

**Clinical Experience III Assessment Form**  
**Student Teaching**  
**Fairmont State University**  
**School of Education**

**Student Teacher:** \_\_\_\_\_ **Fall/Spring 20** \_\_\_\_\_

**Public School Cooperating Teacher:** \_\_\_\_\_

**Public School and Grade Level:** \_\_\_\_\_

**Subject(s) Taught:** \_\_\_\_\_

**Assessment Form**

**Directions:** Please evaluate this student teacher using the following form.

**E = Exemplary**  
**P = Proficient**  
**D = Developing**  
**B = Beginning**

<b>E</b>	<b>P</b>	<b>D</b>	<b>B</b>
4	3	2	1

**Exemplary**

The **exemplary** performance provides *clear, convincing, and consistent evidence* of the student teacher's ability to demonstrate the knowledge, skills, and dispositions necessary to facilitate student learning.

**Proficient**

The **proficient** performance provides *clear evidence* of the student teacher's ability to demonstrate the knowledge, skills, and dispositions necessary to facilitate student learning.

**Developing**

The **developing** performance provides *limited evidence* of the student teacher's ability to demonstrate the knowledge, skills, and dispositions necessary to facilitate student learning.

**Beginning**

The **beginning** performance provides *little or no evidence* of the student teacher's ability to demonstrate the knowledge, skills, and dispositions to facilitate student learning.

## Standard Assessment Categories

<b><i>Standard I: Content and Pedagogical Knowledge</i></b>				
Narrative Comments:				
	<b>E</b>	<b>P</b>	<b>D</b>	<b>B</b>
<p><b>INTASC 1: Content Pedagogy:</b> The student teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <ul style="list-style-type: none"> <li>▪ Displays mastery of content.</li> <li>▪ Utilizes an appropriate variety of instructional aids, materials, and media.</li> <li>▪ Delivers instruction that flows in a smooth sequence from introduction/SET through evaluation/CLOSURE.</li> <li>▪ Effectively uses questioning and reinforcement to increase student participation.</li> </ul>				
	<b>E</b>	<b>P</b>	<b>D</b>	<b>B</b>
<p><b>INTASC 2: Student Development:</b> The student teacher understands how children learn and develop and can provide learning opportunities that support a child’s intellectual, social, and personal development.</p> <ul style="list-style-type: none"> <li>▪ Uses a vocabulary appropriate to age, ability, and interest levels of learners.</li> <li>▪ Recognizes individual differences, interests, and creativity level of students.</li> <li>▪ Shows a reasonable attempt to reach each student in the classroom.</li> </ul>				

<b><i>Standard II: Diversity in Teaching and Learning</i></b>				
Narrative Comments:				
	<b>E</b>	<b>P</b>	<b>D</b>	<b>B</b>
<p><b>INTASC 3: Diverse Learning:</b> The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <ul style="list-style-type: none"> <li>▪ Demonstrates empathy and respect for the feelings, opinions, knowledge, and abilities of diverse learners.</li> <li>▪ Provides modifications for diverse and exceptional learners.</li> <li>▪ Demonstrates sensitivity to multicultural issues and to students with exceptionalities.</li> </ul>				

**Standard III: Pedagogical Skills**

Narrative Comments:

	<b>E</b>	<b>P</b>	<b>D</b>	<b>B</b>
<p><b>INTASC 4: Multiple Instructional Strategies:</b> The student teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p> <ul style="list-style-type: none"> <li>▪ Uses a variety of teaching strategies that promotes active student engagement.</li> <li>▪ Allows students to explore concepts and develop an in-depth understanding of content.</li> <li>▪ Matches teaching strategies with instructional objectives and student needs.</li> <li>▪ Monitors and adjusts teaching strategies in response to feedback.</li> </ul>				
<p><b>INTASC 5: Motivation and Management:</b> The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <ul style="list-style-type: none"> <li>▪ Demonstrates ability to effectively manage individual, small group, and large group activities.</li> <li>▪ Provides an organized, supportive, and efficient environment for learning.</li> <li>▪ Manages time effectively.</li> <li>▪ Demonstrates appropriate proactive and reactive disciplinary techniques.</li> <li>▪ Clearly sets expectations for students and follows through with appropriate consequences.</li> </ul>				
<p><b>INTASC 6: Communication and Technology:</b> The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <ul style="list-style-type: none"> <li>▪ Utilizes appropriate and current technology, when available, for delivery of instruction.</li> <li>▪ Uses correct standard English when speaking and writing.</li> <li>▪ Provides clear directions, content information, and examples.</li> <li>▪ Speaks in a voice that demonstrates clear enunciation, appropriate volume and rate, and is free from distracting mannerisms.</li> <li>▪ Speaks in a voice that reflects confidence and enthusiasm.</li> <li>▪ Utilizes nonverbal techniques (gestures, facial expressions) in teaching.</li> <li>▪ Uses legible handwriting.</li> </ul>				

