



# Western Illinois University

## Student Teaching Clinical Experience

### Final Evaluation

WESTERN  
ILLINOIS  
UNIVERSITY

Student Teacher: \_\_\_\_\_ Major: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ School: \_\_\_\_\_

*Evaluate the student teacher according to the following criteria (see attached rubric)*

1. Unacceptable
2. Acceptable
3. Target
- x. No opportunity to observe/evaluate

#### **Content Knowledge and Pedagogical Content Knowledge [Illinois Professional Teaching Standard (IPTS)]**

*The student teacher:*

- \_\_\_\_\_ 1. Demonstrates knowledge of subject area(s) [IPTS 1A, 1B, 1J, 1K]
- \_\_\_\_\_ 2. Exhibits content knowledge that reflects current research and best practices in the content field(s) [IPTS 1A, 1B, 1D, 1J, 1K]
- \_\_\_\_\_ 3. Uses resource material and technology appropriate to the subject area [IPTS 1F, 1I, 4Q, 4R]
- \_\_\_\_\_ 4. Creates learning experiences that make the content meaningful to ALL students (including second language, culturally diverse and special needs learners) [IPTS 1C, 1D, 1G, 1J, 1K]
- \_\_\_\_\_ 5. Adapts content instruction to meet the needs of ALL students with accommodations when appropriate [IPTS 1E, 1M]
- \_\_\_\_\_ 6. Establishes clear instructional goals tied to student outcomes consistent with the Illinois Learning Standards for the content area(s) [IPTS 4K]
- \_\_\_\_\_ 7. Uses content activities linked to grade-appropriate learning standards [IPTS 4L, 4M]

#### **Planning**

*The student teacher:*

- \_\_\_\_\_ 8. Develops organized plans for instruction [IPTS 4K]
- \_\_\_\_\_ 9. Applies current research on teaching and learning when planning instruction [IPTS 4A, 4B, 4O]
- \_\_\_\_\_ 10. Designs instruction appropriate to the students' physical developmental levels [IPTS 4A, 4B]
- \_\_\_\_\_ 11. Designs instruction appropriate to the students' socio-emotional levels [IPTS 4A, 4B]
- \_\_\_\_\_ 12. Designs instruction appropriate to the students' cognitive levels [IPTS 4A, 4B]
- \_\_\_\_\_ 13. Plans for accommodations to meet the needs of ALL students [IPTS 4L, 4M, 4P]
- \_\_\_\_\_ 14. Considers legal and ethical implications of educational decisions in the teaching/learning process [IPTS 4L, 4M, 4P, 4S, 5F, 11J]
- \_\_\_\_\_ 15. Incorporates cultural diversity and individual student experiences in planning to enrich instruction [IPTS 4C, 4N]
- \_\_\_\_\_ 16. Arranges a physical setting conducive to optimal learning and management goals [IPTS 5L, 5M, 5P]

#### **Learning Environment**

*The student teacher:*

- \_\_\_\_\_ 17. Maintains a classroom that is supportive of students and encourages active participation [IPTS 5A, 5B, 5C, 5D, 5E, 5G, 5H, 5I, 5J]
- \_\_\_\_\_ 18. Creates a learning community where students accept responsibility for their own behavior [IPTS 5C, 5D, 5K, 5L, 5N, 5R]
- \_\_\_\_\_ 19. Demonstrates an attitude that all students can learn [IPTS 3G, 3N]
- \_\_\_\_\_ 20. Establishes challenging, but reasonable expectations with accommodations, for ALL students [IPTS 3L, 3M, 4I]
- \_\_\_\_\_ 21. Organizes individual and group activities. [IPTS 5A, 5B, 5C, 5N]
- \_\_\_\_\_ 22. Manages time wisely [IPTS 5J, 5M]
- \_\_\_\_\_ 23. Engages students in participative learning discussions and activities [IPTS 5K, 7F, 9H]
- \_\_\_\_\_ 24. Establishes and implements clear standards of conduct, and effectively monitors students' behavior [IPTS 5A, 5F, 5G, 5H, 5I]
- \_\_\_\_\_ 25. Encourages and models interactions that are polite and respectful [IPTS 5I, 7E, 7H, 7I]
- \_\_\_\_\_ 26. Deals promptly and effectively with discipline problems [IPTS 5G, 5I, 5R]

