

California State University, Fresno
CDDS 258 Student Teaching: Deaf and Hard of Hearing

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Course Description:

This course provides the student with the opportunity to plan and implement instructional programs for Deaf/Hard of Hearing learners over an eight week period. The practicum is offered in public school classroom settings for Deaf/Hard of Hearing students.

General Objectives:

The student teacher will:

plan and organize individual and/or group lessons for students who are deaf/hard of hearing.

conduct teaching sessions with students who are deaf/hard of hearing

evaluate teaching/lesson effectiveness and identify areas for further development

relate to the students in appropriate interpersonal levels including empathy, respect, warmth and honesty

Specific Objectives:

The student teacher will assess the classroom students' abilities in areas such as: language, speech, reading, audition and subject matter content areas. The assessment procedure will include, but not be restricted to the following:

formal standardized tests

school progress reports

previous clinical reports

clinician-made informal tests

observations

The student teacher will write lesson plans which entail the following:

specific objectives intended to evaluate the progress of the students and serve as a basis for further planning

specific activities which actively involve the students, take into account varied learning styles and refer to the objectives

appropriate timing to allow for the needs of the students, the specific situation and closure

specific instructional materials (commercial and teacher-made) suitable for the activities designed to meet the stated objectives

appropriate sequence of activities and tasks, suitable to the students

evaluation procedures to assess success of lesson objectives

The student teacher will participate in regular conferences/discussions with the university supervisor and master teacher focusing on the student teacher's:

interaction with the students regarding the progress, feeling of accomplishment, curiosity, and interest in the lessons

use of positive reinforcement (verbal and nonverbal) with the students

efficacy in terminating a lesson and bringing closure of the activities

techniques in maintaining positive, non-threatening leadership in the lessons

skills in using a variety of strategies in the lesson, as well as flexibility in presenting information

ability to apply structure during the lesson in order to enhance thinking

the student's ability to incorporate suggestions into follow up lessons

Evaluation:

The course is graded credit/no credit. 6 hours per 8-week placement

To earn credit for the course, the student is required to satisfactorily fulfill the above stated course objectives and submit a completed portfolio to the university supervisor.

See below for the Overall Grading Policy.

Portfolio Contents:

Submit the following documents in a white 3-ring binder to the university supervisor at the completion of your student teaching:

Label the front and end with CDDS 258 and your name

Use tabs

Brief information about the placement, the school, the teacher and your weekly schedule.

Lesson Plans

Weekly Reports

Weekly time logs

Cumulative time log

Weekly Observation from Master Teacher

Midterm and Final Evaluations from Master Teacher

Evaluations from University Supervisor

The portfolio will not be returned to you, so make a copy for yourself. Page protectors are not necessary and make the portfolio heavy so do not use them except for small loose materials. Please keep the number of pages to a minimum. You should not need more than enough to fill a two inch binder.

General Time Guidelines
CDDS 258

Week 1: Observe and become acquainted with students, teacher, and classroom routine.
Plan a schedule for teaching (i.e.: which subject areas, timeline, etc.)
Begin teaching a few lessons/classes

Weeks 2-4: Gradually assume more teaching responsibilities.

The master teacher and Student teacher will discuss progress and decide which and how many classes the student teacher will teach.

Student teacher should be teaching approximately 50% by the end of the 4th week.

*At the end of the 4th week, the master teacher will complete the student teacher evaluation form (in blue ink) and discuss with both student teacher and university supervisor.

Week 5: The student teacher will increase teaching responsibilities to approximately 75% of the school day.

Weeks 6–8: The student teacher will assume all teaching responsibilities.

*At the end of the eighth week, the master teacher will complete the student teacher evaluation form in red ink and discuss with both student teacher and university supervisor.

The university supervisor will visit 3-4 times during the eight weeks to observe lessons taught by the student teacher. After the lesson is taught, the university supervisor will conference with the student teacher and master teacher if time permits. If there is a time conflict, a later time will be set for conferencing.

