

Licensure: Intervention Specialist:

- Mild/Moderate educational needs**
- Moderate/intense educational needs**
- Gifted educational needs**

**College of Education and Human Services
Office of Professional Field Experiences
378 Allyn Hall**

Grades:		
Student Teaching low		<input type="checkbox"/>
Student Teaching medium		<input type="checkbox"/>
Student Teaching high		<input type="checkbox"/>
Portfolio low		<input type="checkbox"/>
Portfolio medium		<input type="checkbox"/>
Portfolio high		<input type="checkbox"/>

Student Teacher Final Evaluation

Quarter and Year _____

Student _____

Social Security Number _____ - _____ - _____

Grade and Subject _____

University Supervisor _____

School and District _____

Clinical Faculty _____

Split Evaluation: YES or NO If split, 1st Evaluation or 2nd Evaluation

School Situation:

Type of Community—inner-city, suburban, rural, etc. _____

Organization of Faculty—teams, departmental, open, etc. _____

Other significant influences _____

Student demographics during student teaching:

	<u>Category</u>	<u>Number</u>	<u>Percentage</u>
Racial Composition	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Ethnic Composition	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Gender Composition	<u>Male</u>	_____	_____
	<u>Female</u>	_____	_____
SES Composition	Reduced/Free Lunch	_____	_____

	Other	_____	_____
Exceptionalities	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Note: This form and the key are to be used jointly by the university supervisor, the cooperating teacher(s) [clinical faculty], and the student teacher. Unless otherwise indicated, all marks reflect a consensus evaluation.

- KEY:**
1. This competency is **not** developed.
 2. This competency is being developed **satisfactorily**.
 3. **Mastering** the criteria, clear performance **consistently** demonstrated.
- * **Write in NA if not applicable, or NO if not observable.**

Particular strengths and/or weaknesses should be cited and explained in the statements at the end of this form. *narrative*

Note: This form has been designed to follow closely the Domains and Criteria of the Pathwise/Praxis III system of Teacher Evaluation being adopted by the state of Ohio as of Fall 2002.

I. PRAXIS Domains & Conceptual Framework

A. Planning and Organizing Content Knowledge

A.1. STUDENT'S BACKGROUND

a. The student teacher demonstrates familiarity with relevant aspects of **students' background knowledge and experiences**.

1 1.5 2 2.5 3

A.2. LEARNING GOALS

a. The student teacher demonstrates an ability to articulate **clear and appropriate learning goals**.

1 1.5 2 2.5 3

A.3. CONTENT CONNECTIONS

a. The student teacher demonstrates an ability to **make connections** among previous, present, and future learning.

1 1.5 2 2.5 3

b. The student teacher demonstrates an understanding of how specific lesson content **fits within the larger structure of the discipline as a whole.**

1 1.5 2 2.5 3

A. 4. METHODS AND ACTIVITIES

a. The student teacher demonstrates an ability to **plan cohesively including the appropriate use of technology available to the classroom.**

1 1.5 2 2.5 3

b. The student teacher demonstrates an ability to **plan for diverse populations.**

1 1.5 2 2.5 3

A.5. EVALUATION

a. The student teacher demonstrates an ability to **plan, and prepare appropriate and diverse evaluations of student learning.**

1 1.5 2 2.5 3

b. The student teacher demonstrates an ability to **use the results of assessment in future planning.**

1 1.5 2 2.5 3

B. Classroom Environment

B.1. FAIRNESS

a. The student teacher demonstrates the ability to **create a climate that promotes fairness.**

1 1.5 2 2.5 3

B.2. RAPPORT

a. The student teacher demonstrates the ability to **establish and maintain rapport with students.**

1 1.5 2 2.5 3

B.3. EXPECTATIONS

a. The student teacher consistently demonstrates the perception that all students are capable of **meeting challenging learning expectations.**

1 1.5 2 2.5 3

b. The student teacher plans and **facilitates actively the learning for all students.**

1 1.5 2 2.5 3

B.4. STANDARDS OF BEHAVIOR

a. The student teacher demonstrates an **ability to respond** to disruptive behavior in an appropriate and respectful manner.

