

Lincoln Memorial University  
Carter & Moyers School of Education-  
EVALUATION OF PROGRAM for Initial Teacher Licensure  
EDUC 497

(Please Check)  
Undergraduate: \_\_\_\_\_ or  
M. Ed: \_\_\_\_\_

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**CIRCLE the description that describes your area:**

**Instructor (LMU Faculty)      Field Supervisor      Cooperating Teacher      Student**

The INTASC standards drive the outcomes for our initial teacher licensure programs. Using the scale below, please rate the Lincoln Memorial University *Teacher Education Program*, as it developed the candidate's readiness to teach against the INTASC Standards, by CIRCLING the appropriate number BESIDE each standard.

**1 - Not at all prepared      2 - Somewhat prepared      3 - Prepared      4 - Very Prepared**

**Standard 1                      Learner Development**

The candidate understands how children 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.

**1                      2                      3                      4**

COMMENTS

**Standard 2                      Learning Differences**

The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**1                      2                      3                      4**

COMMENTS

**Standard 3                      Learning Environments**

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, self-motivation.

**1                      2                      3                      4**

COMMENTS

**Standard 4                      Core Knowledge**

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**1                      2                      3                      4**

COMMENTS

**Standard 5                      Application of Content**

The candidate 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.

**1                      2                      3                      4**

COMMENTS

**Standard 6                      Assessment**

The candidate 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.

1 2 3 4

COMMENTS

**Standard 7** Planning for Instruction

The candidate plans instruction that supports every student 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.

1 2 3 4

COMMENTS

**Standard 8** Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1 2 3 4

COMMENTS

**Standard 9** Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

1 2 3 4

COMMENTS

**Standard 10** Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

1 2 3 4

COMMENTS