Responsibilities of Student Teacher

Behave (and dress) in a professional manner, including behaving respectfully toward the master teacher, other school staff, and the students. You will maintain confidentiality of all parties associated with the school.

Communicate effectively with the students and master teacher.

Provide the master teacher with a lesson plan for each lesson taught. Lesson plans will include objectives, materials, activities, and evaluation procedures.

Self-evaluate the success of each lesson and discuss feedback with the master teacher. Discuss the mid-placement (4 weeks) evaluation with the master teacher.

Submit to the university supervisor a weekly report on student teaching, including a record of time spent on different activities. At the conclusion of student teaching, submit a cumulative review of activities. These reports are to be sent via e-mail.

With the faculty supervisor, arrange for 3 or 4 sessions for observation.

Keep a portfolio of all lesson plans, written feedback from the master teacher and university supervisor, and time records of student teaching experiences.

Request from the master teacher a time to observe an IEP meeting.

Maintain contact with the University Supervisor and inform him/her of any conflicts that may arise.

Maintain up to date liability insurance and health requirements (TB and inoculations).

Responsibilities of Master Teacher

Orient the student to the classroom and initiate his/her involvement with the students during the first week (Provide information about the students, the school and classroom routine).

Inform the student teacher of your expectations regarding teaching, lesson plans and acceptable student behavior.

Assign some specific *teaching* responsibilities for the student teacher to assume by the middle of the first week.

Develop a written schedule for the student teacher by the end of the first week (specifying lesson to be taught week by week).

Provide the student teacher with ongoing feedback on lesson plans, activities, behavior management, and other aspects of teaching. Written feedback should be provided weekly (on the Observation of Student Teacher Form).

At no time may you ask a student teacher to assume responsibilities outside of your own normal assigned duties as a teacher. This includes having them do personal errands for you, clerical duties usually reserved for classroom aides, or performing the assigned duties of another teacher.

Complete an "Evaluation of Student Teaching" form after 4 and 8 weeks. Discuss this with the student and University Supervisor.

Inform the University Supervisor immediately of conflicts or problems that may arise.

Complete a CSU-Fresno placement center evaluation form if requested by the student teacher.

Responsibilities of University Supervisor

Arrange a suitable student teacher placement.

Explain the student teaching expectations to the student teacher.

Observe the student teacher teaching 3 or 4 lessons and provide written feedback after each lesson.

Meet with the student teacher and master teacher after 4 and 8 week to discuss progress and the evaluation form.

If the student teacher is not meeting the course requirements, explain what he/she needs to do to improve.

Review the student teacher's portfolio.

Provide support for the student teacher and master teacher should conflicts arise.

Overall Grading Policy

Student teachers receive a grade of credit or no credit as a result of their performance in the student teaching assignment. The master teacher and university supervisor confer with the student teacher to discuss progress. The master teacher completes a mid-way and final evaluation and discusses it with the student teacher. These are presented to the university supervisor who also consults the student teacher and master teacher. There are two main requirements:

The successful completion of all student teaching expectations based on the course objectives and evaluation forms.

Satisfactory evaluation by the master teacher and university supervisor.

When the student teacher is not successfully completing the requirements, the steps below will be followed:

A joint conference will be held from the time a deficiency is noted by the master teacher, student, or university supervisor.

A written summary of the meeting will be prepared by the university supervisor. This report will state areas of needed improvement and recommendations for remediation. The student and university supervisor will sign and date the report. Copies of all evaluations and progress logs are attached to the report.

The master teacher will document the student teacher's progress. The university supervisor will conduct a formal observation and evaluation. A conference will be conducted to review progress.

If satisfactory improvement has not been demonstrated by the student teacher, a second conference will be conducted with the master teacher, student teacher, and university supervisor. A written summary of the meeting will be prepared by the university supervisor. This summary, with evaluations, will include a notation that the student teacher has been placed on probationary status. Areas of needed improvement and recommendations for remediation will be noted. A specific date for review will be noted and the student must adhere to the time-line or be removed from the placement and assigned a grade of no credit. The student and university supervisor will sign and date this report and copies will be given to all concerned parties.

