Senior Practicum/Clinical Practice EVALUATION by Cooperating Teacher
EDU 488/489, EDU 588/589
Charter School of Education and Human Sciences
Berry College

Date _____

Student _____ Subject & Grade _____

DIRECTIONS: Listed below are teacher behaviors that contribute to the fulfillment of "Teachers as Developers of Human Potential" using the Berry College model of educating the head, heart, and hands. The senior practicum student should be rated on each of these characteristics and comments should be added that provide narrative examples of these behaviors. Other key performance indicators that warrant recognition can be added. Circle the selected rating for each performance indicator.

Circle the number that most nearly describes the intern teacher's observed performance level:

5 = Consistently demonstrates competency and expertise in this indicator
4 = Demonstrates clear competency in this indicator at one or more points during the year
3 = Performs and/or demonstrates the competencies in this indicator
2 = Does not demonstrate competency in all indicators (or – in one or two indicators)
1 = Does not demonstrate competency in majority of indicators
N = No opportunity to demonstrate behavior

Principle 1: **Content Pedagogy**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.

Key Performance Indicators The Candidate

demonstrates an understanding of central concepts of his or her discipline.	5	4	3	2	1	N
uses explanations and representations that link curriculum to prior knowledge.	5	4	3	2	1	N
evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.	5	4	3	2	1	N
engages students in interpreting ideas from a variety of perspectives.	5	4	3	2	1	N
uses interdisciplinary approaches to teaching and learning.	5	4	3	2	1	N
uses methods of inquiry that are central to the discipline.	5	4	3	2	1	N

Principle 2: Student Development
The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

Key Performance Indicators The Candidate

evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.	5	4	3	2	1	N
creates relevance for students by linking with their prior experiences.	5	4	3	2	1	N
provides opportunities for students to assume responsibility for and be actively engaged in their learning.	5	4	3	2	1	N
encourages student reflection on prior knowledge and its connection to new information.	5	4	3	2	1	N
accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).	5	4	3	2	1	N

<u>Principle 3</u>: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Key Performance Indicators: The Candidate

designs instruction appropriate to students' stages of development, learning styles, strengths and needs.	5	4	3	2	1	N
selects approaches that provide opportunities for different performance modes.	5	4	3	2	1	N
accesses appropriate services or resources to meet exceptional learning needs when needed.	5	4	3	2	1	N
Adjusts instruction to accommodate the learning differences or needs of students (time and circumstances of work, tasks assigned, communication and response modes).	5	4	3	2	1	N
uses knowledge of different cultural contexts within the community (socio-economic, ethic, cultural) and connects with the learner through types of interaction and assignments.	5	4	3	2	1	N
creates a learning community that respects individual differences.	5	4	3	2	1	N

<u>Principle 4</u>: Multiple Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Key Performance Indicators: The Candidate

selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in active learning that promotes critical thinking and problem solving.	5	4	3	2	1	N
encourages students to assume responsibility for identifying and using learning resources.	5	4	3	2	1	N
assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose of instruction, and learner needs.	5	4	3	2	1	N
uses a variety of presentations and representations of concepts, using alternative explanations to assists students' understanding and critical thinking.	5	4	3	2	1	N

<u>Principle 5</u>: Motivation and Management
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment, encourages positive social interaction, active engagement in learning, and self-motivation.
Key Performance Indicators: The Candidate

encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.	5	4	3	2	1	N
engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.	5	4	3	2	1	N
organizes, allocates, and manages time, space and activities in a way that is conducive to learning.	5	4	3	2	1	N
organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all students.	5	4	3	2	1	N
analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.	5	4	3	2	1	N

Principle 6: Communication and Technology
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Key Performance Indicators: The Candidate

models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues when given and received).	5	4	3	2	1	N
provides for support for learner expression in speaking, writing, and other media.	5	4	3	2	1	N
asks questions and stimulates discussion in different ways for particular purposes, encourages students to articulate their ideas and questions, and promotes critical thinking and problem-solving.	5	4	3	2	1	N
demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of the responsiveness to different modes of communication and participation).	5	4	3	2	1	N
uses a variety of media communication tools to enrich learning opportunities.	5	4	3	2	1	N

Principle 7: Planning
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Performance Indicators: The Candidate

plans lessons and activities to address variation in learning styles and performance modes, multiple developmental levels of diverse learners, and problem solving and exploration.	5	4	3	2	1	N
develops plans that are appropriate for curriculum goals based on effective instruction.	5	4	3	2	1	N
adjusts plans to respond to unanticipated sources of input and/or student needs, and systematically adjusts plans.	5	4	3	2	1	N
develops short and long-range plans linked to students' needs and performances, and systematically adjust plans to enhance student learning.	5	4	3	2	1	N

Principle 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Key Performance Indicators: The Candidate

selects, constructs, and uses assessment strategies appropriate to the learning outcomes.	5	4	3	2	1	N
uses a variety of formal and informal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and self-assessment, informal assessments such as observations, surveys, interviews, student work, performance tasks, portfolios, & teacher made tests).	5	4	3	2	1	N
uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.	5	4	3	2	1	N
evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student	5	4	3	2	1	N

work.						
maintains useful records of student work and performance, and communicates student progress knowledgeably and responsibly.	5	4	3	2	1	N
solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.	5	4	3	2	1	N

Principle 9: Reflective Practice
The teacher is a reflective practitioner who continually evaluates the effects of his choices and actions on others and who actively seeks opportunities to grow professionally.

Key Performance Indicators: The Candidate

uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.	5	4	3	2	1	N
uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher.	5	4	3	2	1	N
Consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.	5	4	3	2	1	N

Principle 10: School and Community Involvement
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Key Performance Indicators: The Candidate

participates in collegial activities designed to make the entire school a productive learning environment.	5	4	3	2	1	N
makes links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.	5	4	3	2	1	N
seeks to establish cooperative partnerships with parents/guardians to support student learning.	5	4	3	2	1	N
talks and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.	5	4	3	2	1	N
acts as an advocate for students.	5	4	3	2	1	N

Other Performance Indicators: (optional)

	5	4	3	2	1	N
	5	4	3	2	1	N

Comments:

Evaluation completed by: _____
Name

_____
Position/Title