1 1.5 2 2.5 3

b. The student teacher demonstrates an ability to **anticipate minor mis-behavior** and **consistently** responds in reasonably successful ways.

1 1.5 2 2.5 3

B.5. ENVIRONMENT

a. The student teacher demonstrates an ability to create a **safe** environment that **supports learning**.

1 1.5 2 2.5 3

b. The student teacher demonstrates an ability to **use a diverse environment** to facilitate learning and to adjust to special needs in order to accommodate **all** students.

1 1.5 2 2.5 3

C. Teaching for Student Learning

C.1. GOALS AND PROCEDURES

a. The student teacher demonstrates an ability to provide students **with clear and consistent directions and/or explanations** in terms of goals and procedures.

1 1.5 2 2.5 3

b. The student teacher demonstrates the ability to **manage multiple classroom activities occurring simultaneously**.

1 1.5 2 2.5 3

c. The student teacher demonstrates some ability to **integrate technology in the classroom** on a somewhat consistent basis.

1 1.5 2 2.5 3

C.2. COMPREHENSIBLE CONTENT

a. The student teacher demonstrates an ability to **provide students with accurate content** and **appropriate instructional procedures for using that content**.

1 1.5 2 2.5 3

b. The student teacher demonstrates an ability to ensure that **all students** (including those initially having trouble) **can carry out the instructional procedures** and **meet the learning goals (or adapted procedures for students with special needs)**.

1 1.5 2 2.5 3

c. The student teacher demonstrates sufficient content mastery to **handle appropriately unanticipated content questions**.

1 1.5 2 2.5 3

C.3. EXTENSION OF THINKING

a. The student teacher demonstrates an ability to **use instructional procedures** that are **specifically designed** to encourage students to extend their thinking in obtaining learning goals.

1 1.5 2 2.5 3

C.4. MONITORING STUDENTS

a. The student teacher demonstrates an ability to **monitor** students' understanding and provide them with appropriate **feedback**.

5

1 1.5 2 2.5 3

C. Teaching for Student Learning (cont'd)

C.4 Monitoring Students (cont.)

b. The student teacher demonstrates an ability to give **substantive and specific feedback** when necessary and to make subsequent **instructional adjustments**.

1 1.5 2 2.5 3

C.5. USE OF TIME

a. The student teacher demonstrates an ability to provide students with activities that are of instructional value **consistently** for entire blocks of instructional time.

1 1.5 2 2.5 3

D. Professionalism

D.1. REFLECTION

a. The student teacher demonstrates an ability to **reflect** on a lesson's strengths and weaknesses and to **use** those reflections to **improve** future practice.

1 1.5 2 2.5 3

b. The student teacher's reflection demonstrates an ability to base future practice on specific empirical **evidence** grounded in past practice.

1 1.5 2 2.5 3

D.2. EFFICACY

a. The student teacher demonstrates the ability to consistently and continually search for a successful strategy to assist each student to achieve the appropriate learning goals of the lesson.

1 1.5 2 2.5 3

D.3. COLLEGIAL RELATIONSHIPS

a. The student teacher demonstrates an ability to **utilize colleagues and resources** within the system as a means of obtaining instructional help and advice.

1 1.5 2 2.5 3

b. The student teacher demonstrates a healthy curiosity about new **technology** and a willingness to use it in the classrooms as well as an openness to growing in its use.

1 1.5 2 2.5 3

c. The student teacher demonstrates an ability to utilize resources outside the building (University, guest speakers, public library, etc.).

1 1.5 2 2.5 3

D.4. COMMUNICATION WITH PARENTS OR GUARDIANS

6

a. The student teacher demonstrates an ability to **communicate with parents or guardians** and follows correct forms, procedures, etc.

