

California State University, Fresno
Communication Sciences and Deaf Studies
CSDS 260 Clinical Practicum MIDTERM/FINAL Evaluation

(circle one) Evaluation completed by: ☐ Mentor Teacher ☐ University Supervisor ☐ Clinician (Self)

Clinician Name: _____ Date: _____ District/School Name: _____

_____ Grade Level/Subject(s): _____ Mentor Teacher Name: _____

_____ University Supervisor Name: _____

1. Communication			
Performance Category	Below Standard 1	Meets Standard 2	Above Standard 3
Uses acceptable written, oral, and nonverbal communication with students and fosters students' language development by engaging students in the creation of diverse print, digital, and multimedia texts.	Often demonstrates inappropriate use of written and/or oral language. Nonverbal communication is inappropriate. Does not foster students' language development by engaging students in the creation of diverse print, digital, and multimedia texts. <input type="checkbox"/>	Frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs regularly and is appropriate. And appropriately foster students' language development by engaging students in the creation of diverse print, digital, and multimedia texts. <input type="checkbox"/>	Consistently demonstrates high levels of proficiency in written and oral language. Nonverbal communication is consistent, appropriate, and effective. Fosters students' language development by engaging students in the creation of diverse print, digital, and multimedia texts. <input type="checkbox"/>
Listens to students and demonstrates interest in what they are saying by responding appropriately	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"/>
Demonstrates communication skills which show sensitivity to diversity differences and specialized learning needs.	Clinician frequently misses opportunities to recognize and celebrate diversity and specialized learning needs within the classroom.	Clinician often adjusts communications and actions to demonstrate sensitivity to various cultures and specialized learning needs in the classroom.	Clinician consistently demonstrates sensitivity to diversity differences and specialized learning needs through communications and actions in the classroom.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments on Communication Skills			
2. Planning and Preparation			
Performance Category	Below Standard 1	Meets Standard 2	Above Standard 3
Selects goals and objectives for plans that are valuable, relevant and related to Common Core Standards, ELA Standards and ELD Framework, and Infant/Toddler Curriculum Framework.	Goals are not clearly relevant and or not aligned with Common Core Standards, ELA Standards and ELD Framework, and Infant/Toddler Curriculum Framework. <input type="checkbox"/>	Goals are relevant and aligned with Common Core Standards, ELA Standards and ELD Framework, and Infant/Toddler Curriculum Framework, are valuable and demonstrate high expectations. <input type="checkbox"/>	Goals are highly valuable, consistently establish high expectations, provide for critical thinking by students, and relate Common Core Standards, ELA Standards and ELD Framework, and Infant/Toddler Curriculum Framework. All goals are clear and displayed for students. Goals are also aligned with upcoming assessments. <input type="checkbox"/>
Demonstrates knowledge of content areas and their integration in planning.	Demonstrates limited knowledge about content. Makes content errors or does not correct content errors students make. <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 well in advance and incorporates varied and creative materials and resources into planning, including, where appropriate ACC and other assistive technology.	Plans incorporate very few resources beyond what has been provided by the Mentor Teacher, and what is already readily available in the classroom. ACC and/or other assistive technology are seldom used. <input type="checkbox"/>	Plans incorporate materials and resources from school and the community: ACC and/or other assistive technology are used periodically. <input type="checkbox"/>	Plans incorporate materials and resources from school, and other entities. ACC and/or other assistive technology are used creatively and appropriately to strengthen the lesson. <input type="checkbox"/>
Plans lessons with DI/UDL/MTSS to meet the needs of students who have multiple disabilities or varying	Little to no consideration or provision in the DI/UDL/MTSS lesson the plans for students with additional disabilities, or varying levels of	Frequently makes provisions in lessons for giving appropriate DI/UDL/MTSS lessons/materials that match the level	Shows consistent planning of DI/UDL/MTSS lessons/materials appropriate for students of varying

levels of academic achievement (DI - Differentiated Instruction, UDL - Universal Design for Learning, and MTSS- Multi-Tiered System of Support)	academic achievement, including CA Dyslexia Guidelines. <input type="checkbox"/>	of student achievement, including CA Dyslexia Guidelines. <input type="checkbox"/>	achievement/academic levels, including CA Dyslexia Guidelines. <input type="checkbox"/>
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Comments on Planning and Preparation Skills

