

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. ☐	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. ☐	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. ☐
Listens to students and demonstrates interest in what they are saying by responding appropriately	Inconsistent in responding to what students are saying. ☐	Looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing. ☐	Responds to students with appropriate verbal or nonverbal feedback by summarizing what students have shared. ☐
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. ☐

Feedback 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. ☐	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. ☐	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. ☐
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. ☐	Shows solid content knowledge and makes connections between the content and other disciplines ☐	Shows extensive and consistent knowledge of content, with evidence of continuing pursuit of knowledge. ☐
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. ☐	Plans incorporate materials and resources from school and the community: ACC and/or other assistive technology are used periodically. ☐	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. ☐
Plans lessons with DI/UDL/MTSS to meet the needs of students who have multiple disabilities or varying levels of academic achievement (DI -	Little to no consideration or provision in the DI/UDL/MTSS lesson the plans for students with additional disabilities, or varying levels of academic achievement, including CA Dyslexia Guidelines.	Frequently makes provisions in lessons for giving appropriate DI/UDL/MTSS lessons/materials that match the level of student achievement, including CA Dyslexia Guidelines.	Shows consistent planning of DI/UDL/MTSS lessons/materials appropriate for students of varying achievement/academic levels, including CA Dyslexia Guidelines.

Differentiated Instruction, UDL - Universal Design for Learning, and MTSS- Multi-Tiered System of Support)	☐	☐	☐
Feedback 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. ☐	Develops and uses formative assessment tools occasionally. ☐	Develops and uses a variety of assessment tools regularly throughout practicum hours. ☐
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. ☐	Contributes to development of assessment tool from at least one Source. Frequently engages in discussion with Mentor Teacher regarding formative and/or summative assessment. ☐	Contributes to development of several assessment tools. Consistently engages in relevant discussion with Mentor Teacher regarding formative and summative assessment. ☐
Uses assessment data effectively.	Does not use assessment data to drive lesson design. ☐	Utilizes assessment data to design upcoming lessons and inform instructional strategies. ☐	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. ☐
Feedback 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. ☐	Has established standards and works to make them clear to all students. Supports students in meeting these standards. Builds rapport with students. ☐	Consistently communicates clear standards to students. Builds rapport with students ☐
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. ☐	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 ☐	Consistently comes to lesson prepared to teach students are consistently engaged in learning activities. ☐
Monitors students' participation and interpersonal interactions in learning activities	Not observant of students who are not engaged/participating. Lessons are structured in such a way that students easily engage in negative behaviors. Does not use strategies that decrease undesired personal interactions from students. ☐	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 engaging students. Reinforces student behavior verbally and non-verbally. Uses strategies to prevent interpersonal conflict. ☐

Feedback on Learning Environment

5. Teaching for Student Learning

Performance Category	Below Standard 1	Meets Standard 2	Above Standard 3
Uses a variety of instructional strategies	Demonstrates limited knowledge and use of varied teaching strategies. Unable to reflect and describe the fit between strategies and learners' individual styles, strengths, and needs. ☐	Uses varied teaching strategies and is able to reflect about the awareness of the fit between the strategies and the learners' styles, strengths, and needs. ☐	Uses a variety of teaching strategies to accommodate different learning styles, strengths, and needs and is able to reflect in depth about various strategies and specific students. ☐
Asks questions and provide feedback	Questions and feedback are limited. ☐	Questions and probes are posed frequently. Feedback is specific and given often. ☐	Questions and probes that promote problem-solving and encourage critical thinking skills are posed consistently. Specific feedback is given consistently and is given in a way that promotes reflection. ☐
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.	The candidate 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. ☐	The candidate 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 the support of a Mentor Teacher. ☐	The candidate develops lessons to include activities that incorporate the use of multimedia communication tools in a student-centered format designed to increase students' literacy development, including reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways. ☐

