Alliant International University

Alliant University School of Education Candidate Competencies (CC)
Education Program Observation Form

CANDIDATE INFORMATION		
Name of Candidate	Name of School: Subject Area: Grade Level(s):	
Candidate Email:	Name Host Teacher Information: Phone number: Email: Qualification/Credential Held: Current Position:	
Candidate Phone Number:		
Number of Hours Candidate was in the classroom:		
	EVIDENCE OBSERVED	STANDARDS
DEVELOPMENT,LEARNING, AND MOTIVATION		InTASC 1, 2, 3
Candidate knows, understands, and uses the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. 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.		
Engaging and Supporting All Students in Learning		

	EVIDENCE OBSERVED	**STANDARDS**
CURRICULUM STANDARDS		InTASC 4, 5
Content Knowledge. The teacher 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.		
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.		
Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;		
Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof,		

	EVIDENCE OBSERVED	STANDARDS
communication, connections, and representation;		
Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas— to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;		
The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;		
Health education— Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;		
Physical education— Candidates know, understand, and use—as appropriate to their own understanding and skills— human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.		
INSTRUCTION STANDARDS		

	EVIDENCE OBSERVED	STANDARDS
Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;		
Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;		
EDUCATIONAL TECHNOLOGY		
INSTRUCTION STANDARDS		
	EVIDENCE OBSERVED	STANDARDS
Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;		
Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;		
Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive		

	EVIDENCE OBSERVED	STANDARDS
interaction in the elementary classroom.		
ASSESSMENT FOR INSTRUCTION		
Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.		
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.		
	EVIDENCE OBSERVED	**STANDARDS**
PROFESSIONALISM STANDARDS		
Professional growth, reflection, and evaluation— Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.		
Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining		

a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.		
EDUCATIONAL TECHNOLOGY		
Facilitate and Inspire Student Learning. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.		ISTE/NETS T 1
Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETSŽS.		ISTE/NETS T 2
	EVIDENCE OBSERVED	**STANDARD**
Model Digital Age Work and Learning. Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.		ISTE/NETS T
Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.		ISTE/NETS T 4
Engage in Professional Growth and		ISTE/NETS T 5

Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.		

Observer Name:

Candidate Signature: Observer Signature:

Date: Date: