OLD DOMINION UNIVERSITY

Darden College of Education and Professional Studies

Developing Professional Educators

Content Assessment of Teacher Candidate Interns

***Career and Technical Education-Marketing Education 6-12***

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***Career and Technical Education-Marketing Education 6-12***

The purpose of this student teaching observation “content assessment” is to provide more specific information to the Darden College of Education faculty regarding teacher candidate skill levels on national performance standards.

Please evaluate the teacher candidate on the following professional content items. Place a check in the box next to the item that best represents the teacher candidates routine performance on the item below based on the criteria provided.

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| 1. **Professionalism**
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|  | MEETS STANDARD (2 pts)- Career and Technical Education Marketing Education student teacher candidates consistently model high standards of ethical behavior and professional competence and collegiality as part of their professional practice. |
|  | NEEDS IMPROVEMENT (1 pt)- Career and Technical Education Marketing Education student teacher candidates sometimes model high standards of ethical behavior and professional competence and collegiality as part of their professional practice. |
|  | UNACCEPTABLE (0 pts)- Career and Technical Education Marketing Education student teacher candidates do not model high standards of ethical behavior and professional competence and collegiality as part of their professional practice. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| 1. **Merchandising and Sales**
 |
|  | MEETS STANDARD (2 pts)- Career and Technical Education Marketing Education student teacher candidates consistently teach students the skills to effectively market, promote, and advertise through education and other real work experiences.  |
|  | NEEDS IMPROVEMENT (1 pt)- Career and Technical Education Marketing Education student teacher candidates sometimes teach students the skills to effectively market, promote, and advertise through education and other real work experiences. |
|  | UNACCEPTABLE (0 pts)- Career and Technical Education Marketing Education student teacher candidates do not teach students the skills to effectively market, promote, and advertise through education and other real work experiences. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **3. Planning and Instruction** |
|  | MEETS STANDARDS (2 pts) – Career and Technical Education Marketing Education student teacher candidates consistently develop, organize, and implement a variety of teaching strategies including the integration of technology to meet the career needs of the diverse learner in the development of their marketing knowledge. |
|  | NEEDS IMPROVEMENT (1 pt) - Career and Technical Education Marketing Education student teacher candidates sometimes develop, organize, and implement a variety of teaching strategies including the integration of technology to meet the career needs of the diverse learner in the development of their marketing knowledge. |
|  | UNACCEPTABLE (0 pts) - Career and Technical Education Marketing Education student teacher candidates do not develop, organize, and implement a variety of teaching strategies including the integration of technology to meet the career needs of the diverse learner in the development of their marketing knowledge. |
|  | Not Observed (No) Did not have the opportunity to demonstrate skills. |
| **4. Assessment and Instruction** |
|  | MEETS STANDARD (2 pts)- Career and Technical Education Marketing student teacher candidates consistently utilize a variety of assessment methods to develop, organize, and implement a variety of teaching strategies to meet the career needs and opportunities of the diverse learner. |
|  | NEEDS IMPROVEMENT (1 pt)- Career and Technical Education Marketing student teacher candidates sometimes utilize a variety of assessment methods to develop, organize, and implement a variety of teaching strategies to meet the career needs and opportunities of the diverse learner. |
|  | UNACCEPTABLE (0 pts) - Career and Technical Education Marketing student teacher candidates do not utilize a variety of assessment methods to develop, organize, and implement a variety of teaching strategies to meet the career needs and opportunities of the diverse learner. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **5. Philosophy and School Organization** |
|  | MEETS STANDARD (2 pts)- Career and Technical Education Marketing Education student teacher candidates consistently teach leadership skills to students and assist in the organization and effective management of co-curricular student organizations as an integral part of instruction. |
|  | NEEDS IMPROVEMENT (1 pt) - Career and Technical Education Marketing Education student teacher candidates sometimes teach leadership skills to students and assist in the organization and effective management of co-curricular student organizations as an integral part of instruction. |
|  | UNACCEPTABLE (0 pts) - Career and Technical Education Marketing Education student teacher candidates do not teach leadership skills to students and assist in the organization and effective management of co-curricular student organizations as an integral part of instruction. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **Comments:** |
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