

University of Mississippi School of Education
Student Teaching
TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)

Name: _____ **UMID#** _____

School: _____ **Program: (Circle One)** Elem. Sec. Sped

Grade Level: _____ **Subject:** _____ **Term:** _____

Clinical Instructor _____ **University Supervisor** _____

Numbers in the parentheses refer to InTASC standards.

I. PLANNING AND PREPARATION *Items 1-10 should be assessed from written plans.

1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Objectives based on state frameworks and best practices are not present OR are not stated as performance outcomes and/OR inappropriate for student learning.	Objectives based on state frameworks and best practices are stated as performance outcomes and are appropriate for student learning.	Objectives, based on state frameworks and best practices, are stated as performance outcomes and are planned for different instructional levels and individual needs (DOK, UbD).	In addition to acceptable , objectives, which are appropriate for student learning, are aligned with assessments.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

2. Plans appropriate teaching procedures. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No procedures are included, OR procedures are not referenced to objectives.	Procedures are referenced to objectives and are appropriate for students.	Procedures are sequential, clearly referenced to objectives, and appropriate for students.	In addition to acceptable , procedures are both learner-centered and teacher-centered.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

3. Selects a variety of appropriate materials and technology for lessons. (7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Materials and technology are not specified OR are limited to textbooks and worksheets.	Materials and technology other than textbooks and worksheets are specified and related to procedures.	Various types of materials and technology are appropriately integrated and are used effectively to enhance lessons.	In addition to acceptable , materials and technology show initiative and creativity in original development.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Assessment procedures and materials are not specified in the plans OR are inappropriate for students OR are not matched to objectives.	Assessment procedures and materials in plans are related to objectives and appropriate for students.	Multiple assessment procedures and materials are included in plans where needed and assessments directly correlate to objectives and are appropriate for student.	In addition to acceptable , informal (performance) and formal assessments and materials are planned including rubrics/checklists.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use assessment information to plan instruction accommodating differences in developmental and/or educational needs of students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of some students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of most students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of all students.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	Demonstrates some understanding of students' background, interests, experiences, and prior knowledge, but does not effectively use the information in developing learning experiences that are relevant and meaningful.	Demonstrates understanding of students' background, interests, experiences, and prior knowledge and effectively uses this knowledge in developing learning experiences that are relevant and meaningful.	Demonstrates a thorough understanding of students' background, interests, experiences, and prior knowledge and effectively and consistently uses this knowledge in developing learning experiences that are relevant and meaningful.
Formative Assessment →	Score:	Summative Assessment →	
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

7. Integrates knowledge from several subject areas in lessons. (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Provides instruction that relates to only one subject and focuses on specific skills.	Instruction includes integration of content areas but lessons maintain a discipline centered focus and offer limited assistance in helping students make connections across disciplines.	Instruction includes effective integration of content areas clearly establishing connections across disciplines.	In addition to acceptable , creates innovative lessons which include activities that assist students in making connections across multiple disciplines.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

8. Incorporates diversity, including multicultural perspectives, into lessons. (2)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not incorporate diversity or multicultural perspectives into lessons.	Ineffectively incorporates diversity into lessons.	Incorporates diversity, including multicultural perspectives, into lessons.	Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity including multiculturalism.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

9. Uses a variety of strategies to introduce and close lessons. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No introductions and/or closures to lessons.	Inconsistently or inappropriately uses introductions and/or closures to lessons.	Consistently and appropriately uses a variety of strategies to introduce and close lessons. Introductions motivate students and closures accurately summarize the lessons.	In addition to acceptable , introductions and closures are creative and innovative.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

II. COMMUNICATION AND INTERACTION**10. Uses acceptable written, oral, and nonverbal communication. (5)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with multiple errors.	Uses acceptable written, oral, and nonverbal communication with minimal errors.	Uses acceptable written, oral, and nonverbal communication proficiently .
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

11. Provides clear, complete written and/or oral directions for instructional activities. (7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague/confusing.	Provides clear, complete written and/or oral directions for instructional activities.	In addition to acceptable , uses concrete examples to model and clarify tasks and concepts.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

12. Communicates high expectations for learning to all students. (3)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate high expectations for learning to all students.	Inconsistent in communicating to all students that they are capable of meeting learning expectations.	Consistent in communicating to all students that they are capable of meeting learning expectations.	In addition to acceptable , provides a supportive, risk free environment.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