3. Assessment

Performance Category	Below Standard 1	Meets Standard 2	Above Standard 3
Monitor DHH students' literacy development using formative assessment tools.	Uses formative assessment tools provided by Mentor Teacher. <input type="checkbox"/>	Develops and uses formative assessment tools occasionally. <input type="checkbox"/>	Develops and uses a variety of assessment tools regularly throughout practicum hours. <input type="checkbox"/>
Incorporates varied sources of assessment information.	Rarely contributes to assessment tools utilized. Does not discuss formative and/or summative assessment with Mentor Teacher during clinic hours. <input type="checkbox"/>	Contributes to development of assessment tool from at least one Source. Frequently engages in discussion with Mentor Teacher regarding formative and/or summative assessment. <input type="checkbox"/>	Contributes to development of several assessment tools. Consistently engages in relevant discussion with Mentor Teacher regarding formative and summative assessment. <input type="checkbox"/>
Uses assessment data effectively.	Does not use assessment data to drive lesson design. <input type="checkbox"/>	Utilizes assessment data to design upcoming lessons and inform instructional strategies. <input type="checkbox"/>	Utilizes assessment data to design upcoming lessons and inform future instructional strategies. Cross references multiple assessment tools to verify assessment results are consistent and representative of students' abilities. <input type="checkbox"/>

Comments on Assessment Skills

4. Creates and Maintains a Learning Environment			
Performance Category	Below Standard 1	Meets Standard 2	Above Standard 3
Establishes and maintains standards of classroom behavior	Struggles to establish clear standards of conduct for some students. Builds rapport with some students, but neglects to do so with others. <input type="checkbox"/>	Has established standards and works to make them clear to all students. Supports students in meeting these standards. Builds rapport with students. <input type="checkbox"/>	Consistently communicates clear standards to students. Builds rapport with students <input type="checkbox"/>
Uses time effectively. Uses time appropriately, spending time on activities while ending them before interest is lost.	Is often unprepared for lesson and/or occasionally begins late. Students are frequently not engaged in learning activities. <input type="checkbox"/>	Usually comes to class prepared. Lesson 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 lesson prepared to teach students are consistently engaged in learning activities. <input type="checkbox"/>
Monitors students' participation	Not observant of students who are not engaged/participating. Lessons are structured in such a way that students easily engage in negative	Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interactions	Aware of and uses effective techniques to monitor students. Prevents problems before they arise by intervening and

Uses a variety of multimedia communication tools to enrich learning and support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways.	Teacher uses multimedia communication tools in the instructional environment but does not integrate reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways. <input type="checkbox"/>	Teacher uses multimedia communication tools in the environment and teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways, with support of Mentor Teacher. <input type="checkbox"/>	Teacher develops lessons to include activities that incorporate the use of multimedia communication tools in a student-centered format designed to increase student's literacy development, including reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways. <input type="checkbox"/>
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Comments on Teaching for Learning

6. Teacher Professionalism

Performance Category	Below Standard 1	Meets Standard 2	Above Standard 3
Projects enthusiasm for teaching and learning, maintains positive working relationships with staff, and collaborate with multidisciplinary teams.	Does not appear eager, excited or curious about teaching and learning. Struggles to collaborate with staff and multidisciplinary teams. <input type="checkbox"/>	Appears eager and excited with students and is working to collaborate with school staff and multidisciplinary teams. <input type="checkbox"/>	Appears eager, excited, and curious in interactions with students, and collaborate with school staff and multidisciplinary teams. Actively seeks opportunities for professional development enhance content and pedagogical skills. <input type="checkbox"/>
Reflects on teaching	Resists or fails to gather relevant information to identify strengths and weaknesses in own teaching. Is	Gathers information and has a generally accurate impression of effectiveness of teaching.	Gathers and effectively interprets information to strengths and weaknesses own teaching. Makes an

Clinician (CSDS 260 Student) Signature_____ Date _____

Mid /Final Evaluation (*Circle One*)