

TEACHING EVALUATION CLEAR CREDENTIAL CANDIDATE - DHH  
 California State University, Fresno  
 Department of Communication Disorders and Deaf Studies

\_\_ CDDS 278 \_\_ CDDS 279

Participating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Location \_\_\_\_\_ Grade Level/Subject \_\_\_\_\_

University Supervisor \_\_\_\_\_

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

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

| <b>Performance Category</b>  | <b>Does not meet standard 1</b>   | <b>Basic 2</b>  | <b>Proficient 3</b>  | <b>Exemplary 4</b>  |
|--|---|---|--|---|
| Demonstrates communication skills which show sensitivity to diversity differences.   | Candidate seldom recognizes diversity differences within the Classroom<br><br><input type="checkbox"/>  | Candidate is aware of diversity differences within the class room, but seldom adjusts communications and actions.<br><br><input type="checkbox"/>   | Candidate is often adjusts communications and actions to demonstrate sensitivity to various cultures.<br><br><input type="checkbox"/>  | Candidate demonstrates sensitivity to diversity differences through communications and actions.<br><br><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<br><br><input type="checkbox"/>   | Is aware of the communication attempts of students with multiple handicaps but does not respond appropriately<br><br><input type="checkbox"/>   | Frequently responds appropriately to of the communication attempts of students with multiple handicaps<br><br><input type="checkbox"/>   | Is sensitive to, and consistently responds appropriately to of the communication attempts of students with multiple handicaps<br><br><input type="checkbox"/>   |
| <b>2. Planning and Preparation</b>   |   |   |  |   |
| 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.<br><br><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<br><br><input type="checkbox"/>   | Goals are valuable in their level of expectation, conceptual understanding, critical thinking, and importance; most goals are clear and permit assessment<br><br><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.<br><br><input type="checkbox"/>   |
| Demonstrates knowledge of content areas and their integration in planning.   | Makes content errors or does not correct content errors students make.<br><br><input type="checkbox"/>  | Shows basic content knowledge but cannot articulate connections with other disciplines<br><br><input type="checkbox"/>  | Shows solid content knowledge and makes connections between the content and other disciplines<br><br><input type="checkbox"/>  | Shows extensive and consistent knowledge of content, with evidence of continuing pursuit of knowledge<br><br><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.<br><br><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<br><br><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"/> |

| <b>Performance Category</b>  | <b>Does not meet standard<br/>1</b>  | <b>Basic<br/>2</b>  | <b>Proficient<br/>3</b>   | <b>Exemplary<br/>4</b>  |
|--|--|---|---|---|
| Plans lessons that incorporate multiculturalism and diversity in non-stereotypical ways.   | There is no mention of diversity in any lesson planning.<br><br><input type="checkbox"/>   | Acknowledges diversity but diversity is treated in trivial ways (e.g., focus on stereotypical differences, like "Mexicans eat tortillas."<br><br><input type="checkbox"/> | Plans reflect recognition and general acceptance of differences. There is some reflection on diverse perspectives.<br><br><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.<br><br><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.<br><br><input type="checkbox"/> | Plans incorporate only those materials and resources readily available in the classroom; technology is seldom used.<br><br><input type="checkbox"/>                       | Plans incorporate materials and resources from school and the community; technology is used periodically.<br><br><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.<br><br><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<br><br><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)<br><br><input type="checkbox"/>    | Frequently makes provisions in lessons for giving appropriate lessons/materials that match the level of student achievement<br><br><input type="checkbox"/> | Shows consistent planning of lessons/materials appropriate for students of varying achievement/academic levels<br><br><input type="checkbox"/>  |
| <b>3. Formal Assessment</b>  |  |   |   |   |
| Uses varied assessment and evaluation tools.   | Uses no evaluation tools.<br><br><input type="checkbox"/>  | Uses only the evaluation tools provided by cooperating teacher.<br><br><input type="checkbox"/>   | Develops and uses a variety of evaluation tools.<br><br><input type="checkbox"/>  | Develops and uses a variety of evaluation tools including performance assessment and observation.<br><br><input type="checkbox"/>   |
| Uses assessment results.   | Assessment results are not used by the candidate.<br><br><input type="checkbox"/>  | Instructional decisions or are sometimes made based on assessment results.<br><br><input type="checkbox"/>  | Assessment results are consistently used to plan instruction is not differentiated.<br><br><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).<br><br><input type="checkbox"/> |

