email:	Grade/Subject:	
here are six ratings	for each Criterion.			_
Ratings De	efinitions of Ratin	<u>gs</u>		m to to novice
0 (Grade: F)		formance in this area is ineffe vement to attain minimum lev	<u>=</u>	
1 (Grade: D)		formance in this area requires of competency.	s improvement to attain a minimum	
2 (Grade: C)	level candid concer	of competency. (This rating sho late who meets the minimum level of	; the candidate meets a minimum and be used to indicate performance of a competency for this area. However, seen additional support and intervention to	
3 (Grade: B)	accep	table level. (This rating should	d practices are demonstrated at an be used to indicate performance of a ry level for a novice teacher in this area.)	
4 (Grade: A)	consis perfort	stent high level of performanc	ractices are demonstrated at a e. (This rating should be used to indicate ning well above satisfactory level for a novice	
5 (Grade: A)	demon reserved teacher.	l for a candidate who is performing Most student teachers would <u>not</u> b	performance. (This rating should be this skill at the level of an effective master working at this level; this rating should be the who is deemed extraordinary in this area!)	

NE/OB

Performance in this area is **not evaluated/observed** at this time.

PART 1: General Competencies

STANDARD 1: PROFESSIONAL KNOWLEDGE	Rating Scale								
CRITERIA	0 1 2 3 4 5 NE/								
A. Effectively addresses appropriate curriculum standards. (INT-B5) (InTASC 5)									
B. Integrates key content elements and facilitates students' use of higher level thinking skills and instruction. (INT-B5) (InTASC 5)									
C. Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. (INT-A1) (InTASC 4)									
D. Demonstrates an accurate knowledge of the subject matter. (INT-A2) (InTASC 4)									
E. Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. (INT-B4) (InTASC 1,7)									
STANDARD 2: INSTRUCTIONAL PLANNING			i	Ratino	Scale	<u> </u>			
CRITERIA	0	1	2	3	4	5	NE/OB		
A. Uses student learning data to guide planning. (INT-B5) (InTASC 5)									
B. Plans time realistically for pacing, content mastery, and transitions. (INT-B4) (InTASC 1,7)									
C. Plans and gathers materials and appropriate resources for differentiated instruction. (INT-B6) (InTASC 2)									
D. Aligns lesson objectives to the school's curriculum and student learning needs. (INT-A1) (InTASC 4)									
E. Develops appropriate long- and short-range plans, and adapts plans when needed. (INT-B4) (InTASC 1,7)									
STANDARD 3: INSTRUCTIONAL DELIVERY	Rating Scale								
CRITERIA	0	1	2	3	4	5	NE/OB		
A. Engages and maintains students in active learning. (INT-B7) (InTASC 3)									
B. Differentiates instruction to meet the students' needs.									

C. Uses a variety of effective instructional strategies and resources. (INT-B4) (InTASC 1,7)							
D. Uses instructional technology to enhance student learning. (INT-B9) (InTASC 8)							
E. Communicates clearly and checks for understanding. (INT-B3) (InTASC 3)							
STANDARD 4: ASSESSMENT OF AND FOR STUDENT LEARNING				Rating	n Seal	Δ.	
CRITERIA	0	1	2	3	4	5	NE/OB
A. Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. (INT-B8) (InTASC 6)							
B. Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population. (INT-B8) (InTASC 6)							
C. Aligns student assessment with established curriculum standards and benchmarks. (INT-B8) (InTASC 6)							
D. Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. (INT-B8) (InTASC 6)							
E. Gives constructive and frequent feedback to students on their learning. (INT-B3) (InTASC 3)							
then remains, (E1/2 De) (E1/2 De)		<u> </u>	<u> </u>	<u> </u>			
STANDARD 5: LEARNING ENVIRONMENT				Rating	y Scal	e	
CRITERIA	0	1	2	3	4	5	NE/OB
A. Arranges the classroom to maximize learning while providing a safe environment. (INT-B7) (InTASC 3)							
 B. Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. (INT-B7) (InTASC 3) 							
C. Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.(INT-B7) (InTASC 3)							
D. Promotes cultural sensitivity and respects students' diversity including language, culture, race, gender, and special needs and actively listens and pays attention to students' needs and responses. (INT-B6) (InTASC 2)							
E. Maximizes instructional learning time and minimizes disruptions by working with students individually as well as in small groups or whole groups. (INT-B7) (InTASC 3)							

STANDARD 6: PROFESSIONALISM	Rating Scale						
CRITERIA	0	1	2	3	4	5	NE/OB
A. Adheres to federal and state laws, school policies, and ethical guidelines. (INT-C11) (InTASC 9)							
B. Engages in professional growth opportunities and/or activities outside the classroom intended for school and student enhancement. (INT-C12) (InTASC 10)							
C. Works in a collegial and collaborative manner with Administrators/leaders, teachers, other school personnel and the community. (INT-C12) (InTASC 10)							
D. Demonstrates consistent mastery of standard oral and written English in all communication. (INT-A1) (InTASC 4)							
STANDARD 7: STUDENT ACADEMIC PROGRESS				Rating	y Scal	<u>e</u>	
CRITERIA	0	1	2	3	4	5	NE/OB
A. Sets acceptable, measurable and appropriate achievement goals for student academic progress based on data available. (INT-B5) (InTASC 5)							
B. Documents the progress of each student throughout the placement. (INT-B10) (InTASC 6)							
C. Provides evidence that achievement goals have been met. (INT-B10) (InTASC 6)							
D. Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets. (INT-B8) (InTASC 6)							
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S-C-R-I-P (Dispositions) CRITERIA	0	1	2	3	y Scal 4	։ 5	NE/OB
A. Displays a sense of social responsibility and the belief that all students can learn. (INT-C11) (InTASC 9)							NE/UB
B. Displays a sense of commitment/work ethic. (INT-C11) (InTASC 9)							
C. Displays a sense of reflective practice. (INT-C12) (InTASC 10)							
D. Displays integrity. (INT-C11) (InTASC 9)		Щ					
E. Dispays a sense of professionalism in behavior and actions. (INT-C12) (InTASC 10)							

PART 2: Work/Family Studies Content

STANDARD 2: Work/Family Studies	Rating Scale						
CRITERIA	0	1	2	3	4	5	NE/ OB
Developmental processes in families							
A.Teacher candidate understands the developmental processes of childhood, preadolescence, adolescence, and adulthood/aging used in creating and maintaining an environment in which family members develop and interact as individuals and as members of a group.							
Housing, furnishings, and equipment							
B. Teacher candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction for the study of Time, Continuity, and Change.							
Food and nutrition							
C. Teacher candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction for the study of People, Places, and Environment.							
Work and family resources							
D. Teacher candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction for the study of Individual Development and Identity.							
Clothing and textiles							
E. Teacher candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction for the study of Individuals, Groups and Institutions.							
Work and family relationships							
F. Teacher candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction for the study of Power, Authority, and Governance.							

Career and occupational skills				
G. Teacher candidate possesses the knowledge, capabilities, and				
dispositions to organize and provide instruction for the study of				
Production, Distribution, and Consumption.				
Diverse work and family environments				
H. Teacher candidate possesses the knowledge, capabilities, and				
dispositions to organize and provide instruction for the study of				
Science, Technology, and Society.				
Management of student organizations	<u>'</u>			
I.Teacher candidate possesses the knowledge, capabilities, and				
dispositions to organize and provide instruction for the study of				
Global Connections.				
Occupational program evaluations				
J. Teacher candidate possess the knowledge, capabilities, and				
dispositions to organize and provide instruction for the study of				
Civic Ideals and Practices.				