UNIVERSITY OF NEBRASKA AT KEARNEY **STUDENT TEACHER EVALUATION FORM**

***Mid-Term Clinical Experience Evaluation***

*12/2/2016*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name: |  | NUID #: |  | Today’s Date: |  |

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| --- | --- | --- | --- | --- | --- |
| Endorsement: |  | School/City: |  | Cooperating Teacher: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| University Supervisor: |  | EVALUATED BY: |  |

Level Four is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates.

Type an x in the box under the level of achievement for each item.

Please refer to the rubric for a detailed explanation of each item.

*Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*, by Charlotte Danielson. Alexandria, VA: ASCD. © 2008 by ASCD. Used with permission. All rights reserved.

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| --- | --- | --- | --- | --- |
| **Domain 1: Planning and Preparation (InTASC 1, 2, 4, 6, 7)** | | | | |
| **1a. Demonstrating knowledge of content and pedagogy** | **Unsatisfactory (1)** | **Basic (2)** | **Proficient (3)** | **Distinguished** |
| 1a-1. Knowledge of content and the structure of the discipline |  |  |  | NA |
| 1a-2. Knowledge of prerequisite relationships (what do the P-12 students already know and are able to do?) |  |  |  | NA |
| 1a-3. Knowledge of content-related pedagogy |  |  |  | NA |
| **1b. Demonstrating knowledge of P-12 students** | | | | |
| 1b-1. Knowledge of child and adolescent development |  |  |  | NA |
| 1b-2. Knowledge of the learning process |  |  |  | NA |
| 1b-3. Knowledge of P-12 students’ skills, knowledge, and language proficiency |  |  |  | NA |
| 1b-4. Knowledge of P-12 students’ interests and cultural heritage |  |  |  | NA |
| 1b-5. Knowledge of P-12 students’ special needs |  |  |  | NA |
| **1c. Setting instructional outcomes** | | | | |
| 1c-1. Value, sequence, and alignment |  |  |  | NA |
| 1c-2. Clarity |  |  |  | NA |
| 1c-3. Balance |  |  |  | NA |
| 1c-4. Suitability for diverse learners |  |  |  | NA |
| **1d. Demonstrating knowledge of resources** | | | | |
| 1d-1. Resources for classroom use |  |  |  | NA |
| 1d-2. Resources to extend content knowledge and pedagogy |  |  |  | NA |
| 1d-3. Resources for P-12 students |  |  |  | NA |
| **1e. Designing coherent instruction** | | | | |
| 1e-1. Learning activities |  |  |  | NA |
| 1e-2. Instructional materials and resources |  |  |  | NA |
| 1e-3. Instructional groups |  |  |  | NA |
| 1e-4. Lesson and unit structure |  |  |  | NA |
| **1f. Designing student assessments** | | | | |
| 1f-1. Post assessment congruence with instructional objectives |  |  |  | NA |
| 1f-2. Criteria and standards |  |  |  | NA |
| 1f-3. Design of formative assessments |  |  |  | NA |
| 1f-4. Use assessment results for planning |  |  |  | NA |
| **Evidence:** | | | | |

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| **Domain 2: The Classroom Environment (InTASC 3)** | | | | |
| **2a. Creating an Environment of Respect and Rapport** | **Unsatisfactory (1)** | **Basic (2)** | **Proficient (3)** | **Distinguished** |
| 2a-1. Candidate interaction with P-12 students |  |  |  | NA |
| 2a-2. Student interactions with other P-12 students |  |  |  | NA |
| **2b. Establishing a Culture for Learning** | | | | |
| 2b-1. Importance of the content |  |  |  | NA |
| 2b-2. Expectations for learning and achievement |  |  |  | NA |
| 2b-3. Student pride in work |  |  |  | NA |
| **2c. Managing Classroom Procedures** | | | | |
| 2c-1 Management of instructional groups |  |  |  | NA |
| 2c-2. Management of transitions |  |  |  | NA |
| 2c-3 Management of materials and supplies |  |  |  | NA |
| 2c-4. Performance of noninstructional duties |  |  |  | NA |
| 2c-5 Supervision of volunteers and paraprofessionals |  |  |  | NA |
| **2d. Managing Student Behavior** | | | | |
| 2d-1. Expectations |  |  |  | NA |
| 2d-2 Monitoring of student behavior |  |  |  | NA |
| 2d-3. Response to student misbehavior |  |  |  | NA |
| **2e. Organizing Physical Space** | | | | |
| 2e-1. Safety and accessibility |  |  |  | NA |
| 2e-2. Arrangement of furniture and use of physical resources |  |  |  | NA |
| **Evidence:** | | | | |

