Student Teaching/Intern Candidate Evaluation

STUDENT TEACHER ______________________________________ DATES ____________

COOPERATING TEACHER ____________________________________________

SCHOOL __________________________________________________________

GRADE\LEVEL/SUBJECT ______________________________________________

EVALUATOR _________________________________________________________

The California Standards for the Teaching Profession were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a new vision of the scope and complexity of teaching. These standards guide teachers as they define and develop their practice. Additional standards for the teaching of students with hearing loss have been added where appropriate.

We expect CLU student teachers to organize their work in classrooms around the six domains within these standards and to reflect upon this work in their portfolios. Descriptive and evaluative comments from the master teacher and university supervisor will help guide the candidate through this process.

Please complete the following evaluation form keeping in mind that this student teacher is still in the beginning stages of teaching and may not meet all standards at the same time. Narrative comments and specific examples will be most helpful. In the evaluation process this form is a complement to the student teacher’s portfolio.

Descriptors:

1. Not Yet Observed = student has not been observed performing this skill/task
2. Unsatisfactory = student has attempted and failed at this skill/task
3. Needs Improvement = student has attempted this skill/task and needs to continue practicing to be at a satisfactory level
4. Satisfactory = student meets this standard
5. Strong = student meets and displays exceptional competence in this standard
Content
Demonstrates knowledge of subject area based on state content standards
Demonstrates knowledge of spoken and/or signed language development
Demonstrates ability to promote measurable growth in English language development within the curriculum
Incorporates academic areas based on state content standards
Demonstrates the ability to teach reading: decoding, phonics, fluency, comprehension, vocabulary, phonemic awareness

Planning Appropriate Learning Activities
States behavioral objectives clearly and appropriately to the needs of the students
Meets the requirements of the supervising teacher regarding lesson plans, bulletin boards, and media
Uses a variety of learning experiences appropriate to the objectives stated
Provides clear and definite seatwork assignments or other follow-up activities that reinforce and extend concepts learned during the lesson
Is well prepared for the day's work before class begins and makes good use of planning time
Tests and troubleshoots all hearing technologies
Administers the Six Sound Test daily
Tests and uses FM, sound field, or other systems appropriately

Presentation
Applies specialized teaching techniques (speech, audition, spoken English language, finger spelling, English sign language, ASL) appropriately and consistently
Writes neatly and legibly appropriate to the level
Motivates, stimulates and holds the interest of the students
Presents lessons in an organized, sequential order
Recognizes individual interests, levels of learning, and needs within the group and provides adequately for these differences
Is sensitive to the reactions of the group and individuals and is able to adjust instruction immediately
Analyzes types of errors made by students and adapts plans to review and clarify these learning difficulties
Is flexible while teaching in terms of pacing, lesson time, content, etc.
Incorporates English language skills (both formally and informally) into presentations in all content areas
Takes advantage of "teachable moments" which occur unexpectedly and utilizes them in providing worthwhile learning experiences
Holds students responsible for their highest language, speech and listening standards of which they are capable
Uses levels of English at an appropriate level for the students
Uses voice levels appropriate to all students
Integrates audition into all planned lessons and transitions

Teaching Materials
Selects and adapts suitable teaching materials for the level taught
Selects and adapts materials for English language learners
Demonstrates originality in developing teacher-made materials
Uses neat and attractive materials
Uses a wide range of effective technologies such as computers, visual-audio aids, etc.

Behavior Management
Is fair and objective in dealing with students at all times
Has the confidence and respect of the students
Handles difficult situations with students quickly and appropriately
Establishes and maintains appropriate behavior in and out of the classroom
Keeps all students constructively involved throughout the class period
Establishes classroom rules and communicates them effectively to all students
Employs positive discipline techniques

Classroom Management
Keeps classroom orderly, attractive, and as physically comfortable as possible
Gives instruction to and holds students responsible for proper care and use of books, supplies, and amplification equipment
Organizes the classroom for various instructional strategies

Assessment
Identifies and uses appropriate assessments
Uses appropriate assessment techniques for English Language Learners
Develops, modifies & implements instruction based on assessment information