



IB/M JUNIOR YEAR STUDENT CLINIC EVALUATIONS

MAY 2014

Students in their junior year of the IB/M program participate in a school-based clinic experience. The student teaching evaluation form using an online application system (i.e., Qualtrics). The purpose of this report is to summarize the results of these evaluations in the spring semester of 2014. A brief narrative, tables/graphs with quantitative information, and verbatim comments are provided. On the reproduced feedback, all references to names have been omitted to maintain anonymity.

A total of 102 completed forms (97.1%) were received for juniors in the IB/M program from the clinic teacher.

- ✓ Students were most frequently (35%) placed in urban settings. However, rural (25%) and suburban (23%) placements were also common.
- ✓ Close to 100% of the clinic students met or exceeded expectations in every area assessed.
- ✓ In provided qualitative feedback, the majority of clinic supervisors stated that they were impressed by their student's professional and personable demeanor.
- ✓ In almost all of the areas assessed, most students received the highest possible rating ("4 – Exceeds Expectations"; these areas were:
 - *Demonstrates Responsibility and Professionalism* (66.0%)
 - *Transitioning from Student to Professional* (51.0%)
 - *Utilizes Observation and Reflection Activities* (56.0%)
 - *Attends Clinic Placement/School-Related Events as Scheduled* (50.0%)

Results are disaggregated across the seven fields of interest within the Appendices A-H (Elementary, English/Language Arts, History/Social Studies, Mathematics, Music, Science, and Special Education).

Participating District

Answer	Response	%
East Hartford	23	22%
Glastonbury	17	17%
Hartford	11	11%
Mansfield	11	11%
Willington	22	21%
Windham	10	10%
Windsor	5	5%
Other	4	4%

Candidate's Target Certification Area

Answer	Response	%
Elementary	39	39%
English/Language Arts	10	10%
History/Social Studies	10	10%
Mathematics	13	13%
Music	5	5%
Science	4	4%
Special Education	17	17%
World Language	1	1%
Total	99	100%

Grade Range(s) Served (Check all that apply.)

Answer	Response	%
K-2	27	26%
3-5	31	30%
6-8	28	27%
9-12	28	27%
Ungraded	1	1%

Demonstrates Responsibility and Professionalism

Answer	Response	%
1=No Evidence Observed	0	0%
2=NEEDS WORK. Student demonstrates negative attitude, difficulty arriving on time and/or leaves early, dresses inappropriately, and/or makes inappropriate comments.	1	1%
3=MEETS EXPECTATIONS. Student has professional attitude and attempts to understand duties/responsibilities, attends to tasks in a timely manner, maintains professional interactions, and dresses appropriately.	33	33%
4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations and is motivated and committed to all students, and works to solve problems with polite and courteous discourse.	66	66%
Total	100	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.65
Variance	0.25
Standard Deviation	0.50
Total Responses	100

Transitioning from Student to Professional

Answer	Response	%
1=No Evidence Observed	0	0%
2=NEEDS WORK. Student has little interaction with clinic teacher and related school personnel, or relationships are negative, self-serving, or unprofessional.	0	0%
3=MEETS EXPECTATIONS. Student seeks opportunities to work with colleagues to learn and grow professionally and supports student learning opportunities with teacher guidance.	49	49%
4=EXCEEDS EXPECTATIONS. Student consistently takes initiatives. For example, the student is willing to give and receive help, may volunteer to organize tasks, or take the lead with activities within the classroom or instructional team.	50	51%
Total	99	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.51
Variance	0.25
Standard Deviation	0.50
Total Responses	99

Exhibits a Growing Awareness, Needs and Instructional Strategies

Answer	Response	%
1=No Evidence Observed	0	0%
2=NEEDS WORK. Student does not appear to be interested in learning more about student needs and instruction.	1	1%
3=MEETS EXPECTATIONS. Student asks questions related to instructional strategies, decisions, or student needs, participates in instruction, and has familiarity with student and family support services.	60	61%
4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations. For example, the student participates in and/or implements instruction based on diagnostic procedures, The student attends parent conferences and/or other meetings in which student progress is discussed.	38	38%
Total	99	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.37
Variance	0.26
Standard Deviation	0.51
Total Responses	99