#### **Instructional Strategies**

*The student teacher:*

- \_\_\_\_\_ 27. Uses a variety of instructional strategies [IPTS 6G, 6I, 6K, 6M, 6O]
- \_\_\_\_\_ 28. Utilizes effective questioning techniques [IPTS 7F]
- \_\_\_\_\_ 29. Accommodates for the identified needs of learners with IEPs [IPTS 4S, 6M]
- \_\_\_\_\_ 30. Acknowledges and accepts differing viewpoints or opinions [IPTS 3E, 3F, 3G, 3N]
- \_\_\_\_\_ 31. Encourages students to see, question, and interpret ideas from multiple perspectives [IPTS 1G, 3J, 6J]
- \_\_\_\_\_ 32. Integrates critical thinking, problem solving, and decision-making within lessons [IPTS 1H, 6G, 6J]
- \_\_\_\_\_ 33. Demonstrates effective oral communication skills [IPTS 7E, 7F, 7H, 7I, 7K]
- \_\_\_\_\_ 34. Demonstrates effective visual and nonverbal communication skills [IPTS 7E, 7G, 7I, 7J, 7K]
- \_\_\_\_\_ 35. Demonstrates effective written communication skills [IPTS 7E, 7G, 7I, 7K]
- \_\_\_\_\_ 36. Integrates technology in instruction to support student learning [IPTS 1F, 1M, 4E, 4H, 6N]
- \_\_\_\_\_ 37. Provides access and activities for students to integrate into their learning [IPTS 1K, 1L, 3H, 4M, 6G]

**Diversity***The student teacher:*

- \_\_\_\_\_ 38. Creates a climate that supports diversity [IPTS 3G, 3N, 10D, 11O, 11P]  
 \_\_\_\_\_ 39. Uses information about students, families, cultures and communities as a basis to connect students' experiences with instruction [IPTS 3I, 3J]  
 \_\_\_\_\_ 40. Uses vocabulary that reflects sensitivity to gender, ethnicity, and culture [IPTS 3C, 3H, 7I]

**Assessment***The student teacher:*

- \_\_\_\_\_ 41. Monitors student progress in relation to instructional goals [IPTS 8E, 8G, 8I, 8J, 8M]  
 \_\_\_\_\_ 42. Selects effective assessment aligned to instructional goals [IPTS 8B, 8C, 8E]  
 \_\_\_\_\_ 43. Utilizes a variety of formal/informal assessment techniques with accommodations when appropriate [IPTS 8H, 8I, 8O, 8Q]  
 \_\_\_\_\_ 44. Uses assessment results to improve instruction [IPTS 8D, 8I, 8P]  
 \_\_\_\_\_ 45. Provides oral and/or written feedback in a timely manner [IPTS 8L]

**Professionalism***The student teacher:*

- \_\_\_\_\_ 46. Works effectively with the mentor teacher and other school staff [IPTS 9B, 9I, 9J, 9R, 9S, 10F]  
 \_\_\_\_\_ 47. Respects the boundaries of professional responsibilities when working with students, colleagues, and families [IPTS 11C, 11J, 11K, 11Q, 11S]  
 \_\_\_\_\_ 48. Communicates with parents/guardians about the educational progress of their children [IPTS 7D, 8L, 8N, 9B, 9F]  
 \_\_\_\_\_ 49. Maintains appropriate dress, grooming, and health habits [IPTS 11A, 11C, 11J, 11K, 11Q]  
 \_\_\_\_\_ 50. Fulfills professional obligations (e.g. is punctual, notifies appropriately, etc.) [IPTS 11E, 11J, 11K, 11M, 11Q]  
 \_\_\_\_\_ 51. Contributes to school and community organizations and projects [IPTS 11I, 11L, 11M, 11N]  
 \_\_\_\_\_ 52. Participates in professional development activities [IPTS 11E, 11I, 11M, 11N]

**Reflection***The student teacher:*

- \_\_\_\_\_ 53. Practices reflection as an integral part of professional growth and improvement of instruction [IPTS 10A, 10B, 10D, 10E, 10G, 10I]  
 \_\_\_\_\_ 54. Recognizes professional strengths and weaknesses [IPTS 10E, 10G, 10I]  
 \_\_\_\_\_ 55. Accepts suggestions for improvement [IPTS 10F, 10G]  
 \_\_\_\_\_ 56. Implements suggestions for improvement through reflection and evaluation [IPTS 10C, 10E, 10F]  
 \_\_\_\_\_ 57. Reflects on ethical and legal situations as they arise in the educational setting [IPTS 10A, 10B, 11D, 11J]  
 \_\_\_\_\_ 58. Practices decision-making in the teaching/learning process [IPTS 8D, 8I, 8O, 10E, 10G, 11N]

Using the following list, place a check next to each group which is represented in your classes. Check all that apply.

- One or more students who qualify for free or reduced lunch  
 Students who represent at least two ethnic groups, including Caucasian  
 One or more students who are English Language Learners  
 One or more students with a disability  
 Students representing both genders

- Overall Rating of Performance:**
- |    |   |
|----|---|
| 1. | Unacceptable (Does not meet expectations) |
| 2. | Acceptable (Meets expectations)           |
| 3. | Target (Exceeds expectations)             |

**ATTACH a signed letter of recommendation on your school letterhead.**

Signature of Mentor Teacher: \_\_\_\_\_

I request this information be placed in my Career Services file:      Yes.      No

Signature of Student Teacher: \_\_\_\_\_