

Student Teacher (ST) _____
 Mentor Teacher (MT) _____
 University Supervisor (US) _____

Date _____
 School _____
 Grade _____

In SED 764, the student teacher is responsible for full-time extensive involvement in the classroom. *Directions:* The student teacher, mentor teacher, and university supervisor shall conduct a three-way communication to evaluate student teacher progress and complete the rating portion of this for. Individual rating may differ; however, the mentor teacher and university supervisor need to reach consensus on their recommendation below. *Credit* indicates a 3.0 or better grade-point on a 4.0 scale. *Ratings are for performance as student teachers, not as experienced teachers.*

Performance Criteria	Rating		
	ST	MT	US
	M = Met PM = Partially Met NM = Not Met NO = Not Observed		
INSTRUCTIONAL SKILLS	ST	MT	US
1. Effectively plans lessons and units			
2. Develops clear goals and objectives and clearly communicates these to students and their families			
3. Matches instructional strategy and materials to goals			
4. Unit and lesson plans reflect cross-cultural and linguistic understandings			
5. Ties lessons to broader contexts including students' linguistic and cultural backgrounds, experiences, interests, and developmental needs			
6. Utilizes appropriate formal and informal, formative and summative student assessments, including multiple measures and specialized assessments based on students' needs			
7. Demonstrates ability to interpret and effectively use assessments described in 6 above and to communicate the results of those assessments to students and their families			
8. Builds learning experiences from students' prior knowledge			
9. Uses a variety of teaching styles and methodologies to match students' learning styles			
10. Presents material in a manner which challenges diverse interests and supports divergent views			
11. Selects and uses materials and strategies free from bias			
12. Paces individual lessons appropriately for diverse student needs and with consideration of developmental and life-situational differences including needs for specialized instruction, instructional adaptations or accommodations			
13. Adjust language usage to students' linguistic abilities			
14. Presents ideas and instruction to students clearly and meaningfully			
15. Equitably guides students toward increasing levels of critical thinking and cognitive development			
16. Strives to ensure all students have equal access to curriculum, taking additional measures to foster access and comprehension for all learners			
17. Provides for and encourages independent as well as collaborative learning experiences			
18. Displays a thorough knowledge of subject matter and content standards (see additional subject-specific criteria for English, Mathematics, Science, and Social Science)			
19. Integrates speaking, listening, reading, and writing skills			
20. Demonstrate appropriate knowledge and skills for providing comprehensive instruction for English learners (Over the course of clinical supervision, must complete the assessment form entitled <i>Clinical Supervision Instructional Practices Promotion English Language Development</i>)			
21. Utilize instructional time appropriately and effectively to maximize student achievement and learning opportunities and outcomes for students			
CLASSROOM ENVIRONMENT			
22. Promotes diverse students' self-esteem, mutual respect, and involvement			
23. Exhibits and encourages respect for human diversity and individuality through the creation of a positive classroom climate			
24. Models behaviors that demonstrate and promote cultural and linguistic sensitivity			
25. Demonstrates ability to create and implement a student discipline plan when necessary			
26. Provides consistent reinforcement and feedback to students on their work			
27. Utilizes strategies to reduce and prevent acts of discrimination in the classroom			
28. Establishes rapport with students in both verbal and nonverbal communication			
29. Communicates expectations for the excellence performance of all students to students and their families			

30. Manages and responds to students' conduct effectively and with sensitivity to issues of adolescent development and cultural differences			
31. Utilize classroom support personnel to maximize student success in reaching instructional goals			
DEVELOPMENT AS A PROFESSIONAL EDUCATOR			
32. Demonstrates awareness of personal values and biases and is able to recognize the ways in which these may impinge upon the equity of the education they offer their students			
33. Acts in accordance with the California and U.S. laws regarding the education of English learners, students with special needs, child abuse, suicide risk, harassment, etc.			
34. Protects the privacy of students, their families, and other school professionals			
35. Understands and demonstrates professional conduct in all interactions with students, families, and school-based personnel			
36. Is reflective about teaching practices and subject matter knowledge and seeks professional growth opportunities			
37. Remains open to constructive criticism and uses it as an opportunity for professional growth			
38. Respects professional obligations and responsibilities such as being on time, being prepared to teach, meeting deadlines, keeping accurate records, etc.			

Overall performance as a student teacher: (MtTand US should check one.)

- Exceeded expectations
 Met expectations
 Performed below expectations*

*Candidates who perform below expectations will be placed on contract, detailing those areas in which they need to seek improvement prior to the end of their student teaching phase. Implicit in being on contract is the fact that candidates who are not able to meet or exceed all expectations may be required to do additional student teaching and ultimately may not be recommended for a credential. Please call the Coordinator, Sheila Rocker Heppe, at 826-5870 with any questions.

Recommendation:

The candidate earned (check one):

- credit
 no credit
 incomplete

The candidate should (check one):

- continue in the SED Program
 continue with conditions (see attached contract which must be signed by the MT, US, ST, Program Coordinator, and Program Leader)
 not continue in the program (must have a contract already on file with the Program Coordinator and complete documentation of how that contract has not been met attached to this assessment)

Additional comments:

Signatures:

_____ Student Teacher _____ Mentor Teacher _____ University Supervisor

US: Copies to ST, MT, US, and Program Coordinator