 **\_\_\_\_ Midterm \_\_\_\_ Final**

**COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

**LEVEL II CLINICAL EXPERIENCE**

**EVALUATION FORM**

Semester \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_\_\_\_\_\_\_

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID: 901 - \_\_\_\_\_\_\_\_\_\_\_\_\_

Last First Middle Maiden

Home Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Undergraduate: \_\_\_\_\_\_ Graduate: \_\_\_\_\_\_\_

Complete Name of School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ County: \_\_\_\_\_\_\_\_\_\_\_ State: \_\_\_\_\_\_

Grade Level: \_\_\_\_\_\_\_\_\_\_ Subject Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Public School Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*\* THIS EVALUATION SHOULD BE BASED ON TEACHER CANDIDATE’S CURRENT LEVEL OF EXPERIENCE.**

**D = Distinguished: Consistently exceeds mastery of objective being assessed.**

**P = Proficient: Consistently demonstrates mastery of objective being assessed.**

**B = Basic: Inconsistently demonstrates mastery of objective being assessed.**

**U = Unsatisfactory: Lacks mastery of objective being assessed.**

**\*\* A marking of unsatisfactory on the FINAL evaluation in any area will result in failure of the Level II clinical.**

**COMMENTS:** Please include any comments/commendations/recommendations concerning this teacher candidate’s potential as a teacher. Please address **each** “unsatisfactory” rating given to this teacher candidate.

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|  | **Y** | **N** |
| This teacher candidate completed the required hours in the classroom (75 hours for Elementary/Secondary) |  |  |
| I believe that this candidate is ready to proceed to student teaching. |  |  |

**I certify that I have observed the Level II teacher candidate in a teaching role and agree with the above evaluation.**

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Public School Supervisor Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor Date

**I have read the completed evaluation.**

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Level II Clinical Experience Teacher Candidate Date

09-2014

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| **STANDARD 1: CURRICULUM AND PLANNING** | | | |
| **CRITICAL STANDARD ELEMENT 1.1:** The teacher candidate demonstrates a deep and extensive knowledge of the subject matter. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| The teacher candidate demonstrates expert, specialized content knowledge. | The teacher candidate demonstrates extensive content knowledge. | The teacher candidate demonstrates content knowledge. | The teacher candidate does not demonstrate sufficient content knowledge. |
| The teacher candidate collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas. | The teacher candidate connects student learning to other content areas | The teacher candidate attempts to connect student learning to other content areas. | The teacher candidate does not attempt to connect student learning to other content areas. |
| **CRITICAL STANDARD ELEMENT 1.2:** The teacher candidate designs standards-driven instruction using state-approved curricula. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| The teacher candidate collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula. | The teacher candidate designs written instructional plans that align instruction and assessment to the state-approved curricula. | The teacher candidate designs written instructional plans aligned to the state-approved curricula. | The teacher candidate does not design written instructional plans that are driven by state-approved curricula. |
| The teacher candidate collaborates with students to design sequential learning activities that provide for varied student abilities and interests. | The teacher candidate designs sequential learning activities that provide for varied student abilities and interests. | The teacher candidate designs sequential learning activities at appropriate developmental levels. | The teacher candidate does not design sequential learning activities at appropriate developmental levels. |
| The teacher candidate collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving. | The teacher candidate designs activities that promote student collaboration, critical thinking, ad problem solving. | The teacher candidate designs activities that promote student collaboration. | The teacher candidate does not design activities that promote student collaboration. |
| **CRITICAL STANDARD ELEMENT 1.3:** The teacher candidate uses a balanced assessment approach to guide student learning. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| The teacher candidate collaborates with students to design and use a variety of assessments, including peer and student self-assessments, to monitor student progress and set learning goals. | The teacher candidate designs and uses formative and summative assessments to monitor student progress and set learning goals. | The teacher candidate designs and used formative and summative assessments. | The teacher candidate does not use formative and summative assessments. |
| The teacher candidate collaborates with students and others to clearly define and communicate assessment criteria. | The teacher candidate clearly defines and communicates assessment criteria. | The teacher candidate communicates assessment criteria. | The teacher candidate does not communicate assessment criteria. |
| The teacher candidate shares assessment data and provides timely feedback to students and other stakeholders. | The teacher candidate shares assessment data and provides timely feedback to students. | The teacher candidate shares assessment data with students. | The teacher candidate does not share assessment data or provide feedback to students. |