Utilizes Observation and Reflection Activities

Answer	Response	%
1=No Evidence Observed	3	3%
2=NEEDS WORK. Student does not accept suggestions or guidance from clinic teacher, and/or completion of protocols is unplanned and may disrupt classroom.	0	0%
3=MEETS EXPECTATIONS. Student's attention to instructional events is evident through comments and questions, student is open to suggestions and willing to ask for help, and plans observational protocols appropriately.	40	41%
4=EXCEEDS EXPECTATIONS. Student meets all of the previously stated expectations and actively seeks constructive criticism or suggestions for improvement.	55	56%
Total	98	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.50
Variance	0.44
Standard Deviation	0.66
Total Responses	98

Attends Clinic Placement/School-Related Events as Scheduled

Answer	Response	%
1=No Evidence Observed	0	0%
2=NEEDS WORK. Student attends clinic placement/school-related experiences fewer than 54 hours per semester.	1	1%
3=MEETS EXPECTATIONS. Student attends clinic placement/school-related experiences at least 54 hours per semester.	49	49%
4=EXCEEDS EXPECTATIONS. Student attends clinic placement/school-related experiences more than 54 hours per semester.	50	50%
Total	100	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.49
Variance	0.27
Standard Deviation	0.52
Total Responses	100

13. Comments on Candidate's Potential and Promise

Student is very motivated and interested in all aspects of what we do in the classroom and beyond. She has taken an interest in getting to know the students and is always very professional. She did not need to be prompted to do anything. She was very hands-on since the start of her placement with me. She attended a very difficult parent conference where she listened and took notes so that she could better understand the student involved.

Student has loads of confidence and moved right in to the classroom environment with ease and good humor. He was willing to take risks, teaching classes in social studies with minutes of preparation. He did a good job of keeping the students engaged, and was willing to take suggestions when he taught the second class the same lesson. He did a very nice job! He has an excellent rapport with the students, who really missed his presence if he wasn't able to come to our classroom. Student has a lot of enthusiasm which motivated the students to learn more about the topic (s) of discussion. I think he will make an excellent educator.

Student was wonderful to have in the classroom. She observed, helped plan, and taught lessons. She worked well with the students and staff alike. She went above and beyond the requirements sent out by UCONN and came in extra hours to assist me in planning/teaching special math whole school activities.

Student is able to explain concepts to students on a variety of ability levels. She is very patient when working with students, but still requires them to put forth effort. She is confident when working one on one, small groups, or in front of the classroom.

Student was an excellent intern. She was always on time and professional in appearance and manner. She completed her clinic requirements and notified me in advance if she needed materials from me. With minimal direction and instruction, she was able to work one-on-one with students without my direct supervision. She attended a PPT meeting on her own time when my ppt schedule did not coincide with her scheduled internship time. She has an excellent manner with the students, and she earned their respect. She did not hesitate to ask for help or clarification when needed. I feel that Kate has great potential and promise as a special educator.

Student has a very bright future. She catches on quickly and is always willing to help. She understands and tries to assist all students with their various needs. She ran whole and small literacy groups and was very successful.

I think Student will make an excellent teacher. She seems very passionate about the career choice, knows her content, and is interested in getting to know the students.

Student has been a joy to have in classroom. She is genuinely concerned about the student's growth and learning. She will be an asset to the education community.

Student established a wonderful rapport with the students in my ninth grade classes. She conducted herself professionally and maintained a positive attitude throughout her experience. I have complete faith in her abilities to become an excellent educator.

Student is very eager to work with our alternative education students. He took initiative to go beyond his expectations within the classroom. He immediately developed a positive and professional rapport with our students. I wish he could have come in more than just once a week!

