

Warner School of Education – University of Rochester
PRACTICUM EVALUATION FORM

General guidelines

This practicum evaluation form has been designed to assess the extent to which Warner teacher candidates have demonstrated the set of proficiencies established as the ultimate goal of our teacher preparation programs. Please complete this form at the end of the candidate’s practicum experience, based on your observations and any other relevant information available to you.

We have organized this evaluation form in two main parts to reflect the fact that our candidates need to meet two sets of standards:

- I. The standards set by the professional organization relevant to their area of specialization (i.e., NAEYC, ACEI, NCTE, NCTM, NSTA, NCSS, ACTFL, TESOL, IRA and/or CEC)
- II. The target proficiencies identified by the Warner School for all our teacher candidates.

The Warner School proficiencies identify the main skills, dispositions and knowledge that we believe teacher candidates need to have to become successful teachers, and is organized around ten key “principles” each addressing important components of teaching. Our list was derived from the standards articulated by the interstate New Teacher Assessment and Support Consortium (INTASC), our own Warner conceptual frameworks, the National Council for the Accreditation of Teacher Education (NCATE) and the New York State Education Department (NYSED). While these proficiencies are consistent with the standards set by your specific professional organization, they are worded so as to cut across all areas of specialization (and, thus, allow us to aggregate data across all our teacher candidates) and also add some new elements that are characteristic of our program at Warner.

In your evaluation of both Part I and Part II, please keep in mind that target proficiencies identify what we hope to see in the practice of experienced teachers; however, you are asked to evaluate teacher candidates who are just entering the profession. Therefore, we can only expect candidates to: a) have developed a certain set of understandings and dispositions; b) have learned a sub-set of what they will eventually need to know while developing expectations, skills and strategies to continue in what will be a life-long learning process; and, c) show that they have the *capacity* to create lessons and learning environments that reflect best practices, even if they may not yet be able to do so consistently. We also realize that in some cases you may not have had the opportunity to gather pertinent information for all proficiencies, so we have given the option, whenever appropriate, for you do indicate “n/o” (“not observed”) to clearly distinguish this situation from the one where you had the opportunity to observe relevant behavior and found it lacking; there are some proficiencies, however, for which this is not an option since your evaluation is critical to assessing the candidate on that particular dimension – as indicated by a blackened cell corresponding to the “n/o” option.

In addition to providing the quantitative information required by this form, we also welcome any additional insights you would like to provide about the candidate. You can do so by adding your comments in the spaces made available in the form, and/or by attaching a narrative evaluation at the end.

WARNER PRACTICUM EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____
 Evaluator's role: __ cooperating teacher; __ university supervisor; __ faculty advisor
 Practicum experience: __ first; __ second Semester: _____

Part I: IRA Standards for READING & LITERACIES teacher candidates

Based on your observation of the candidate throughout his/her practicum experience, please evaluate the extent to which the candidate has met each of the following standards identified by the International Reading Association (IRA) for teacher candidates in reading and literacies, using the following rubrics:

n/a: Not observable – The context for the practicum was not appropriate for providing evidence for this standard. (*Whenever this option is not acceptable – e.g., you must provide your assessment – we have indicated it by blackening the corresponding cell*)

17. Insufficient – i.e., this standard was not met.

18. Emergent – i.e., there is only partial evidence that this standard was addressed or the standard was only partially addressed; more evidence is needed before determining proficiency with respect to this standard.

19. Basic proficiency– i.e., the lesson plan provide sufficient evidence of addressing this standard at least at a basic level

20. Outstanding performance – i.e., the lesson plan provides a great example of addressing this standard.

To arrive to this overall evaluation, please refer to the more detailed explanations provided by IRA for each specific standard (see http://www.reading.org/resources/issues/reports/professional_standards.html).

IRA Standards:	n/o	1	2	3	4
2.0 Instructional Strategies and Curriculum Materials. <i>Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction: As a result, reading specialist/literacy coach candidates:</i>					
2.1 Support classroom teachers and paraprofessional in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.					
2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.					
2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.					
3.0 Assessment, Diagnosis, and Evaluation. <i>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, reading specialist/literacy coach candidates:</i>					
3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.					
3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for					

appropriate services.					
3.3 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school wide assessment data to implement and revise school reading programs.					
3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).					
4.0 Creating a Literate Environment. <i>Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, reading specialist/literacy coach candidates:</i>					
4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.					
4.2 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.					
4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.					
4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.					
5.0 Professional Development. <i>Candidates view professional development as a career-long effort and responsibility. As a result, reading specialist/literacy coach candidates:</i>					
5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.					
5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.					
5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.					
5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.					

WARNER PRACTICUM EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____
Evaluator's role: ___ cooperating teacher; ___ university supervisor; ___ faculty advisor
Practicum experience: ___ first ___ second Semester: _____

Part II: Warner School standards and proficiencies for all teacher candidates

Based on your observation of the candidate throughout his/her practicum experience, please indicate the extent to which the candidate has achieved each of the following proficiencies, which all Warner teacher candidates are expected to demonstrate before they can graduate from their program.

