

FINAL EVALUATION OF STUDENT TEACHING/CLINICAL PRACTICE

EDU 499/591/497

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 candidate 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 student teacher’s observed performance level:

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

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Key Performance Indicators: The Candidate

assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	1	2	3	4	5	N
creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.	1	2	3	4	5	N
collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	1	2	3	4	5	N

Critical Dispositions: The Candidate

commits to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.	1	2	3	4	5	N
takes responsibility for promoting learners’ growth and development.	1	2	3	4	5	N

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Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Key Performance Indicators: The Candidate

designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	1	2	3	4	5	N
makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	1	2	3	4	5	N
designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	1	2	3	4	5	N
brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.	1	2	3	4	5	N
incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	1	2	3	4	5	N
accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	1	2	3	4	5	N

Critical Dispositions: The Candidate

respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	1	2	3	4	5	N
makes learners feel valued and helps them learn to value each other.	1	2	3	4	5	N

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Key Performance Indicators: The Candidate

collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	1	2	3	4	5	N
develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	1	2	3	4	5	N

collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	1	2	3	4	5	N
manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	1	2	3	4	5	N
uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	1	2	3	4	5	N
communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	1	2	3	4	5	N
promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	1	2	3	4	5	N
builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	1	2	3	4	5	N

Critical Dispositions: The Candidate

commits to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	1	2	3	4	5	N
commits to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	1	2	3	4	5	N
seeks to foster respectful communication among all members of the learning community.	1	2	3	4	5	N
promotes thoughtfulness and is a responsive listener and observer.	1	2	3	4	5	N

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Key Performance Indicators: The Candidate

uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	1	2	3	4	5	N
engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	1	2	3	4	5	N
engages learners in applying methods of inquiry and standards of evidence used in the discipline.	1	2	3	4	5	N

stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	1	2	3	4	5	N
recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	1	2	3	4	5	N
evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.	1	2	3	4	5	N
uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	1	2	3	4	5	N
creates opportunities for students to learn, practice, and master academic language in their content.	1	2	3	4	5	N
accesses school-and/or district-based resources to evaluate the learner's content knowledge in their primary language.	1	2	3	4	5	N

Critical Dispositions: The Candidate

recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	1	2	3	4	5	N
commits to work toward each learner's mastery of disciplinary content and skills.	1	2	3	4	5	N
seeks to foster respectful communication among all members of the learning community.	1	2	3	4	5	N

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Key Performance Indicators: The Candidate

develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).	1	2	3	4	5	N
engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	1	2	3	4	5	N
facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	1	2	3	4	5	N

engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem-solving in local and global contexts.	1	2	3	4	5	N
develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	1	2	3	4	5	N
engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	1	2	3	4	5	N
facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	1	2	3	4	5	N
develops and implements supports for learner literacy development across content areas.	1	2	3	4	5	N
understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.	1	2	3	4	5	N

Critical Dispositions: The Candidate

explores how to use disciplinary knowledge as a lens to address local and global issues.	1	2	3	4	5	N
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Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Key Performance Indicators: The Candidate

balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	1	2	3	4	5	N
designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	1	2	3	4	5	N
works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	1	2	3	4	5	N
engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	1	2	3	4	5	N
engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	1	2	3	4	5	N
models and structures processes that guide learners in examining their own thinking and learning, as well as the performance of others.	1	2	3	4	5	N

uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	1	2	3	4	5	N
prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.	1	2	3	4	5	N
seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	1	2	3	4	5	N

Critical Dispositions: The Candidate

commits to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	1	2	3	4	5	N
takes responsibility for aligning instruction and assessment with learning goals.	1	2	3	4	5	N
commits to providing timely and effective descriptive feedback to learners on their progress.	1	2	3	4	5	N
commits to using multiple types of assessment processes to support, verify, and document learning.	1	2	3	4	5	N
commits to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.	1	2	3	4	5	N
commits to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	1	2	3	4	5	N

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Key Performance Indicators: The Candidate

selects and creates learning experiences that are appropriate for curriculum goals and content standards, and that are relevant to learners.	1	2	3	4	5	N
plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	1	2	3	4	5	N
develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	1	2	3	4	5	N

plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	1	2	3	4	5	N
plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, effective learning experiences to meet unique learning needs.	1	2	3	4	5	N
evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	1	2	3	4	5	N

Critical Dispositions: The Candidate

takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	1	2	3	4	5	N
values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.	1	2	3	4	5	N

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Key Performance Indicators: The Candidate

uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	1	2	3	4	5	N
monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	1	2	3	4	5	N
collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	1	2	3	4	5	N
varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	1	2	3	4	5	N
provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	1	2	3	4	5	N
engages all learners in developing higher order questioning skills and metacognitive processes.	1	2	3	4	5	N
uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	1	2	3	4	5	N

asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	1	2	3	4	5	N
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Critical Dispositions: The Candidate

commits to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	1	2	3	4	5	N
commits to exploring how the use of new and emerging technologies can support and promote student learning.	1	2	3	4	5	N
values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	1	2	3	4	5	N

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Key Performance Indicators: The Candidate

engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	1	2	3	4	5	N
engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	1	2	3	4	5	N
uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	1	2	3	4	5	N
seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	1	2	3	4	5	N
reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	1	2	3	4	5	N
advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	1	2	3	4	5	N

Critical Dispositions: The Candidate

takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	1	2	3	4	5	N
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commits to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	1	2	3	4	5	N
seeks opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	1	2	3	4	5	N
understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	1	2	3	4	5	N

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Key Performance Indicators: The Candidate

takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student’s learning.	1	2	3	4	5	N
works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	1	2	3	4	5	N
engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	1	2	3	4	5	N
works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	1	2	3	4	5	N
builds ongoing connections with community resources to enhance student learning and well-being.	1	2	3	4	5	N
engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	1	2	3	4	5	N
uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	1	2	3	4	5	N
uses and generates meaningful research on education issues and policies.	1	2	3	4	5	N
seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	1	2	3	4	5	N

advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	1	2	3	4	5	N
takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	1	2	3	4	5	N

Critical Dispositions: The Candidate

shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	1	2	3	4	5	N
takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	1	2	3	4	5	N
takes responsibility for contributing to and advancing the profession.	1	2	3	4	5	N
embraces the challenge of continuous improvement and change.	1	2	3	4	5	N

Other Performance Indicators: (optional)

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

Comments:

Evaluation completed by: _____

Name

Position/Title

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