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| **Domain 3: Instruction (InTASC 1, 3, 4, 5, 6, 8)** | | | | |
| **3a. Communicating with P-12 students** | **Unsatisfactory (1)** | **Basic (2)** | **Proficient (3)** | **Distinguished** |
| 3a-1. Expectations for learning |  |  |  | NA |
| 3a-2. Explanations of content (directions and procedures) |  |  |  | NA |
| 3a-3. Explanation of content |  |  |  | NA |
| 3a-4. Use of oral and written language |  |  |  | NA |
| **3b. Using Questioning and Discussion Techniques** | | | | |
| 3b-1. Quality of questions |  |  |  | NA |
| 3b-2. Discussion techniques |  |  |  | NA |
| 3b-3. Student participation |  |  |  | NA |
| **3c. Engaging P-12 students in Learning** | | | | |
| 3c-1. Activities and assignments |  |  |  | NA |
| 3c-2. Grouping of P-12 students |  |  |  | NA |
| 3c-3. Instructional materials and resources (including technology) |  |  |  | NA |
| 3c-4. Structure and pacing |  |  |  | NA |
| **3d. Using Assessment in Instruction** | | | | |
| 3d-1. Assessment criteria |  |  |  | NA |
| 3d-2. Monitoring of student learning |  |  |  | NA |
| 3d-3. Feedback to P-12 students |  |  |  | NA |
| 3d-4. Student self-assessment and monitoring of progress |  |  |  | NA |
| **3e. Demonstrating Flexibility and Responsiveness** | | | | |
| 3e-1. Lesson adjustment |  |  |  | NA |
| 3e-2. Response to P-12 students |  |  |  | NA |
| 3e-3. Persistence |  |  |  | NA |
| **Evidence:** | | | | |

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| **Domain 4: Professional Responsibilities (InTASC 9, 10)** | | | | |
| **4a. Reflecting on Teaching** | **Unsatisfactory (1)** | **Basic (2)** | **Proficient (3)** | **Distinguished** |
| 4a-1. Accuracy |  |  |  | NA |
| 4a-2. Use in future teaching |  |  |  | NA |
| **4b. Maintaining Accurate Records** | | | | |
| 4b-1. Student completion of assignments |  |  |  | NA |
| 4b-2. Student progress in learning |  |  |  | NA |
| 4b-3. Noninstructional records |  |  |  | NA |
| **4c. Communicating with Families** | | | | |
| 4c-1. Information about the instructional program |  |  |  | NA |
| 4c-2. Information about individual P-12 students |  |  |  | NA |
| 4c-3. Engagement of families in the instructional program |  |  |  | NA |
| **4d. Participating in a Professional Community** | | | | |
| 4d-1. Relationships with colleagues |  |  |  | NA |
| 4d-2. Involvement in a culture of professional inquiry |  |  |  | NA |
| 4d-3. Service to the school |  |  |  | NA |
| 4d-4. Participation in school and district projects |  |  |  | NA |
| **4e. Growing and Developing Professionally** | | | | |
| 4e-1. Enhancement of content knowledge and pedagogical skill |  |  |  | NA |
| 4e-2. Receptivity to feedback from educators |  |  |  | NA |
| 4e-3. Service to the profession |  |  |  | NA |
| **4f. Showing Professionalism** | | | | |
| 4f-1. Integrity and ethical conduct |  |  |  | NA |
| 4f-2. Service to P-12 students |  |  |  | NA |
| 4f-3.Advocacy |  |  |  | NA |
| 4f-4. Decision making |  |  |  | NA |
| 4f-5. Compliance with school and district regulations |  |  |  | NA |
| **Evidence:** | | | | |

The purpose of the Educator Disposition Assessment is to determine a rating for each of the nine dispositions.

Directions: Please use the following scale to rate the individual on each disposition by checking the corresponding number in the cell.