<b>Standard III: Pedagogical Skills (continued)</b>				
	<b>E</b>	<b>P</b>	<b>D</b>	<b>B</b>
<p><b>INTASC 7: Planning:</b> The student teacher plans instruction based upon knowledge of subject matter, students, the community, and curricular goals.</p> <ul style="list-style-type: none"> <li>▪ Develops lesson plans that have clearly related instructional objectives/content standards, practice activities, and evaluation measures.</li> <li>▪ Submits plans for approval of cooperating teacher in advance.</li> <li>▪ Incorporates planning for extending, reteaching, or providing corrective work.</li> </ul>				
	<b>E</b>	<b>P</b>	<b>D</b>	<b>B</b>
<p><b>INTASC 8: Assessment:</b> The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <ul style="list-style-type: none"> <li>▪ Monitors student progress with a variety of assessment instruments and keeps neat and complete records.</li> <li>▪ Utilizes assessment data for reteaching and other appropriate purposes.</li> <li>▪ Provides respectful and appropriate feedback in a timely manner.</li> </ul>				

<b>Standard IV: Reflective Practice and Informed Decision Making</b>				
Narrative Comments:				
	<b>E</b>	<b>P</b>	<b>D</b>	<b>B</b>
<p><b>INTASC 9: Reflective Practice and Professional Growth:</b> The student teacher is an informed decision maker who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <ul style="list-style-type: none"> <li>▪ Monitors personal/professional growth by recording daily reflections of the teaching/learning process in a dialogue journal.</li> <li>▪ Uses the results of daily lessons to modify instruction, provide corrective work, seek help, improve content knowledge, and locate resources.</li> <li>▪ Uses feedback from students, cooperating teacher, and college supervisor to “fine tune” the planning/teaching/evaluating process.</li> </ul>				

**Standard V: Dispositions and Professionalism**

Narrative Comments:

	<b>E</b>	<b>P</b>	<b>D</b>	<b>B</b>
<p><b>INTASC 10: Schools and Community Involvement:</b> The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <ul style="list-style-type: none"> <li>▪ Relates to students, school personnel, and parents with courtesy, tact, and discretion, maintaining confidentiality.</li> <li>▪ Dresses and grooms in a manner which does not call undue attention to oneself and complies with regulations of the assigned school.</li> <li>▪ Attends and participates in school and related functions as required by cooperating teacher.</li> <li>▪ Exhibits conscientious execution of: 1.) responsibilities 2.) attendance 3.) punctuality 4.) school policies 5.) cooperation 6.) care of school property and resources.</li> </ul>				

**Directions:** Place a check mark in the appropriate box that represents this student teacher's cumulative assessment. The cumulative assessment should reflect a summary for each standard.

<b>Cumulative Assessment of Standards</b>	<b>E</b>	<b>P</b>	<b>D</b>	<b>B</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I. Content and Pedagogical Knowledge				
II. Diversity in Teaching and Learning				
III. Pedagogical Skills				
IV. Reflective Practice and Informed Decision Making				
V. Dispositions and Professionalism				

**Evaluative Summary and Recommendations:**

*Please include any comments that you may have concerning this student teacher’s potential related to his or her knowledge, skills, and dispositions. Please refer to the Teacher Code of Conduct (West Virginia Board of Education – Policy 5902) in order to specifically comment on this teacher candidate’s demonstrated dispositions.*

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Student Teacher’s Signature

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Date

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Cooperating Teacher’s Signature

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Date

## **§126-162-4. Employee Code of Conduct.**

4.1 "Employee" shall include all school personnel employed by a county board of education whether employed on a regular full-time basis or otherwise, and shall include other personnel such as employees of the West Virginia Schools for the Deaf and the Blind, and all employees of West Virginia Department of Education Institutional Programs.

4.2 All West Virginia school employees shall:

4.2.1. exhibit professional behavior by showing positive examples of preparedness, communication, fairness, punctuality, attendance, language, and appearance.

4.2.2. contribute, cooperate, and participate in creating an environment in which all employees/students are accepted and are provided the opportunity to achieve at the highest levels in all areas of development.

4.2.3. maintain a safe and healthy environment, free from harassment, intimidation, bullying, substance abuse, and/or violence, and free from bias and discrimination.

4.2.4. create a culture of caring through understanding and support.

4.2.5. immediately intervene in any code of conduct violation, that has a negative impact on students, in a manner that preserves confidentiality and the dignity of each person.

4.2.6. demonstrate responsible citizenship by maintaining a high standard of conduct, self-control, and moral/ethical behavior.

4.2.7. comply with all Federal and West Virginia laws, policies, regulations and procedures.