A third conference will be held with all concerned parties within three days of the deadline date specified in the second conference, again followed by a written summary with recommendations and signatures of all parties concerned.

The final responsibility for the assignment of a grade lies with the university supervisor.

If the student believes the no credit grade has been unfairly assigned, information may be obtained pertaining to the University's policy and procedure for protesting a final grade in the Office of Advising Services, Joyal Administration, Room 221.

Weekly Distribution of Student Daily Teaching Experiences
Dept. of Communicative Disorders and Deaf Studies, California State University Fresno

Name of Student Teacher _____ Date: _____

Name of Master teacher _____ Week 1 2 3 4 5 6 7 8 9

Note: Hours must be noted to the nearest quarter (.25 = 15 minutes, .50 = 30 minutes, .75 = 45 minutes)

Activities	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Total
TEACHING								
Teaching all the pupils in the class								
Teaching a group of pupils in class								
Teaching an individual pupil								
Other:								
ASSISTING WITH OTHER TEACHING DUTIES such as Extracurricular activities, special activities of pupils, clubs, making reports, grading papers, etc. Specify activity and time spent.								
OBSERVATION								
Observing your master teacher								
Observing special teachers (music, art, etc.)								
Observing other teachers								
Others (specify):								
PREPARATION								
Preparing subject material, lesson plans								
Preparing bulletin boards, audiovisuals, etc								
Looking up reference materials, library, etc								
Other (specify):								
CONFERENCES								
With master teacher								
With university supervisor								
Others (specify):								
TOTALS								
Activities								
TOTALS for week								

Note: Add these totals to your Cumulative Distribution Sheet before turning in to University Supervisor.

Weekly Report on Student Teaching Experience with Deaf and Hard of Hearing Students

Name _____ Date _____

Master Teacher _____

School _____

Report Number (circle week) 1 2 3 4 5 6 7 8 9

Weekly Summary of Activities: Write a brief reflective summary of your experiences during the past week, be sure to mention not only the highlights but also the problems you faced and how you dealt (or would like to deal) with them.

California State University, Fresno
Department of Communication Disorders and Deaf Studies
Student Teaching Evaluation

Mid-term(blue/black ink) Final Evaluation (red ink)

Student Teacher _____ Date _____

Location _____ Grade Level/Subject _____

Master Teacher _____ University Supervisor _____

Person Completing Form: Master Teacher University Supervisor Student Teacher (self-evaluation)

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
1. Communication				
Uses acceptable written, oral, and nonverbal communication with students	Frequently demonstrates inappropriate use of written and/or oral language. Nonverbal communication is not apparent <input type="checkbox"/>	Usually demonstrates appropriate use of written and oral language. Nonverbal communication is limited <input type="checkbox"/>	Frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate. <input type="checkbox"/>	Consistently demonstrates high levels of proficiency in written and oral language. Non verbal communication is consistent and appropriate. <input type="checkbox"/>
Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning.	Does not involve the students in any type of interactive activities. <input type="checkbox"/>	Provides occasional opportunities for student-to-student communication. <input type="checkbox"/>	Students regularly participate in interactive activities planned by the Candidate. <input type="checkbox"/>	Students usually work together, not only on Candidate-planned activities, but also on self selected projects. <input type="checkbox"/>
Listens to students and demonstrates interest in what they are saying by responding appropriately	Does not respond to student comments <input type="checkbox"/>	Inconsistent in responding to what students are saying. <input type="checkbox"/>	Looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing <input type="checkbox"/>	Responds to students with appropriate verbal or nonverbal feedback by summarizing what students have shared <input type="checkbox"/>
Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness and risk-taking	Has limited rapport with students, rarely encourages inquisitiveness, discourages interactions and questioning <input type="checkbox"/>	Establishes rapport with students, or develops an atmosphere of limited inquiry <input type="checkbox"/>	Establishes rapport with students and often encourages inquiry. <input type="checkbox"/>	In addition to 3, the Candidate accepts students' ideas, and fosters academic risk-taking. <input type="checkbox"/>

