

California State University, Fresno  
 Communication Sciences and Deaf Studies  
**CSDS 260 Clinical Practicum MIDTERM/FINAL Evaluation**  
*(circle one)*

Evaluation completed by:  Mentor Teacher     University Supervisor     Clinician (Self)

Clinician Name: \_\_\_\_\_ Date: \_\_\_\_\_

District/School Name: \_\_\_\_\_ Grade Level/Subject(s): \_\_\_\_\_

Mentor Teacher Name: \_\_\_\_\_ University Supervisor Name: \_\_\_\_\_

<b>1. Communication</b>			
<b>Performance Category</b>	<b>Below Standard 1</b>	<b>Meets Standard 2</b>	<b>Above Standard 3</b>
<b>Uses acceptable written, oral, and nonverbal communication with students</b>	Often demonstrates inappropriate use of written and/or oral language. Nonverbal communication is inappropriate.  <input type="checkbox"/>	Frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs regularly and is appropriate.  <input type="checkbox"/>	Consistently demonstrates high levels of proficiency in written and oral language. Nonverbal communication is consistent, appropriate, and effective.  <input type="checkbox"/>
<b>Listens to students and demonstrates interest in what they are saying by responding appropriately</b>	Inconsistent in responding to what students are saying.  <input type="checkbox"/>	Looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing.  <input type="checkbox"/>	Responds to students with appropriate verbal or nonverbal feedback by summarizing what students have shared.  <input type="checkbox"/>
<b>Demonstrates communication skills which show sensitivity to diversity differences and specialized learning needs.</b>	Clinician frequently misses opportunities to recognize and celebrate diversity and specialized learning needs within the classroom.  <input type="checkbox"/>	Clinician often adjusts communications and actions to demonstrate sensitivity to various cultures and specialized learning needs in the classroom.  <input type="checkbox"/>	Clinician consistently demonstrates sensitivity to diversity differences and specialized learning needs through communications and actions in the classroom.  <input type="checkbox"/>
<b>Comments on Communication Skills</b>			

<b>2. Planning and Preparation</b>			
<b>Performance Category</b>	<b>Below Standard 1</b>	<b>Meets Standard 2</b>	<b>Above Standard 3</b>
<b>Selects goals and objectives for plans that are valuable, relevant and related to Common Core Standards.</b>	Goals are not clearly relevant and or not aligned with Common Core Standards.  <input type="checkbox"/>	Goals are relevant and aligned with Common Core Standards, are valuable and demonstrate high expectations.  <input type="checkbox"/>	Goals are highly valuable, consistently establish high expectations, provide for critical thinking by students, and relate Common Core Standards. All goals are clear and displayed for students. Goals are also aligned with upcoming assessments.  <input type="checkbox"/>
<b>Demonstrates knowledge of content areas and their integration in planning.</b>	Demonstrates limited knowledge about content. Makes content errors or does not correct content errors students make.  <input type="checkbox"/>	Shows solid content knowledge and makes connections between the content and other disciplines  <input type="checkbox"/>	Shows extensive and consistent knowledge of content, with evidence of continuing pursuit of knowledge.  <input type="checkbox"/>
<b>Plans well in advance and incorporates varied and creative materials and resources into planning, including, where appropriate ACC and other assistive technology.</b>	Plans incorporate very few resources beyond what has been provided by the Mentor Teacher, and what is already readily available in the classroom. ACC and/or other assistive technology are seldom used.  <input type="checkbox"/>	Plans incorporate materials and resources from school and the community; ACC and/or other assistive technology are used periodically.  <input type="checkbox"/>	Plans incorporate materials and resources from school, and other entities. ACC and/or other assistive technology are used creatively and appropriately to strengthen the lesson.  <input type="checkbox"/>
<b>Plans lessons with DI/UDL to meet the needs of students who have multiple disabilities or varying levels of academic achievement (DI -Differentiated Instruction and UDL - Universal Design for Learning)</b>	Little to no consideration or provision in the DI/UDL lesson the plans for students with additional disabilities, or varying levels of academic achievement, including MTSS and CA Dyslexia Guidelines.  <input type="checkbox"/>	Frequently makes provisions in lessons for giving appropriate DI/UDL lessons/materials that match the level of student achievement, including MTSS and CA Dyslexia Guidelines.  <input type="checkbox"/>	Shows consistent planning of DI/UDL lessons/materials appropriate for students of varying achievement/academic levels, including MTSS and CA Dyslexia Guidelines.  <input type="checkbox"/>
<b>Comments on Planning and Preparation Skills</b>			

### 3. Assessment

Performance Category	Below Standard 1	Meets Standard 2	Above Standard 3
<b>Uses formative assessment tools.</b>	Uses formative assessment tools provided by Mentor Teacher.  <input type="checkbox"/>	Develops and uses formative assessment tools occasionally.  <input type="checkbox"/>	Develops and uses a variety of assessment tools regularly throughout practicum hours.  <input type="checkbox"/>
<b>Incorporates varied sources of assessment information.</b>	Rarely contributes to assessment tools utilized. Does not discuss formative and/or summative assessment with Mentor Teacher during clinic hours.  <input type="checkbox"/>	Contributes to development of assessment tool from at least one Source. Frequently engages in discussion with Mentor Teacher regarding formative and/or summative assessment.  <input type="checkbox"/>	Contributes to development of several assessment tools. Consistently engages in relevant discussion with Mentor Teacher regarding formative and summative assessment.  <input type="checkbox"/>
<b>Uses assessment data effectively.</b>	Does not use assessment data to drive lesson design.  <input type="checkbox"/>	Utilizes assessment data to design upcoming lessons and inform instructional strategies.  <input type="checkbox"/>	Utilizes assessment data to design upcoming lessons and inform future instructional strategies. Cross references multiple assessment tools to verify assessment results are consistent and representative of students' abilities.  <input type="checkbox"/>