| <b>Performance Category</b>  | <b>Does not meet standard<br/>1</b>  | <b>Basic<br/>2</b>  | <b>Proficient<br/>3</b>  | <b>Exemplary<br/>4</b>  |
|--|--|---|--|---|
| Uses congruent assessments and clear standards                           | Assessments do not match instructional goals and/or criteria is not clear.<br><br><input type="checkbox"/>                                   | Most assessments match goals/objectives; criteria are developed but not always clear.<br><br><input type="checkbox"/>   | Assessments consistently match goals and objectives; criteria for evaluation are developed<br><br><input type="checkbox"/>   | Assessments consistently match goals and objectives; criteria for evaluation are clear and effective.<br><br><input type="checkbox"/>   |
| Incorporates varied sources of assessment information.                   | All assessment information comes from student candidate.<br><br><input type="checkbox"/>   | Assessment information comes from student and cooperating teacher.<br><br><input type="checkbox"/>  | Incorporates assessment information from at least one source other than classroom and student Candidate.<br><br><input type="checkbox"/>   | Incorporates assessment information from a variety of sources (e.g., parents, peers, cooperating teacher, other personnel).<br><br><input type="checkbox"/>   |
| Maintains systematic record keeping and communicates assessment results. | Maintains no records<br><br><input type="checkbox"/>   | Maintains records, but they are not systematic. Does not share assessment information with anyone else.<br><br><input type="checkbox"/>                                       | Maintains systematic records, but does not communicate with school partners OR communicates assessment information that is not systematic<br><br><input type="checkbox"/>                                      | Maintains systematic records of student work and performance and communicates progress to partners, and, where developmentally appropriate, students.<br><br><input type="checkbox"/>   |
| <b>4. Creates and Maintains a Learning Environment</b>                   |  |   |  |   |
| Establishes and maintains standards of classroom behavior                | Has not established standards of conduct and responds inconsistently or disrespectfully to student behavior.<br><br><input type="checkbox"/> | Has established standards of conduct but they are confusing for some students. Applies them inconsistently. Builds rapport with some students<br><br><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.<br><br><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<br><br><input type="checkbox"/> |
| Facilitates development of student responsibility                        | Does not encourage student responsibility for personal and community behavior and learning.<br><br><input type="checkbox"/>                  | Provides limited assistance for only some students in understanding their responsibility for the classroom environment and for learning.<br><br><input type="checkbox"/>      | Provides limited assistance for all students in understanding their responsibility for the classroom environment and for learning.<br><br><input type="checkbox"/>   | Consistently encourages and supports student responsibility for personal and community behavior.<br><br><input type="checkbox"/>  |

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|---|---|--|--|---|
| 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<br><br><input type="checkbox"/>   | Often unprepared for class. Occasionally begins late, students are engaged in learning activities more often than not.<br><br><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<br><br><input type="checkbox"/>              | Consistently comes to class prepared to teach students are consistently engaged in learning activities. Keeps classroom discussion on topic<br><br><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.<br><br><input type="checkbox"/>           | Often needs to intervene to control behaviors. Has limited repertoire of management techniques.<br><br><input type="checkbox"/>  | Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interactions<br><br><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<br><br><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.<br><br><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.<br><br><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<br><br><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.<br><br><input type="checkbox"/>  |
| <b>5. Teaching for Student Learning</b>   |   |  |  |   |
| Uses a variety of instructional strategies  | Uses no variety of teaching strategies.<br><br><input type="checkbox"/>   | Uses limited teaching strategies and has little awareness of the fit between strategies and learners' styles, strengths, and needs<br><br><input type="checkbox"/>             | Uses varied teaching strategies but has limited awareness of the fit between the strategies and the learners' styles, strengths, and needs.<br><br><input type="checkbox"/>  | Uses a variety of teaching strategies to accommodate different learning styles, strengths, and needs<br><br><input type="checkbox"/>  |

| <b>Performance Category</b>   | <b>Does not meet standard<br/>1</b>   | <b>Basic<br/>2</b>  | <b>Proficient<br/>3</b>   | <b>Exemplary<br/>4</b>   |
|---|---|---|---|--|
| 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<br><br><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.<br><br><input type="checkbox"/> | Teaches content with clarity and structure. Pacing is inconsistent. Attempts to adjust lessons for students' interests and needs.<br><br><input type="checkbox"/>   | Teaches content clearly and consistently in a cohesive manner with appropriate pacing. Adjusts responsively to student interests and needs.<br><br><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.<br><br><input type="checkbox"/>   | Questions are somewhat varied but tend towards knowledge level thinking; questions result in minimal student response; limited feedback.<br><br><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.<br><br><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.<br><br><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<br><br><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.<br><br><input type="checkbox"/>   | Teacher uses media communication tools in the environment and teaching learning process, in an approach that is primarily teacher-centered.<br><br><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.<br><br><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.<br><br><input type="checkbox"/>                                       | Teacher provides occasional opportunities for student-to-student communication.<br><br><input type="checkbox"/>   | Students regularly participate in interactive activities planned by the teacher. Attempt to engage all students but uneven results.<br><br><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.<br><br><input type="checkbox"/>   |

| <b>6. Teacher Professionalism</b>   |   |  |   |   |
|---|---|--|---|---|
| <b>Performance Category</b>   | <b>Does not meet standard<br/>1</b>   | <b>Basic<br/>2</b>   | <b>Proficient<br/>3</b>   | <b>Exemplary<br/>4</b>  |
| Projects enthusiasm for teaching and learning   | Often appears bored in the school setting.<br><br><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.<br><br><input type="checkbox"/> | Usually appears eager and excited in interactions with students, but not so with other adults. Occasionally seeks out professional development opportunities.<br><br><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<br><br><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.<br><br><input type="checkbox"/>  | Interacts appropriately with other adults when they initiate contact, Seldom initiates contacts.<br><br><input type="checkbox"/>   | Initiates and maintains appropriate contact with some other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information.<br><br><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.<br><br><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.<br><br><input type="checkbox"/> | Periodically gathers information on teaching and makes an accurate assessment of effectiveness of teaching. Has few suggests for future improvement.<br><br><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.<br><br><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.<br><br><input type="checkbox"/>   |
| Demonstrates professional judgment, integrity, and ethical standards.   | Appears unaware of professional and ethical standards.<br><br><input type="checkbox"/>  | Limited demonstration of professional and ethical standards. Periodically needs to be reminded of the expectations of the role.<br><br><input type="checkbox"/>                                      | Usually demonstrates professional and ethical standards with only an occasional reminder of the expectations of the role.<br><br><input type="checkbox"/>   | Consistently demonstrates professional and ethical standards. Conveys a sense of self as a teacher rather than as a student.<br><br><input type="checkbox"/>  |

**Comments:**

Signature \_\_\_\_\_ Date \_\_\_\_\_