Demonstrates communication skills which show sensitivity to diversity differences.	Candidate seldom recognizes diversity differences within the Classroom <input type="checkbox"/>	Candidate is aware of diversity differences within the class room, but seldom adjusts communications and actions. <input type="checkbox"/>	Candidate is often adjusts communications and actions to demonstrate sensitivity to various cultures. <input type="checkbox"/>	Candidate demonstrates sensitivity to diversity differences through communications and actions. <input type="checkbox"/>
Adapts to the various communication needs of students with multiple handicaps	Does not recognize or respond to the communication attempts of students with multiple handicaps <input type="checkbox"/>	Is aware of the communication attempts of students with multiple handicaps but does not respond appropriately <input type="checkbox"/>	Frequently responds appropriately to of the communication attempts of students with multiple handicaps <input type="checkbox"/>	Is sensitive to, and consistently responds appropriately to of the communication attempts of students with multiple handicaps <input type="checkbox"/>

Comments on Communication Skills

2. Planning and Preparation

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Selects goals and objectives for plans that are valuable, clear, and appropriate in terms of scope and sequence.	Goals are not valuable and represent low expectations for students; goals are not clear enough to allow for assessment. <input type="checkbox"/>	Goals are moderately valuable in their expectations or conceptual understanding for students, and in their importance; goals are only moderately clear or include a combination of goals and activities <input type="checkbox"/>	Goals are valuable in their level of expectation, conceptual understanding, critical thinking, and importance; most goals are clear and permit assessment <input type="checkbox"/>	Goals chosen for plans are valuable, establish high expectations, provide for critical thinking by students, and relate to curriculum frameworks and standards; all goals are clear, written in the form and student learning, and permit viable methods of assessment. <input type="checkbox"/>
Demonstrates knowledge of content areas and their integration in planning.	Makes content errors or does not correct content errors students make. <input type="checkbox"/>	Shows basic content knowledge but cannot articulate connections with other disciplines <input type="checkbox"/>	Shows solid content knowledge and makes connections between the content and other disciplines <input type="checkbox"/>	Shows extensive and consistent knowledge of content, with evidence of continuing pursuit of knowledge <input type="checkbox"/>

Plans using knowledge about characteristics of age group, knowledge of students' varied approaches to learning; knowledge of students' interests and cultural heritage; and knowledge of students' skills and knowledge.	Shows : minimal knowledge of developmental characteristics of age group; unfamiliarity with different approaches to learning (such as learning styles or "intelligences"); little knowledge of students skills and knowledge, interests or cultural heritage. <input type="checkbox"/>	Shows: generally accurate knowledge of the developmental characteristics of age group; general understanding of the different approaches to learning; recognizes the value of understanding students' skills, knowledge interest, or cultural heritage, but uses this only in planning for the class as a whole <input type="checkbox"/>	Shows thorough understanding of typical developmental characteristics of age groups, as well as exceptions; shows solid understanding of the different approaches to learning that different students exhibit; shows knowledge of students' skills and knowledge; shows knowledge of the interests or cultural heritages of groups of students. <input type="checkbox"/>	Shows knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which individual student follows patterns; uses, where appropriate, knowledge of varied approaches to learning in planning; displays skills and knowledge of the interests or cultural heritages of groups of students. <input type="checkbox"/>
Plans lessons that incorporate multiculturalism and diversity in non-stereotypical ways.	There is no mention of diversity in any lesson planning. <input type="checkbox"/>	Acknowledges diversity but diversity is treated in trivial ways (e.g., focus on stereotypical differences, like "Mexicans eat tortillas." <input type="checkbox"/>	Plans reflect recognition and general acceptance of differences. There is some reflection on diverse perspectives. <input type="checkbox"/>	Reflects respect and affirmation of individual differences. Lessons ask students to use information learned in interactions with fellow students and their outside work. <input type="checkbox"/>
Plans well in advance and incorporates varied and creative materials and resources into planning, including, where appropriate, technology.	Plans incorporate very few resources beyond the Candidate's Editions and input from the classroom teacher. <input type="checkbox"/>	Plans incorporate only those materials and resources readily available in the classroom; technology is seldom used. <input type="checkbox"/>	Plans incorporate materials and resources from school and the community; technology is used periodically. <input type="checkbox"/>	Plans incorporate materials and resources from school, community, professional organizations, and other resources; technology is used creatively and appropriately to strengthen the lesson. <input type="checkbox"/>
Plans lessons to meet the needs of students who have multiple handicaps or varying levels of academic achievement (Differentiated Instruction)	No provisions in the plans for multiply handicapped or varying levels of academic achievement <input type="checkbox"/>	Plans for the varied needs of students in a superficial way. (e.g. Giving "busy work" while other students are given grade level work) <input type="checkbox"/>	Frequently makes provisions in lessons for giving appropriate lessons/materials that match the level of student achievement <input type="checkbox"/>	Shows consistent planning of lessons/materials appropriate for students of varying achievement/academic levels <input type="checkbox"/>