Student demonstrates tremendous potential. It is surprising that she is a junior, since her understanding of student needs, her ability to adjust her instruction and expectations to align with individual student abilities and her initiative surpassed my expectations. She has been enthusiastically taking on additional responsibilities without being asked and is creative in her approach to instruction. Student has demonstrated interest in the evaluation process and has been exposed to a variety of assessments used to conduct triennial reviews and collect more frequent data for progress monitoring. She has worked successfully with students with mild learning disabilities and significant conduct problems. She is one of the few, rare, individuals who has the

natural ability and instincts to be a gifted teacher.

Student did a fabulous job with her lesson for my class. Her preparation was excellent and she was able to integrate technology into the classroom. Student challenged the students to find textual support for some of their verbal answers during the large group discussion. In addition, she had the students make valuable connections between their own world and the main character from the story.

Student is a joy to have in my classroom. She jumps at the chance to guide students through discussion and learning objectives.

Hard worker and will make a fantastic educator. Dependable and professional in all areas she worked in.

Student has asked wonderful questions about the school and some of the students. One area she can improve on is taking initiative to work more with students. She has to be asked to help students rather than "jumping in" to help during student work time. She did complete one lesson in the resource class that she was well prepared for and the students enjoyed.

Student socially engages students during instruction. She is always willing to learn new things and accepts constructive criticism very well. Any ideas or suggestions provided was considered and used during instruction.

To best illustrate the impact Student has had on the classroom this spring, I offer the following: On the day that Student was unable to be in class due to a prior commitment, both classes she observed were concerned about her absence in such a way that they were demonstrating the respect and admiration they have for her.

It was a pleasure to meet and work with Student. She always came to school eager to learn. She asked good questions and worked well with the staff and students. The students adored her!

I enjoyed working with Student. She was friendly and eager to learn. She asked a lot of good questions and developed positive relationships with the students. She will make a wonderful teacher someday!

Student will be a wonderful asset to any program due to her dedication to the profession, willingness to improve herself as a professional and attention to detail.

He seems very comfortable in front of the classroom. He has a very positive attitude and is very willing to pitch in and help with whatever is asked of him. In addition, through our conversations it has become clear that he is an all-around good person.

Student has made a point to review school policies, interact with school personnel and familiarize herself with grade level goals and expectations. She shadowed a support staff member for a day and attended a meeting where various support staff discuss student progress. Student researched materials/activities to plan and prep a lesson focused on the CCSS math 1.G.A.2 objective. The lesson was composed of differentiated activities and discussion prompts that met the variety of student learning styles in the classroom. Student consistently assisted with many small group and one-on-one academic practice sessions, in particular with a student shadowed throughout her clinic experience. She kept detailed notes as she observed and reflected on her own participation in the classroom as well asking questions about what she saw to extend her personal growth as she transitions from student to professional. Student shows tremendous potential as she pursues her career in teaching. It was a pleasure to work with such a motivated JR student.

Student has developed a positive, professional rapport with students and staff during this clinic experience. He supported student learning opportunities working with small groups as well as one-on-one in each curriculum area. Student planned and taught a lesson to the class, observed my lessons and asked questions regarding school policies and grade level expectations (behavioral and academic) as he pursued his own professional growth in this placement. He shows potential and promise as he continues to demonstrate responsibility and professionalism in the field of teaching.

Student will make a great teacher. She really utilized her time at School. She attended PPT's and parent teacher

conferences. She was very interested in how the school, classroom, curriculum and district worked.

It is not very often a veteran teacher has the privilege of seeing a pre-service teacher with so much potential. Student has unlimited potential and I can only imagine what she will be accomplishing as an educator in the next five years.

It has been a pleasure working with Student this semester. She consistently takes initiative in the classroom to work with students independently and in small groups. She presents herself in a professional manner to both students and working staff in the building. She will do very well in her student teaching next year!

Student will make an excellent Spanish teacher she is fully engaged in the student's best interest and has in depth knowledge of the content. Student always strives to perform and do her best. Student thinks about what is appropriate for students to be learning at the different levels of their language learning.