Feedback 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 collaborates with multidisciplinary teams.	Does not appear eager, excited, or curious about teaching and learning. Struggles to collaborate with staff and multidisciplinary teams. ☐	Appears eager and excited with students and is working to collaborate with school staff and multidisciplinary teams. ☐	Appears eager, excited, and curious about interactions with students, and collaborate with school staff and multidisciplinary teams. Actively seeks opportunities for professional development enhance content and pedagogical skills. ☐
Reflects on teaching	Resists or fails to gather relevant information to identify strengths and weaknesses in own teaching. Is unable to judge if the learning is effective and has no suggestions for future improvement of teaching. ☐	Gathers information and has a generally accurate impression of effectiveness of teaching. Offers general suggestions on how a lesson may be improved. ☐	Gathers and effectively interprets information to identify strengths and weaknesses in one's own teaching. Makes an accurate assessment of effectiveness of teaching. And can offer specific suggestions for improvement based on data. ☐
Demonstrates professional judgment, integrity, and ethical standards.	Limited demonstration of professional and ethical standards. Periodically need to be reminded of the expectations of the classroom teacher. ☐	Usually demonstrates professional and ethical standards with only an occasional reminder of the expectations of the role. ☐	Consistently demonstrates professional and ethical standards. Conveys a sense of self as a teacher rather than as a student. ☐

Feedback on Teacher Professionalism:

7. Effective Literacy Instruction			
Performance Category	Below Standard 1	Meets Standard 2	Above Standard 3
7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the CA Dyslexia Guidelines (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) ***Please note: At least one observation must demonstrate application of literacy instruction based on the CA Dyslexia Guidelines.	Demonstrates limited knowledge of how to plan and implement evidence-based literacy instructions. Unable to integrate content and literacy instruction for students at risk or with dyslexia. ☐	Demonstrates appropriate knowledge of how to plan and implement evidence-based literacy instructions. Somewhat able to integrate content and literacy instruction for students at risk or with dyslexia. ☐	Demonstrates knowledge of how to plan and implement evidence-based literacy instructions. Clearly integrate content and literacy instruction for students at risk or with dyslexia. ☐
7.3, 7.4. Provide literacy instruction for all students that is active, motivating, engaging; responsive to student's age, language, & culture.	Lack of literacy instruction for diverse students following their ages, language, and culture. ☐	Demonstrates appropriate literacy instruction for diverse DHH students following their ages, language, and culture. ☐	Implements exemplary literacy instruction for diverse DHH students following their ages, language, and culture. ☐
7.5. Foundational Skills: Develop student foundational skills; including print concepts, phonological & phonemic awareness, spelling, word recognition, decoding/encoding, & fluency. OR Develop advanced students' skills in semantics, morphology, syntax, & foundational skills in reading complex disciplinary text.	The lesson plan does not include student foundational skills. ☐	The lesson plan provides appropriate student foundational skills. ☐	Demonstrates thoroughly students' foundational skills in the lesson plan. ☐

7.6. Meaning Making. Engage students in reading, listening/viewing, signing/speaking, & writing to make meaning of text by drawing evidence, ask & answer questions, & support analysis and reflection.	No activities to support students' reading, listening/viewing, signing/speaking, and writing skills. ☐	Demonstrates appropriate activities to support students' reading, listening/viewing, signing/speaking, and writing skills. ☐	Promotes a variety of activities to support students' reading, listening/viewing, signing/speaking, and writing skills. ☐
7.7. Promote students' oral & written language by attending to vocabulary to include discipline specific academic language, home language, & encourage translanguaging.	Uses limited activities to support students' oral and written language and develop students' translanguaging skills. ☐	Uses appropriate activities to support students' oral and written language and develop students' translanguaging skills. ☐	Promotes a variety of activities to support students' oral and written language and develop students' translanguaging skills. ☐
7.8. Develop students' effective expression as they write, discuss, present, & use language conventions.	The lesson plan includes limited activities to support students' effective expressions. ☐	Uses appropriate activities in the lesson plans to support students' effective expressions. ☐	Uses a variety of activities in the lesson plans to support students' effective expressions. ☐
7.10. Use progress monitoring and diagnostic techniques to inform instructional decision making and monitor students' literacy progress.	Uses vague techniques to monitor students' progress and modify instruction to meet students' literacy development needs. ☐	Uses limited techniques to monitor students' progress and modify instruction to meet students' literacy development needs. ☐	Uses appropriate techniques to monitor students' progress and modify instruction to meet students' literacy development needs. ☐

Feedback on Effective Literacy Instruction:

Overall Comments:

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

University Supervisor or Mentor Teacher Signature _____ Date _____

Clinician (CSDS 260 Student) Signature _____ Date _____

Mid /Final Evaluation (*Circle One*)