Comments on Planning and Preparation Skills

3. Formal Assessment				
Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Uses varied assessment and evaluation tools.	Uses no evaluation tools. <input type="checkbox"/>	Uses only the evaluation tools provided by cooperating teacher. <input type="checkbox"/>	Develops and uses a variety of evaluation tools. <input type="checkbox"/>	Develops and uses a variety of evaluation tools including performance assessment and observation. <input type="checkbox"/>
Uses assessment results.	Assessment results are not used by the candidate. <input type="checkbox"/>	Instructional decisions or are sometimes made based on assessment results. <input type="checkbox"/>	Assessment results are consistently used to plan instruction, but the instruction is not differentiated. <input type="checkbox"/>	Assessment results are consistently used to plan instruction that responds to the strengths/needs of varying learners. Results also used to make instructional decisions (grouping, content). <input type="checkbox"/>
Uses congruent assessments and clear standards	Assessments do not match instructional goals and/or criteria is not clear. <input type="checkbox"/>	Most assessments match goals/objectives; criteria are developed but not always clear. <input type="checkbox"/>	Assessments consistently match goals and objectives; criteria for evaluation are developed <input type="checkbox"/>	Assessments consistently match goals and objectives; criteria for evaluation are clear and effective. <input type="checkbox"/>
Incorporates varied sources of assessment information.	All assessment information comes from student candidate. <input type="checkbox"/>	Assessment information comes from student and cooperating teacher. <input type="checkbox"/>	Incorporates assessment information from at least one source other than classroom and student Candidate. <input type="checkbox"/>	Incorporates assessment information from a variety of sources (e.g., parents, peers, cooperating teacher, other personnel). <input type="checkbox"/>
Maintains systematic record keeping and communicates assessment results.	Maintains no records <input type="checkbox"/>	Maintains records, but they are not systematic. Does not share assessment information with anyone else. <input type="checkbox"/>	Maintains systematic records, but does not communicate with school partners OR communicates assessment information that is not systematic <input type="checkbox"/>	Maintains systematic records of student work and performance and communicates progress to partners, and, where developmentally appropriate, students. <input type="checkbox"/>
Comments on Assessment Skills				