In your evaluation of each target proficiency, please use the following rubrics:

n/o: Not observable – The context for the practicum experience was not appropriate for providing evidence for this standard. (*Whenever this option is not acceptable – i.e., you must provide your assessment – we have indicated it by blackening the corresponding cell*)

- 1. Insufficient** – i.e., the candidate has not attained the proficiency in question and you are not confident that further experience would have a significant impact on his/her performance; furthermore, the candidate's inability to demonstrate this performance is likely to: harm students or compromise their ability to learn in the classroom; disrupt the work of the cooperating teacher and/or be detrimental to the relationship between the cooperating school and Warner.
- 2. Emergent/needs improvement** – i.e., your professional opinion suggests that the candidate has the potential to demonstrate this proficiency, but you have not seen evidence of its achievement yet, or performance in this area has been variable and inconsistent (but you have no worry that the candidate will be a danger for students or a burden to a cooperating teacher).
- 3. Basic proficiency**– i.e., the candidate is able to demonstrate the target proficiency at a minimum level, to the extent that one would expect from a novice/beginning teacher.
- 4. Outstanding performance** – i.e., the candidate has demonstrated the target proficiency in a consistent and skillful way, thus demonstrating that he/she is highly capable in this area and exceeds the minimum expectations for a novice/beginning teacher.

NOTE: Candidates with 1 in any category may be dropped from the program; candidates in their second practicum experience with 2 in any category will be required to extend this experience until they can demonstrate this proficiency; only candidates with a score of 3 or 4 in each proficiency will be allowed to pass their second practicum experience and graduate from the program.

1. CONTENT PRINCIPLE

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, as identified by relevant professional organizations, and can create learning experiences that make these aspects of subject matter meaningful for all students.

Proficiency:	n/o	1	2	3	4
1.5. Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards.	X				
1.6. Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area.					
1.7. Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner School Teaching and Curriculum standards, and their implications for curricular and instructional decisions.					
1.8. Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students.					

Additional comments:

2. LEARNING PRINCIPLE

The teacher candidate understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate understands that learning involves active engagement in culturally valued activities with knowledgeable others and the construction of new knowledge.

Proficiency:	n/o	1	2	3	4
2.4. Candidates understand human development and how it is affected by context.	X				
2.5. Candidates understand that all students construct knowledge through active engagement in culturally valued activities, and know what is appropriate for their students to learn, based on their age/grade level and the strengths, experiences and resources of their family/community background.					
2.6. Candidates are able to provide learning experiences that take into consideration the students' developmental level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live.					

Additional comments:

3. EQUITY PRINCIPLE

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promote equity and social justice.

<i>Proficiency:</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
3.5. Candidates understand equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others.					
3.6. Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning.					
3.7. Candidates are familiar with some of the cultural, linguistic and learning differences and/or disabilities their students may present and their implications for the classroom.					
3.8. Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students.					

Additional comments:

4. PEDAGOGY PRINCIPLE

The teacher candidate understands the link between content and pedagogy. As such, the teacher candidate understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem solving, and performance skills that are appropriate for specific topics and subject areas, as identified by the relevant professional organization(s). The teacher candidate is able to use and problematize the various technologies available to facilitate learning.

<i>Proficiency:</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
4.5. Candidates are familiar with a wide array of instructional strategies consistent with professional, New York State and Warner School program standards, and understand their potential uses, values and limitations for achieving specific learning goals.					
4.6. Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, New York State and Warner School program standards.					
4.7. Candidates understand the potential values as well as problems and limitations of using technology in instruction.					
4.8. Candidates are able to use technology in a variety of ways to support student learning within specific content areas.					

Additional comments:

5. LEARNING COMMUNITY PRINCIPLE:

The teacher candidate 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 for all students.

<i>Proficiency:</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
5.4. Candidates understand what may encourage or hinder student motivation and engagement in learning, based on an analysis of research and practice.					
5.5. Candidates are able to construct comfortable and safe classroom environments for all students.					
5.6. Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a “community of learners.”					

Additional comments:

6. COMMUNICATION PRINCIPLE:

The teacher candidate understands the key role played by language in teaching and learning. The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

<i>Proficiency:</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
6.5. Candidates understand the role of language in teaching and learning.					
6.6. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students.					
6.7. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry.					
6.8. Candidates are able to construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students’ critical analysis of such texts.					

Additional comments:

7. PLANNING PRINCIPLE:

The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Proficiency:	n/o	1	2	3	4
7.3. Candidates are able to align instruction with learning goals consistent with professional and New York State standards.					
7.4. Candidates are able to implement lessons according to a well-defined and high quality plan.					

Additional comments:

8. ASSESSMENT PRINCIPLE:

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social and physical development of all learners and to inform instruction. Assessment is embedded in authentic learning activities that are for real audiences and real purposes.

Proficiency:	n/o	1	2	3	4
8.5. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses.					
8.6. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess and provide guidance to student learning.					
8.7. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data.					
8.8. Candidates are able to have a positive effect on their students' learning.					

Additional comments:

9. PROFESSIONAL PRACTICE PRINCIPLE:

The teacher candidate is a reflective practitioner 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, including staying up to date with research, theories and best practices in his/her field.

Proficiency:	n/o	1	2	3	4
9.4. Candidates are committed to continue to learn and improve their practice throughout their teaching career.					
9.5. Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.					
9.6. Candidates recognize the key role played by professional organizations and the importance of participating in these learning communities; this includes knowing and using relevant standards generated by these organizations (including professional ethics standards).					

Additional comments:

10. COMMUNITY PRINCIPLE:

The teacher candidate fosters relationships with school colleagues, parents/ caregivers, and agencies in the larger community to support students' learning and well-being.

<i>Proficiency:</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
10.3. Candidates value and seek out parental and community involvement.					
10.4. Candidates are able to communicate effectively with parents/caregivers and colleagues.					

Additional comments:

Feel free to attach additional pages with your narrative evaluation if you wish