13. Conveys enthusiasm for teaching and learning. (9)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	In addition to acceptable , the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (3)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	Involves the students in interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	In addition to acceptable , frequently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not establish opportunities for communication with parents and/or guardians.	Initiates communication with parents and/or guardians through an introduction.	In addition to emerging , maintains communication with parents and/or guardians.	In addition to acceptable , consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

III. TEACHING FOR LEARNING

16. Demonstrates knowledge of the subject(s) taught. (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate basic knowledge of the subject(s) taught.	Demonstrates adequate knowledge of the subject(s) being taught.	Evidence of thorough subject(s) knowledge is exhibited through minimal reliance on written notes and ability to lead effective class discussions.	In addition to acceptable , challenging questions and/or activities relating to subject(s) are included in lessons that demonstrate depth of understanding and knowledge of subject(s).
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of teaching strategies.	Ineffectively uses a variety of teaching strategies.	Effectively uses a variety of appropriate teaching strategies.	In addition to acceptable , teaching strategies are teacher-centered and learner-centered.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment	

18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2,)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	Inconsistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently and effectively provides learning experiences that accommodate the developmental and individual needs of diverse learners.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No opportunities are provided for students to apply concepts in problem solving and critical thinking.	Provides opportunities for students to recognize and identify problems.	In addition to emerging , provides opportunities for students to propose and test solutions.	In addition to acceptable , provides opportunities for students to analyze and evaluate their solutions and to present findings.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

20. Responds to and elicits student input during instruction. (7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses/asking questions.	Inconsistently responds to and/or elicits student input during instruction.	Consistently and appropriately responds to and elicits student input during instruction.	In addition to acceptable , provides appropriate prompts to elicit expanded student responses.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not allow sufficient and equitable wait time to encourage students to expand and support their responses.	Inconsistently allows sufficient and equitable wait time to encourage students to expand and support their responses.	Allows sufficient and equitable wait time to encourage students to expand and support their responses.	In addition to acceptable , probes and encourages students to expand and support their responses.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use questioning to engage students.	Asks questions at the lowest level, gathering and recalling information (knowledge and comprehension).	Asks questions which are designed to apply knowledge, analyze, compare/contrast, or classify data (application, analysis).	In addition to acceptable , asks questions which encourage students to think intuitively, creatively, and hypothetically, to use their imaginations, to identify a value system; or to evaluate judgments (synthesis/evaluation).
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use family or community resources in lessons.	Limited use of family or community resources in lessons to enhance student learning.	Effectively uses family and community resources in lessons to enhance student learning.	In addition to acceptable , encourages the students' effective use of family and community resources in lessons to enhance student learning.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

IV. MANAGEMENT OF THE LEARNING ENVIRONMENT**24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (3)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not monitor or adjust the classroom environment.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning.	Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning.	In addition to acceptable , monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not adjust lessons.	Ineffectively or inconsistently adjusts lessons according to individual student cues, personal reflections, and group responses.	Effectively adjusts lessons according to student cues, reflection, and group responses.	In addition to acceptable , takes advantage of teachable moments to enhance lessons.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

26. Attends to or delegates routine tasks. (3)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to or delegates routine tasks.	Seldom attends to and delegates routine tasks.	Attends to and delegates routine tasks.	In addition to acceptable , has a set plan which includes delegating appropriate responsibilities to students who complete these tasks.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to inappropriate student behavior.	Inconsistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	Consistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	In addition to acceptable , uses a variety of strategies that promote cooperation and learning.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (2)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	Consistently demonstrates fairness and supportiveness and encourages fairness among students.	In addition to acceptable , creates a positive, interactive learning environment.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

29. Uses instructional time effectively.(8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions.	In addition to acceptable , students are on-task and engaged in meaningful learning activities.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

V. ASSESSMENT OF STUDENT LEARNING

30. Communicates assessment criteria and performance standards to the students. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate assessment criteria and performance standards to the students.	Ineffectively communicates assessment criteria and performance standards to the students.	Effectively communicates assessment criteria and performance standards to the students.	In addition to acceptable , various strategies are used to communicate assessment criteria AND/OR student input is sought in developing assessment criteria.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

31. Communicates assessment criteria and performance standards to the students. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate assessment criteria and performance standards to the students.	Ineffectively communicates assessment criteria and performance standards to the students.	Effectively communicates assessment criteria and performance standards to the students.	In addition to acceptable , various strategies are used to communicate assessment criteria AND/OR student input is sought in developing assessment criteria.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

32. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate assessment criteria and performance standards to the students.	Ineffectively communicates assessment criteria and performance standards to the students.	Effectively communicates assessment criteria and performance standards to the students.	In addition to acceptable , various strategies are used to communicate assessment criteria AND/OR student input is sought in developing assessment criteria.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide feedback.	Provides timely feedback on students' academic performance and occasionally discusses corrective procedures.	Consistently provides timely feedback on students' academic performance, discusses corrective procedures, and purposefully uses reinforcement and praise.	In addition to acceptable, encourages student conferences and reflections for self-evaluation.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

34. Maintains records of student work and performance and appropriately communicates student progress. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not maintain records of student work or performance.	Maintains limited records of student work and performance and attempts to communicate student progress.	Maintains adequate records of student work and performance and communicates student progress in a timely manner.	Maintains detailed records of student work and performance, communicates student progress and helps students develop self-evaluation processes.
Formative Assessment →	Score:	Summative Assessment →	Score:
Comments on Effectiveness			
Formative Assessment:		Summative Assessment:	

Teacher Intern: _____

FORMATIVE ASSESSMENT		SUMMATIVE ASSESSMENT	
DATE:	TOTAL SCORE: /102	DATE:	TOTAL SCORE: /102

Candidate Evaluation Instrument (CEI)

Student Teaching

To Be Completed By the Clinical Instructor

UM ID#:	Name: (First, Middle, Last)	Clinical Instructor: (First, Last Name)
School:	Program: (Circle one) Elem. Sec. Sped	Subject: Grade:
Date:	University Supervisor:	Term:

Evaluation Scale: 0= Unacceptable 1= Emerging 2= Acceptable T= Target
Highlight or circle the appropriate box for each item.

U (0)	E (1)	A (2)	T (3)
1. Connects lessons to content area(s) standards, text and curriculum objectives.			
Does not acknowledge curriculum objectives.	Chooses objectives from curriculum, but does not always teach to them.	Chooses objectives; connects all lessons to them.	Skillfully uses content area(s) standards and text to teach objectives.
2. Uses appropriate motivational techniques to involve students.			
No motivational techniques attempted.	One technique is used effectively.	Uses at least 2 different techniques; motivates most students.	Uses a variety of techniques to motivate all students.
3. Understands the structure of the content area(s) and is able to apply concepts of the discipline.			
Lacks some basic understandings of content.	Is knowledgeable about the content.	AND uses content knowledge to teach important concepts.	AND encourages students to apply concepts to other settings.
4. Creates opportunities for students to make connections across disciplines.			
Teaches exclusively to one content area.	Mentions connections of subject to other area(s).	Teaches to at least 2 content areas in one lesson.	Develops an interdisciplinary unit connecting at least 3 content areas.
5. Uses effective instructional strategies that encourage student thinking and engagement in lessons.			
Uses only one, teacher-centered strategy (direct instruction).	Uses one student-centered instructional strategy (cooperative learning, discussion).	Effectively uses at least 2 student-centered strategies.	Consistently engages all students through use of a variety (3 or more) of strategies.
6. Is creative and resourceful in the development of learning opportunities.			
Shows no creativity /resourcefulness in learning opportunities..	Is seldom creative and/or resourceful in the development of learning opportunities..	Is occasionally creative and/or resourceful in the development of learning opportunities..	Consistently uses creativity and resourcefulness in the development of learning opportunities.
7. Is flexible and adapts instruction for diverse student needs.			
Includes no enrichment or remediation activities and does not utilize theories of multiple intelligences.	Occasionally (1-2 times per week) adapts instruction for diverse student needs.	Frequently (more than half the time) adapts instruction; most students' needs are met.	Consistently (in almost every lesson) adapts instruction and ensures all students' unique learning needs are met.
8. Reflects on decisions made concerning students, teaching methods, and subject matter.			
No reflection is evident.	Some reflection evident, but no changes made.	Reflection occurs regularly, and effective changes are made.	Thoughtful reflection occurs daily with changes made; seeks feedback from students/colleagues.
9. Shows confidence & takes initiative in all aspects of planning, instruction, and classroom management.			
Lacks confidence and shows no initiative.	Lacking in confidence OR initiative	Shows confidence and takes initiative in 1-2 areas mentioned.	Shows great confidence and takes initiative in all 3 areas (planning, instruction, and management).
10. Communicates clearly and effectively in both written and oral forms.			
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with multiple errors.	Uses acceptable written, oral, & nonverbal communication with minimal errors.	Uses acceptable written, oral, and nonverbal communication proficiently.
11. Is sensitive to student needs and organizational details in managing the environment.			
No routines are evident; disorganized classroom.	Some time is wasted due to lack of organization.	Routines are evident; organized classroom.	Creative and efficient strategies are used to organize the classroom; students are aware of routines.
12. Uses a variety of appropriate strategies for assessment of student learning.			
Assessments are rare, not linked to objectives and are only summative.	Only summative assessments given OR results not used to inform instruction.	Formative and summative evaluations regularly given and used to inform instruction.	AND students have opportunities to assess themselves.
Continued on Next Page →			