4. Creates and Maintains a Learning Environment

Establishes and maintains standards of classroom behavior	Has not established standards of conduct and responds inconsistently or disrespectfully to student behavior. <input type="checkbox"/>	Has established standards of conduct but they are confusing for some students. Applies them inconsistently. Builds rapport with some students <input type="checkbox"/>	Has established standards that are clear to all students. Responds appropriately most of the time. Supports students in meeting these standards. Builds rapport with students. <input type="checkbox"/>	Has involved students in the establishment of clear standards of conduct. Responds appropriately, consistently and respectfully at developmental level of students supports students in meeting these standards. Is consistent in demonstrating equitable behavior and fairness to all students. Builds rapport with students <input type="checkbox"/>
Facilitates development of student responsibility	Does not encourage student responsibility for personal and community behavior and learning. <input type="checkbox"/>	Provides limited assistance for only some students in understanding their responsibility for the classroom environment and for learning. <input type="checkbox"/>	Provides limited assistance for all students in understanding their responsibility for the classroom environment and for learning. <input type="checkbox"/>	Consistently encourages and supports student responsibility for personal and community behavior. <input type="checkbox"/>
Uses time effectively. Uses time appropriately, spending time on activities while ending them before interest is lost	Consistently unprepared for class. Often begins late, students are often off task and not engaged in learning activities. Students and instructor are often off topic <input type="checkbox"/>	Often unprepared for class. Occasionally begins late, students are engaged in learning activities more often than not. <input type="checkbox"/>	Usually comes to class prepared. Class generally begins on time, Students spend the majority of their time on task, off task time is minimal, students are usually engaged in learning activities <input type="checkbox"/>	Consistently comes to class prepared to teach students are consistently engaged in learning activities. Keeps classroom discussion on topic <input type="checkbox"/>
Monitors students' participation and interpersonal interactions in learning activities	Unaware of or unable to encourage student participation. Unaware of students interests. Chooses activities that do not motivate students to participate. Uses inappropriate or ineffective management techniques. <input type="checkbox"/>	Often needs to intervene to control behaviors. Has limited repertoire of management techniques. <input type="checkbox"/>	Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interactions <input type="checkbox"/>	Aware of and uses effective techniques to monitor students. Prevents problems before they arise by intervening and engaging students. Reinforces student behavior verbally and non-verbally. Uses strategies to prevent interpersonal conflict. Chooses activities that motivate students and are tied to their interests. Groups students effectively and able to anticipate problems that may arise <input type="checkbox"/>

Establishes efficient routines for procedural tasks and delegates to students	Unprepared to handle routine procedures resulting in loss of instructional time. Spends excessive time on non-instructional tasks (e.g. record keeping). Students are often idle while teacher attends to procedural tasks. <input type="checkbox"/>	Tasks that could be delegated to students are controlled by the teacher. Students are not engaged in learning while tasks are being performed. <input type="checkbox"/>	Has systems for performing non-instructional duties resulting in limited loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized <input type="checkbox"/>	Handles procedures smoothly with little loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized. <input type="checkbox"/>
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Comments on Learning Environment

5. Teaching for Student Learning

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Uses a variety of instructional strategies	Uses no variety of teaching strategies. <input type="checkbox"/>	Uses limited teaching strategies and has little awareness of the fit between strategies and learners' styles, strengths, and needs <input type="checkbox"/>	Uses varied teaching strategies but has limited awareness of the fit between the strategies and the learners' styles, strengths, and needs. <input type="checkbox"/>	Uses a variety of teaching strategies to accommodate different learning styles, strengths, and needs <input type="checkbox"/>
Teaches with structure and pacing, yet flexible enough to respond to students	Teaches with little clarity and/or structure and suitability toward learning goals. Pacing is inconsistent. Adheres rigidly to plans ignoring students' interests and need for adjustment <input type="checkbox"/>	Teaches content with partial clarity and suitability toward learning goals. Structure is recognizable. Pacing is inconsistent. Adheres rigidly to plans ignoring students' interests and need for adjustment. <input type="checkbox"/>	Teaches content with clarity and structure. Pacing is inconsistent. Attempts to adjust lessons for students' interests and needs. <input type="checkbox"/>	Teaches content clearly and consistently in a cohesive manner with appropriate pacing. Adjusts responsively to student interests and needs. <input type="checkbox"/>
Asks questions	Few questions are asked or questions do not stimulate students' analytical or creative thinking; questions encourage yes/no student response. <input type="checkbox"/>	Questions are somewhat varied but tend towards knowledge level thinking; questions result in minimal student response; limited feedback. <input type="checkbox"/>	Questions promote problem solving, demand analytical, creative, and/or reflective thinking but probes are infrequent or superficial; student response to questions is not equitably spread across class; feedback is limited. <input type="checkbox"/>	Questions promote problem solving, demand analytical, creative, and/or reflective thinking; probes for clarification, elaboration, and meta-cognition; questions and probes equitably distributed among students; feedback on responses is high quality. <input type="checkbox"/>