1 1.5 2 2.5 3

D.5 The student teacher demonstrated knowledge, skills, and dispositions related to all students and fostered learning for all students.

1 1.5 2 2.5 3

Summarize

Please list specific ways the student teacher impacted all students learning.

II. Overall Student Teacher Traits

A.1. PERSONAL TRAITS EXEMPLIFIED IN THE PROFESSIONAL SETTING:

- Enthusiastic 1 1.5 2 2.5 3
- Caring 1 1.5 2 2.5 3
- Flexible 1 1.5 2 2.5 3
- High Energy 1 1.5 2 2.5 3
- Accepting of
 Diversity 1 1.5 2 2.5 3

B.2. PROFESSIONAL TRAITS:

- Organized 1 1.5 2 2.5 3
- Respectful 1 1.5 2 2.5 3
- Focused 1 1.5 2 2.5 3
- Responsible 1 1.5 2 2.5 3
- Reflective 1 1.5 2 2.5 3
- Responsive
 to Feedback 1 1.5 2 2.5 3
- Attendance 1 1.5 2 2.5 3

C.3. Involvement with the school’s instrumental teams/school program:

1 1.5 2 2.5 3

D. 4. What outside the classroom or extracurricular activities were the student teacher involved in.

III. Narrative Comments

Areas to address in the narratives are:

How did the student teacher reach all students?

How did the student teacher reflect WSU's conceptual framework strands as shaped by CEC Standards:

1. Diversity

CC 8 K1 Personal cultural biases and differences that affect one's teaching.

CC 1 K3 Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.

CC.2 K 5 Characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.

CC. 3 K 7 Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming and placement of individuals with exceptional learning needs.

CC 3 S 9 Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

CC 4 K 7 Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.

CC 4 S 2 Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.

CC 7 K 1 Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program.

CC 8 S 2 Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students.

2. Technology

CC 4 S 4 Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.

CC 5. K 3 Ways in which technology can assist with planning and managing the teaching and learning environment.

3. Content

CC 4 S 8 Select, adapt and use instructional strategies and materials according to characteristics of the learning

CC 4 S 11 Use strategies for facilitating maintenance and generalization of skills across learning environments

CC 4 S 13 Teach individuals with exceptional learning needs to use thinking, problem solving, and other cognitive strategies to meet their individual needs.
C4 S 14 Choose and implement instructional techniques and strategies that promote successful transitions for individuals with exceptional learning needs.

4. Content Pedagogy

CC 5 S 2 Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in various settings.
CC 4 S 11 Use strategies for facilitating maintenance and generalization of skills across learning environments.
CC 5 S 4 Incorporate evaluation, planning and management procedures that match learner needs with the instructional environment.

5. Professionalism

CC 8 S1 Demonstrate a commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs.
CC 8 S 3 promote and maintain a high level of competence and integrity in the practice of the profession
CC 8 Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/ or colleagues.

6. Emotional Intelligence

CC 6. An S 8 Prepare individual with exceptional learning needs to exhibit self-enhancing behavior in response to societal attitudes and actions.
CC 6 S 7 Demonstrate procedures to increase the individuals' self-awareness, self-control, self-reliance, and self-esteem.
CC 8 S9 Practice within the CEC Code of Ethics and other standards and policies of the profession.

**COOPERATING TEACHER'S COMMENTS ON THE STUDENT TEACHER'S STRENGTHS
AND POTENTIAL.**

Signed _____

Cooperating Teacher
Date

Name Typed

III. Narrative Comments

STUDENT TEACHER'S COMMENTS ON OWN STRENGTHS AND POTENTIAL:

Signed _____

Student Teacher

Date

Typed

Name _____

III. Narrative Comments

UNIVERSITY SUPERVISOR'S COMMENTS ON THE STUDENT TEACHER'S STRENGTHS AND POTENTIAL:

Signed _____

University Supervisor

Date

Typed

Name _____