

TEACHER CANDIDATE EVALUATION PRACTICUM I & II¹

Teacher Candidate
(Last, First & MI) _____

School _____

Grade _____

Cooperating Teacher _____

Date _____

Cohort _____

Check one Practicum I

Practicum II

Directions: The purpose of this assessment is to provide specific, pertinent information regarding the Teacher Candidate's progress and performance working in the classroom. For each attribute, mark the adverb that accurately describes the frequency with which the teacher candidate typically displays each behavior. Please feel free to elaborate further in the comment section with information that will help the teacher candidate to continue to improve.

Key: 1-Never | 2-Rarely | 3-Sometimes | 4-Often | 5-Consistently

CHILD CENTEREDNESS

ATTRIBUTE	1	2	3	4	5	COMMENTS
1 Displays a caring attitude toward students						
2 Relates easily and positively with students						
3 Perceives student needs and attends to them without prompting including refocusing learning and use of higher order thinking questions						
4 Is sensitive and respectful of difference in students, their ideas, and experiences.						
5 Uses active listening skills in working with children.						

ACADEMIC PREPARATION (TPE 1)

ATTRIBUTE	1	2	3	4	5	COMMENTS or Not Observed
6 Is competent in relevant subject areas						
7 Uses correct grammar, punctuation and spelling in both oral and written communications.						
8 Speaks effectively to a variety of audiences (students, teachers, parents)						
9 Writes effectively for a variety of audiences. (e.g. parents, students, staff, colleagues)						
10 Knows how to utilize California State Frameworks						

¹ This form should be used for both a mid-semester formative evaluation and the end of the semester assessment. ICP teacher candidates and cooperating teachers should take the opportunity to discuss ICP teacher candidate progress in advance of any assessment.

Key: 1-Never | 2-Rarely | 3-Sometimes | 4-Often | 5-Consistently

PROFESSIONAL EMPLOYMENT ATTRIBUTES

ATTRIBUTE		1	2	3	4	5	COMMENT
11	Is punctual and dependable.						
12	Takes initiative.						
13	Is collegial and collaborative with adults.						
14	Uses sound professional judgment.						
15	Accepts feedback and suggestions and acts on them.						
16	Dresses appropriately as a teacher in the school setting.						
17	Engages in professional dialogue with cooperating teaching rationale for instructional decisions and classroom management strategies.						
COMMENTS							

REQUIREMENTS CHECKLIST – Minimum Expectations

Lesson Plans (Please check if completed) – The required three lessons could have been taught to the entire class as whole class instruction or in small groups depending on circumstances. ICP students in second practicum are strongly encouraged to do full class instruction whenever possible, but not mandatory. Please attach a feedback sheet to each lesson plan keeping in mind that the ICP student is at the novice level and will be entering formal clinical practice at a later date. The feedback for each lesson may be in the form of narrative scripting or a post observation summary.

Yes	Subject Area	Comments
	Subject area taught and Lesson Plan Attached	
	Subject area taught and Lesson Plan Attached	
	Subject area taught and Lesson Plan Attached	

Shadow² a Staff Member

Circle the role of the staff members who were shadowed: (minimum of one)³

- School secretary
- Health Aide
- Librarian
- Custodian
- Title I aide
- RSP teacher
- Computer Lab Teacher
- Adjunct teacher (music, art, science, PE. Etc.)

Additional Recommended Experiences

Circle all experiences in which the candidate participated:

- Parent-teacher conferences, SST and/or IEP meeting
- Faculty meeting and/or grade level team meeting.
- Field trip
- Open House or Back-to-School Night
- Family Math Night
- Literacy Night
- School Board Meeting
- PTA/PTO Meeting

COMMENTS - If the ICP candidate participated in other experiences, making a significant contribution, but are not listed, please elaborate here:

Based on your experience, what is your overall appraisal of this ICP candidate's continuation in the teacher preparation program?

___ Continue without reservation

___ Continue with reservation – Concerns are outlined on this form or on an attached sheet

___ Not continue as there are significant reservations – Concerns are outlined on this form

COMMENTS (Optional):

Signatures indicate that this assessment was discussed with the ICP teacher candidate.

ICP Teacher Candidate _____ Date _____

Site Supervisor _____ Date _____

Cooperating Teacher _____ Date _____

² "Shadowing" is defined as following the staff member in the course of a normal day for a minimum of two hours outside the ICP teacher candidate's classroom placement.

³ NOTE: The ICP teacher candidate should have introduced him/herself to each of the above as well as the principal, assistant principal, and school counselor.