U (0)	E (1)	A (2)	T (3)
5. Engages in continuous self-evaluation and improvement.			
No self-evaluation is evident.	Occasionally evaluates self, but makes no improvements.	Regularly self-evaluates and then makes improvements.	Consistently looks for ways to improve; seeks advice for improvement from colleagues and students.
14. Exhibits poise, maturity and sound judgment.			
Lacks poise, maturity, and sound judgment.	Lacking in poise, maturity, OR sound judgment.	Almost always exhibits poise, maturity, and sound judgment	Consistently models poise, maturity, and sound judgment
15. Displays professionalism through punctuality, appearance, attendance, and dependability.			
Has been more than 5 minutes late, dressed inappropriately, or absent without notification on more than one occasion.	Has been a few minutes late, has more than 2 absences, and/or should dress more professionally.	Has never been tardy, has been absent 1 – 2 times (with notification), and dresses professionally.	Has never been tardy or absent, completes all after and before school duties, and dresses professionally.
16. Maintains a positive and enthusiastic disposition toward the teaching profession.			
Has made negative comments concerning the teaching profession.	Appears apathetic toward the teaching profession.	Exhibits a positive attitude toward teaching.	AND is enthusiastic about beginning a career in teaching.
17. Cooperates and collaborates with colleagues and responds in a sensitive manner to situational needs.			
Can be uncooperative and/or respond insensitively to a situation.	Is cooperative, but needs improvement with collaborating with colleagues.	Cooperates and collaborates with colleagues and responds in a sensitive manner to situational needs.	AND contributes beyond required time and/or resources to colleagues.
18. Accepts constructive criticism in a positive manner.			
Is defensive when provided with constructive criticism.	Listens to criticism, but does not change behavior.	Accepts constructive criticism in a positive manner and changes accordingly.	Is always looking and asking for ways to do better and learn more.
19. Shares and seeks professional materials and ideas and incorporates community resources.			
Does not seek out any extra resources.	Uses a professional or community resource, but does not share it with colleagues.	Has shared at least one professional or community resource with colleague(s).	Has shared a professional and community resource on more than one occasion.
20. Follows school policies and procedures.			
Has knowingly not followed school policies and procedures.	Has unknowingly broken a school policy or procedure.	Follows school policies and procedures.	AND Seeks resources and reads information to learn more about school policies and procedures and/or shares info with students.
21. Knows safety measures and how to handle emergency situations.			
Knowledge of safety measures or emergency situations is not evident.	Has some limited knowledge of safety measures and emergency situations	Knows safety measures and how to handle emergency situations.	Has used knowledge of safety measures and/or has shared that knowledge when necessary.
22. Maintains confidentiality and ethical standards.			
Has been unethical or broken confidentiality.	Occasionally does not exhibit ethical standards.	Maintains confidentiality and ethical standards.	Exhibits high ethical standards and always maintains confidentiality.
23. Exhibits understanding of how to work with parents/guardians.			
Even with assistance, has had problems understanding how to deal with parents/guardians.	Needs assistance to work effectively with parents/guardians.	Exhibits understanding of how to work with parents/guardians.	When appropriate, seeks opportunities to work with parents/guardians and does so effectively.
24. Develops cooperative home-to-school partnerships in support of student learning and well-being.			
Has no partnership with students' homes.	Has limited (perhaps concerning behavior only) contact with caregivers.	Has regular communication with caregivers (good and bad, behavior and curriculum issues).	AND, uses multiple strategies to connect with caregivers.
25. Participates in professional activities (staff development, PTA, parent-teacher conferences, group planning).			
When required, has not attended these activities.	When invited (and you were there), but not required, has not attended.	Has attended all activities when invited that you attended.	AND seeks out opportunities to attend professional activities, perhaps even when you were not there.
26. Knows how to work with community and social service agencies for the benefit of individual students and families.			
When given the information, has not exhibited knowledge of how to work with these agencies.	Has had some small problems exhibiting knowledge of how to work with these agencies.	Knows how to work with community and social service agencies for the benefit of individual students and families.	AND, seeks out information from the community to help the students.

Total points earned _____ /78 Absences _____ Tardies _____

Signature of Clinical Instructor
Comments:

Date