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| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** | | | |
| **CRITICAL STANDARD ELEMENT 2.1**: The teacher candidate understands and responds to the unique characteristics of learners. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| The teacher candidate demonstrates extensive knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender. | The teacher candidate demonstrates thorough knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender. | The teacher candidate demonstrates adequate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender. | The teacher candidate does not demonstrate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender. |
| The teacher candidate plans and implements differentiated learning activities with students. | The teacher candidate plans and implements differentiated learning activities for students. | The teacher candidate plans and implements differentiated learning activities for some students. | The teacher candidate does not plan and implement appropriate learning activities. |
| **CRITICAL STANDARD ELEMENT 2.2:** The teacher candidate establishes and maintains a safe and appropriate learning environment. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| The teacher candidate collaborates with students to establish an effective classroom management system. | The teacher candidate establishes an effective classroom management system. | The teacher candidate establishes a classroom management system. | The teacher candidate does not implement an effective classroom management system. |
| The teacher candidate collaborates with students to ensure appropriate behavior as defined by the code of conduct. | The teacher candidate responds appropriately and respectfully to student behavior as defined by the code of conduct. | The teacher candidate responds inadequately to student behavior as defined by the code of conduct. | The teacher candidate does not respond to student behavior as defined by the code of conduct. |
| The teacher candidate organizes space and materials in a safe, highly efficient and well-designed learning environment. | The teacher candidate organizes space and materials to ensure safety and efficiency. | The teacher candidate organizes space and materials to ensure safety. | The teacher candidate does not organize space and materials to ensure safety. |
| **CIRICAL STANDARD ELEMENT 2.3:** The teacher candidate establishes and maintains a learner-centered culture. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| The teacher candidate establishes with students clear criteria for high-quality work. | The teacher candidate sets and communicates clear criteria for high-quality work. | The teacher candidate sets criteria for high-quality work. | The teacher candidate does not establish criteria for quality work. |
| The teacher candidate collaborates with students to maximize instructional time. | The teacher candidate uses instructional time efficiently. | The teacher candidate uses instructional time with limited efficiency. | The teacher candidate does not use instructional time efficiently. |
| The teacher candidate engages students in active, self-directed learning as part of a community of learners. | The teacher candidate engages students in active learning. | The teacher candidate engages students in learning. | The teacher candidate does not engage students in learning. |
| The teacher candidate provides extensive opportunities for students to collaborate in learning. | The teacher candidate provides adequate opportunities for students to collaborate in learning. | The teacher candidate provides limited opportunities for students to collaborate in learning. | The teacher candidate does not provide opportunities for students to collaborate in learning. |