Uses a variety of media communication tools to enrich learning.	Teacher does not use media communication tools in the instructional environment and teaching-learning process <input type="checkbox"/>	Teacher uses media communication tools in the instructional environment (e.g., visual displays) but does not incorporate them into the teaching-learning process. <input type="checkbox"/>	Teacher uses media communication tools in the environment and teaching learning process, in an approach that is primarily teacher-centered. <input type="checkbox"/>	Teacher develops lessons activities that incorporate the use of media communication tools in a student-centered format designed to empower student's use of the mediums. <input type="checkbox"/>
Facilitates opportunities for students to cooperate, communicate, and interact with each other to enhance learning.	Teacher does not involve the students in any type of interactive activities. Interaction is teacher dominated. Little student active participation. <input type="checkbox"/>	Teacher provides occasional opportunities for student-to-student communication. <input type="checkbox"/>	Students regularly participate in interactive activities planned by the teacher. Attempt to engage all students but uneven results. <input type="checkbox"/>	Facilitates high level of student interactions; students initiate topics, pose questions. Students frequently work together, not only on teacher-planned activities, but also on self-selected projects. <input type="checkbox"/>

Comments on Teaching for Learning

6. Teacher Professionalism

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Projects enthusiasm for teaching and learning	Often appears bored in the school setting. <input type="checkbox"/>	Appears eager, excited and curious from time to time, but not consistently so. Participates in professional activities to a limited extent when they are convenient. <input type="checkbox"/>	Usually appears eager and excited in interactions with students, but not so with other adults. Occasionally seeks out professional development opportunities. <input type="checkbox"/>	Appears eager, excited, and curious in interactions with students, colleagues, and other adults. Seeks out opportunities for professional development enhance content and pedagogical skills <input type="checkbox"/>
Establishes and maintains effective working relationships with colleagues and other individuals in professional situations.	Working relationships are not initiated or maintained with other adults and professionals. <input type="checkbox"/>	Interacts appropriately with other adults when they initiate contact, Seldom initiates contacts. <input type="checkbox"/>	Initiates and maintains appropriate contact with some other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information. <input type="checkbox"/>	Initiates contact with a wide variety of other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information. Effective working relationships are maintained with a broad base of other professionals. <input type="checkbox"/>

Reflects on teaching	Resists or fails to gather relevant information to identify strengths and weaknesses in own teaching. Is unable to judge if teaching effective and has no suggestions for future improvement of teaching. <input type="checkbox"/>	Periodically gathers information on teaching and makes an accurate assessment of effectiveness of teaching. Has few suggests for future improvement. <input type="checkbox"/>	Gathers information and has a generally accurate impression of effectiveness of teaching. Occasionally has difficulty in interpreting strengths and weaknesses. Offers general suggestions on how a lesson may be improved. <input type="checkbox"/>	Gathers and effectively interprets information to strengths and weaknesses own teaching. Makes an accurate assessment of effectiveness of teaching. specific suggestions for improvement. <input type="checkbox"/>
Demonstrates professional judgment, integrity, and ethical standards.	Appears unaware of professional and ethical standards. <input type="checkbox"/>	Limited demonstration of professional and ethical standards. Periodically needs to be reminded of the expectations of the role. <input type="checkbox"/>	Usually demonstrates professional and ethical standards with only an occasional reminder of the expectations of the role. <input type="checkbox"/>	Consistently demonstrates professional and ethical standards. Conveys a sense of self as a teacher rather than as a student. <input type="checkbox"/>
<u>Overall Comments:</u>				

Both of the undersigned have discussed the results of this student teaching evaluation.

University Supervisor or Master Teacher Signature _____ Date _____

Student Teacher Signature _____ Date _____