1 = Emerging: minimal evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Meets expectation: considerable evidence of understanding and commitment to the disposition

4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

For each disposition:

1. Check ONLY the indicators that need to be addressed (see guiding rubric).

2. Provide comments to explain checked indicators. Comments regarding areas of strength may also be added here.

3. Check the overall rating for the disposition.

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| **Educator Disposition Assessment** | | | | |
| **1. Demonstrates effective oral communication skills** | **Emerging**  **1** | **Developing**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| 1.1 Models Standard English | Comments regarding strengths/areas for growth: | | | |
| 1.2 Varies oral communication to motivate students |
| 1.3 Makes appropriate comments in the classroom |
| 1.4 Communicates at an appropriate level |
| **2. Demonstrates effective written communication skills** | **Emerging**  **1** | **Developing**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| 2.1 Communicates respectfully with all stakeholders | Comments regarding strengths/areas for growth: | | | |
| 2.2 Demonstrates appropriate spelling and grammar |
| 2.3 Focuses all written communications positively |
| **3. Demonstrates professionalism** | **Emerging**  **1** | **Developing**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| 3.1 Responds to email promptly | Comments regarding strengths/areas for growth: | | | |
| 3.2 Exhibits punctuality and attendance |
| 3.3 Maintains professional boundaries with students |
| 3.4 Keeps personal life at home |
| 3.5 Functions as a team player |
| 3.6 Turns in work promptly |
| 3.7 Avoids inappropriate conversations inside and outside of the classroom |
| 3.8 Respects and adheres to the ethical standards of practice |
| 3.9 Refrains from profanity |
| **4. Demonstrates a positive and enthusiastic attitude** | **Emerging**  **1** | **Developing**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| 4.1 Goes above and beyond requirements | Comments regarding strengths/areas for growth: | | | |
| 4.2 Demonstrates an appropriately positive affect with students |
| 4.3 Seeks solutions to problems instead of complaining |
| 4.4 Encourages students |
| 4.5 Tries new things that are suggested |
| 4.6 Engages openly and actively with students |
| **5. Demonstrates preparedness in teaching and learning** | **Emerging**  **1** | **Developing**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| 5.1 Accepts constructive feedback | Comments regarding strengths/areas for growth: | | | |
| 5.2 Learns and adjusts from experience and reflection |
| 5.3 Comes to class planned and with needed materials |
| 5.4 Alters lessons in progress when needed |
| **6. Exhibits an appreciation of and value for cultural and academic diversity** | **Emerging**  **1** | **Developing**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| 6.1 Demonstrates awareness of traditional and non-traditional family contexts including family status | Comments regarding strengths/areas for growth: | | | |
| 6.2 Embraces all diversities/differences to include racial, SES, and learning styles |
| .3 Creates a “safe classroom” with zero tolerance of negativity to others |
| 6.4 Plans activities to raise student awareness and acceptance of differences |
| 6.5 Understands the importance of a positive school experience |
| **7. Collaborates effectively with stakeholders** | **Emerging**  **1** | **Developing**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| 7.1 Engages parental and guardian involvement | Comments regarding strengths/areas for growth: | | | |
| 7.2 Disagrees respectfully |
| 7.3 Possesses social awareness |
| 7.4 Uses flexibility |
| 7.5 Listens to what stakeholders are saying as evidenced by considered response |
| 7.6 Maintains a respectful tone at all times |
| 7.7 Shares successful teaching strategies |
| 7.8 Exhibits sense of equality |
| **8. Demonstrates self-regulated learner behaviors/takes initiative** | **Emerging**  **1** | **Developing**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| 8.1 Recognizes own weaknesses and asks for support | Comments regarding strengths/areas for growth: | | | |
| 8.2 Asks questions proactively and is self-directed |
| 8.3 Researches and implements different and most effective teaching styles |
| 8.4 Takes responsibility for knowing students and/or colleagues |
| **9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability** | **Emerging**  **1** | **Developing**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| 9.1 Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm | Comments regarding strengths/areas for growth: | | | |
| 9.2 Does not overreact to criticism from other situations |
| 9.3 Demonstrates perseverance and resilience (grit) |
| 9.4 Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses |
| 9.5 Demonstrates sensitivity to feelings of others |

**Comments:**

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| --- | --- | --- | --- | --- | --- |
| Evaluator’s Signature: |  |  | Cooperating Teacher |  | University Supervisor |
| (Type in the name and then check the correct box. The check indicates an electronic signature.) | | | | | |

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| --- | --- | --- |
| Teacher Candidate’s Signature: |  |  |
| (Type in the name and then check the box. The check indicates an electronic signature.) | | |

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