**Comments on Assessment Skills**

**4. Creates and Maintains a Learning Environment**

Performance Category	Below Standard 1	Meets Standard 2	Above Standard 3
<p><b>Establishes and maintains standards of classroom behavior</b></p>	<p>Struggles to establish clear standards of conduct for some students. Builds rapport with some students, but neglects to do so with others.</p> <p><input type="checkbox"/></p>	<p>Has established standards and works to make them clear to all students. Supports students in meeting these standards. Builds rapport with students.</p> <p><input type="checkbox"/></p>	<p>Consistently communicates clear standards to students. Builds rapport with students</p> <p><input type="checkbox"/></p>
<p><b>Uses time effectively. Uses time appropriately, spending time on activities while ending them before interest is lost.</b></p>	<p>Is often unprepared for lesson and/or occasionally begins late. Students are frequently not engaged in learning activities.</p> <p><input type="checkbox"/></p>	<p>Usually comes to class prepared. Lesson generally begins on time. Students spend the majority of their time on task, off task time is minimal, students are usually engaged in learning activities</p> <p><input type="checkbox"/></p>	<p>Consistently comes to lesson prepared to teach students are consistently engaged in learning activities.</p> <p><input type="checkbox"/></p>
<p><b>Monitors students' participation and interpersonal interactions in learning activities</b></p>	<p>Not observant of students who are not engaged/participating. Lessons are structured in such a way that students easily engage in negative behaviors. Does not use strategies that decrease undesired personal interactions from students.</p> <p><input type="checkbox"/></p>	<p>Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interactions</p> <p><input type="checkbox"/></p>	<p>Aware of and uses effective techniques to monitor students. Prevents problems before they arise by intervening and engaging students. Reinforces student behavior verbally and non-verbally. Uses strategies to prevent interpersonal conflict.</p> <p><input type="checkbox"/></p>

**Comments on Learning Environment**

**5. Teaching for Student Learning**

Performance Category	Below Standard 1	Meets Standard 2	Above Standard 3
<p><b>Uses a variety of instructional strategies</b></p>	<p>Demonstrates limited knowledge and use of varied teaching strategies. Unable to reflect and describe the fit between strategies and learners' individual styles, strengths, and needs.</p> <p><input type="checkbox"/></p>	<p>Uses varied teaching strategies and is able to reflect about awareness of the fit between the strategies and the learners' styles, strengths, and needs.</p> <p><input type="checkbox"/></p>	<p>Uses a variety of teaching strategies to accommodate different learning styles, strengths, and needs and is able to reflect in depth about various strategies and specific students.</p> <p><input type="checkbox"/></p>
<p><b>Asks questions and provide feedback</b></p>	<p>Questions and feedback are limited.</p> <p><input type="checkbox"/></p>	<p>Questions and probes are posed frequently. Feedback is specific and given frequently.</p> <p><input type="checkbox"/></p>	<p>Questions and probes which promote problem solving and encourage critical thinking skills are posed consistently. Specific feedback is given consistently and is given in a way that promotes reflection.</p> <p><input type="checkbox"/></p>
<p><b>Uses a variety of media communication tools to enrich learning.</b></p>	<p>Teacher uses media communication tools in the instructional environment but does not incorporate them for student use in the teaching learning process.</p> <p><input type="checkbox"/></p>	<p>Teacher uses media communication tools in the environment and teaching learning process, in an approach that is primarily teacher-centered.</p> <p><input type="checkbox"/></p>	<p>Teacher develops lessons to include activities that incorporate the use of media communication tools in a student-centered format designed to increase student's use of the mediums.</p> <p><input type="checkbox"/></p>

**Comments on Teaching for Learning**

## 6. Teacher Professionalism

Performance Category	Below Standard 1	Meets Standard 2	Above Standard 3
<b>Projects enthusiasm for teaching and learning and maintains positive working relationships with staff</b>	Does not appear eager, excited or curious about teaching and learning. Struggles to connect with staff.  <input type="checkbox"/>	Appears eager and excited with students and is working to connect with school staff.  <input type="checkbox"/>	Appears eager, excited, and curious in interactions with students, and school staff. Actively seeks opportunities for professional development enhance content and pedagogical skills.  <input type="checkbox"/>
<b>Reflects on teaching</b>	Resists or fails to gather relevant information to identify strengths and weaknesses in own teaching. Is unable to judge if teaching effective and has no suggestions for future improvement of teaching.  <input type="checkbox"/>	Gathers information and has a generally accurate impression of effectiveness of teaching. Offers general suggestions on how a lesson may be improved.  <input type="checkbox"/>	Gathers and effectively interprets information to strengths and weaknesses own teaching. Makes an accurate assessment of effectiveness of teaching. And is able to offer specific suggestions for improvement based on data.  <input type="checkbox"/>
<b>Demonstrates professional judgment, integrity, and ethical standards.</b>	Limited demonstration of professional and ethical standards. Periodically needs to be reminded of the expectations of classroom teacher.  <input type="checkbox"/>	Usually demonstrates professional and ethical standards with only an occasional reminder of the expectations of the role.  <input type="checkbox"/>	Consistently demonstrates professional and ethical standards. Conveys a sense of self as a teacher rather than as a student.  <input type="checkbox"/>

**Overall Comments:**

Both of the undersigned have discussed the results of this student teaching evaluation.

University Supervisor or Mentor Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Clinician (CSDS 260 Student) Signature \_\_\_\_\_ Date \_\_\_\_\_

Mid /Final Evaluation (*Circle One*)