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| **STANDARD 3: TEACHING** | | | |
| **CRITICAL STANDARD ELEMENT 3.1:** The teacher utilizes a variety of research-based instructional strategies. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| The teacher candidate collaborates with students to use on extensive variety of effective instructional strategies to deliver content. | The teacher candidate uses a variety of effective instructional strategies to deliver content. | The teacher candidate content uses a limited variety of effective instructional strategies to deliver content. | The teacher candidate does not use effective instructional strategies to deliver content. |
| The teacher candidate collaborates with students to provide scaffolding and differentiated instruction. | The teacher candidate demonstrates adequate use of scaffolding and differentiated instruction. | The teacher candidate demonstrates limited use of scaffolding or differentiated instruction. | The teacher candidate does not scaffold or differentiate instruction. |
| The teacher candidate extensively uses appropriate technology to deliver content. | The teacher candidate adequately uses technology to deliver content. | The teacher candidate demonstrates limited use of appropriate technology to deliver content. | The teacher candidate does not use appropriate technology to deliver content. |
| **CRITICAL STANDARD ELEMENT 3.2:** The teacher candidate motivates and engages students in learning, problem solving and collaboration. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| The teacher candidate facilitates student-led learning activities leading to deep understanding of the content. | The teacher candidate provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding. | The teacher candidate provides learning activities relevant to the content. | The teacher candidate does not provide learning activities that are relevant to the content and are meaningful. |
| The teacher candidate encourages students to initiate or adapt learning activities to deepen understanding. | The teacher candidate explains directions and procedures clearly and models them when necessary. | The teacher candidate explains directions and procedures. | The teacher candidate does not explain directions and procedures. |
| The teacher candidate provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning. | The teacher candidate provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning. | The teacher candidate provides students with limited opportunities to collaborate using appropriate technologies. | The teacher candidate does not provide students opportunities to collaborate. |
| **CRITICAL STANDARD ELEMENT 3.3:** The teacher candidate adjusts instruction based on a variety of assessments and student responses. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| The teacher candidate effectively modifies instruction to meet the needs of all students. | The teacher candidate modifies instruction when need is apparent. | The teacher candidate recognizes missed opportunities to modify instruction. | The teacher candidate does not modify instruction. |
| The teacher candidate extensively monitors student progress using a variety of assessments. | The teacher candidate consistently monitors student progress using a variety of assessments. | The teacher candidate inconsistently monitors student progress using a variety of assessments. | The teacher candidate does not monitor student progress. |
| The teacher candidate collaborates with students and others to make instructional decisions. | The teacher candidate uses student feedback to make instructional decisions. | The teacher candidate inconsistently uses student feedback to make instructional decisions. | The teacher candidate does not use student feedback to make instructional decisions. |
| The teacher candidate extensively analyzes and uses student data to make instructional decisions. | The teacher candidate analyzes student data to make instructional decisions. | The teacher candidate examines student data. | The teacher candidate does not base instruction on a variety of assessments. |
| The teacher candidate uses a variety of formative assessments to differentiate instruction and provide effective interventions. | The teacher candidate uses a variety of formative assessments to differentiate instruction and provide appropriate interventions. | The teacher candidate uses formative assessments to provide whole-group interventions. | The teacher candidate does not provide interventions based on student data. |

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| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** | | | |
| **CRITICAL STANDARD ELEMENT 4.1:** The teacher candidate engages in professional development that guides continuous examination and improvement of professional practice. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| The teacher candidate extensively implements best practices. | The teacher candidate consistently implements best practices. | The teacher candidate inconsistently implements best practices. | The teacher candidate does not implement best practices. |
| **CRITICAL STANDARD ELEMENT 4.2:** The teacher candidate actively engages in collaborative learning opportunities with colleagues. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| The teacher candidate mentors others in utilizing the knowledge and skills gained. | The teacher candidate utilizes the knowledge and skills gained. | The teacher candidate attempts to utilize the knowledge and skills gained. | The teacher candidate does not utilize the knowledge and skills gained. |

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| **STANDARD 6: STUDENT LEARNING** | | | |
| **CRITICAL STANDARD ELEMENT 6.1:** The work of the teacher candidate results in measurable progress of student learning of state-approved curricula. | | | |
| **DISTINGUISHED** | **PROFICIENT** | **BASIC** | **UNSATISFACTORY** |
| Evidence from multiple measures consistently validates progress of student learning. | Evidence from multiple measures sometimes validates progress of student learning. | Evidence from multiple measures seldom validates progress of student learning. | Evidence from multiple measures does not validate progress of student learning. |

