

LICENSURE

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

Grades:

Student Teaching low

Student Teaching medium

Student Teaching high

Portfolio low

Portfolio medium

Portfolio high

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 demo graphics during student teaching:

	<u>Category</u>	<u>Number</u>	<u>Percentage</u>
Racial/Ethnic Composition	African American	_____	_____
	Anglo American	_____	_____
	Asian American	_____	_____
	Hispanic American	_____	_____
	Native American	_____	_____
Other	_____		
Gender Composition	<u>Male</u>	_____	_____
	<u>Female</u>	_____	_____
SES Composition	Reduced/Free Lunch	_____	_____

	Other	-----	-----
Exceptionalities	-----	-----	-----
	-----	-----	-----
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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.
 - 1.5 This competency is **beginning** to be developed.
 2. This competency is being developed **satisfactorily**.
 - 2.5 This competency is in the **process** of being mastered.
 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 narrative statements at the end of this form.

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. STUDENTS' 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**.

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

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 demonstrates knowledge, skills, and dispositions related to all students and fosters learning for all students.

1 1.5 2 2.5 3

Summarize

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

E. Overall Student Teacher Traits

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

a. Enthusiastic 1 1.5 2 2.5 3

b. Caring 1 1.5 2 2.5 3

c. Flexible 1 1.5 2 2.5 3

d. High Energy 1 1.5 2 2.5 3

d. Accepting of
Diversity 1 1.5 2 2.5 3

E.2. PROFESSIONAL TRAITS:

a. Organized 1 1.5 2 2.5 3

b. Respectful 1 1.5 2 2.5 3

c. Focused 1 1.5 2 2.5 3

d. Responsible 1 1.5 2 2.5 3

e. Reflective 1 1.5 2 2.5 3

f. Responsive
to Feedback 1 1.5 2 2.5 3

g. Attendance 1 1.5 2 2.5 3

E.3. Involvement with the school's instructional teams/school program:

E. 4. What outside the classroom or extracurricular activities was 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:

- 1. Diversity**
- 2. Technology**
- 3. Content**

4. Content Pedagogy

5. Professionalism

6. Emotional Intelligence

**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 _____