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| **STANDARD 7: PROFESSIONAL CONDUCT** | | | |
| **CRITICAL STANDARD ELEMENT 7.1:** The teacher candidate demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level. | | | |
|  | **MEETS STANDARD** | **BELOW STANDARD** | **UNSATISFACTORY** |
| **POLICY AND PROCEDURE** | The teacher candidate adheres to state, district, school, and University policy and procedure. | The teacher candidate adheres to state, district, school, and University policy and procedure with few exceptions. | The teacher candidate demonstrates a pattern of violating state, district, school, or University policy and procedure. |
| **ATTENDANCE** | The teacher candidate adheres to state, district, school, and University attendance policy and procedure. | The teacher candidate adheres to state, district, school, and University attendance policy and procedure with few exceptions. | The teacher candidate demonstrates a pattern of absences that violate state, district, school, or University attendance policy and procedure. |
| **SCHEDULE** | The teacher candidate adheres to state, district, school, and University work schedule policy and procedure. | The teacher candidate adheres to state, district, school, and University work schedule policy and procedure with few exceptions. | The teacher candidate demonstrates a pattern of failure to adhere to the work schedule defined by state, district, school, or University policy and procedure. |
| **RESPECT** | The teacher candidate interacts professionally with students, parents/guardians, colleagues and community. | The teacher candidate interacts professionally with students, parents/guardians, colleagues and community with few exceptions. | The teacher candidate demonstrates a pattern of behavior with students, parents/guardians, colleagues and community which is unprofessional. |
|  | **MEETS STANDARD** | **BELOW STANDARD** | **UNSATISFACTORY** |
| **APPEARANCE** | The teacher candidate is neat, well-groomed, and dressed as outlined in the student teaching handbook. | The teacher candidate is neat, well-groomed, and dressed as outlined in the student teaching handbook with few exceptions. | The teacher candidate demonstrates a pattern of appearance that does not meet the standard outlined in the student teaching handbook. |
| **ATTITUDE/COMPOSURE** | The teacher candidate maintains poise in unexpected/difficult situations; is positive and supportive. | The teacher candidate maintains poise in unexpected/difficult situations; is positive and supportive with few exceptions. | The teacher candidate demonstrates a pattern of behavior that is not poised; he/she is not positive and supportive. |
| **FLEXIBILITY** | The teacher candidate makes adjustments in teaching strategies based on student learning and behavior. | The teacher candidate makes adjustments in teaching strategies based on student learning and behavior with few exceptions. | The teacher candidate demonstrates a pattern of behavior that lacks the ability to adjust to student learning needs. |
| **CONFIDENTIALITY** | The teacher candidate maintains confidentiality concerning student information. | The teacher candidate maintains confidentiality concerning student information with few exceptions. | The teacher candidate demonstrates a pattern of behavior that does not maintain student confidentiality. |
| **CRITICAL THINKING** | The teacher candidate uses varied and multiple questioning techniques to stimulate higher level thinking skills that promote meaningful interactions. | The teacher candidate uses questioning techniques to stimulate higher level thinking skills that promote meaningful interactions. | The teacher candidate demonstrates a pattern of behavior that lacks questioning techniques that stimulate higher level thinking. |
| **COMMITMENT TO STUDENTS** | The teacher candidate believes that all students can learn; treats students equitably in a positive learning environment. | The teacher candidate believes that most students can learn; treats most students equitably in a positive learning environment. | The teacher candidate does not believes that all students can learn; does not treat students equitably in a positive learning environment. |
| **COMMITMENT TO DIVERSITY** | The teacher candidate values and celebrates cultural differences; uses a variety of strategies to meet the needs of all students. | The teacher candidate acknowledges cultural differences; uses strategies to meet the needs of all students. | The teacher candidate does not recognize cultural differences; uses limited strategies that meet the needs of only certain students. |
| **COMMITMENT TO TECHNOLOGY** | The teacher candidate integrates technology into professional and instructional practices; uses technology to enhance the educational experience. | The teacher candidate integrates technology into professional and instructional practices. | The teacher candidate integrates very little technology into professional and instructional practices. |
| **COMMITMENT TO PROFESSION** | The teacher candidate sees student learning as first priority; works cooperatively with all stakeholders. | The teacher candidate sees student learning as a priority; works cooperatively with different groups. | The teacher candidate does not see student learning as first priority; does not work cooperatively. |