Student is an asset to my class. She is self-motivated while able to take advice. She works well with the students individually as well as in group situations. She understands the subject and is able to transfer her knowledge through good questioning techniques. Student's potential as a math teacher is excellent.

Student has much potential. She is a hard working student who wants to learn. Student has done an excellent job of integrating herself into the classroom and is eager to teach and work with students.

Student conducts herself in a highly professional manner in the school environment. She asks questions and is an attentive listener. She has a good rapport with the students; taking firm stands with behavior management as needed. She takes initiative in helping students and works independently with minimal guidance necessary. I believe she is a strong teacher candidate. I look forward to hearing about what she does in the future.

Student demonstrated a professional manner each day. He always arrived punctually, dressed in an appropriate manner. He observed both my science class and the 8th grade math class. He asked questions for clarification. He presented a very good lesson aligned with both science and math standards. The one area that Student needs to work on is taking the initiative to interact more with students during group work or study halls.

Student is going to be a great secondary mathematics teacher. She is always engaging the students and seems to develop strong connections with them.

Student has demonstrated the ability to meet student's individual and changing needs. Academic and behavioral expectations were high but within reach of students. Students were engaged and learning.

It has been a pleasure working with Student this semester. She has created positive relationships with both staff and students within the building. Student is active within the classroom and has been very willing to take on new tasks and to lead small group activities throughout the day. Student will do well throughout her student teaching next year.

I see exceptional promise in Student. She is hardworking and conscientious. I admire her willingness to work with students at all achievement levels and in multiple settings.

Student has shown an interest in my students and classroom throughout this semester. She has been in frequent contact with me through email about tasks she is completing or scheduling changes. She is motivated to improve her teaching skills and classroom management and is willing to accept help and advice in order to grow. She will benefit from more experiences teaching lessons to become more comfortable with setting and maintaining expectations for student behavior.

Student has an ability to connect with students. She is very interested in learning as much as she can about them and how to work with them in order to meet their individual needs. With continued practice, I can absolutely see her being an effective and aspiring educator.

Student exhibited professionalism and communicated very effectively with his cooperating teacher. He attended all of his required hours and exhibited an awareness of the needs of students and instructional

practices of the cooperating professionals that he interacted with. For these reasons, I feel that Student has great promise as a social studies teacher in the future.

Student shows a lot of potential in pursuing a teaching career. She is open-minded, hard-working and responsible.

Student has a nice way of interacting with the students. She is observant, reflective and thoughtful in the classroom. She prepared a very nice lesson that was well planned; integrating a variety of content areas, activities, and skill levels.

Student was a pleasure to work with. She was always eager to help.

Student has excellent potential as a teacher. She is passionate and enthusiastic about the subject matter and more importantly, the students themselves. She is diligent and approachable and she learned through this clinic to keep an objective distance and leadership role in the classroom.

Student has demonstrated the qualities and characteristics of a teaching professional throughout her semester with us. She was an asset to the classroom, helping with activities and small group discussions in my honor level courses. Student also assisted with group activities in my other courses, helping students with comprehension and staying on task. Student actively took part in both team meetings and data meetings. It was such a pleasure to have Student here for the semester!

Student has an innate skill for teaching. She instinctively anticipates students' needs and calmly offers instruction enabling students to complete their task successfully.

Student is a very caring and thoughtful teacher candidate. She took great care to get to know the students in the classroom and develop a rapport with them. I think that as she progresses in the teaching program she will continue to grow professionally.

Student has worked hard to develop a good rapport with the children in my class. She is able to assess a situation and provide the appropriate level of support, so that students can be successful with a sense of independence. For her lesson, she planned activities that were hands on and engaging for the students. When students were off task, she did not move forward with the lesson until the class showed her they were ready. Student had the opportunity to participate and see our data team meeting as well as a professional development day, where staff worked on curriculum and assessing writing prompts. I am very confident that Student will become a very successful teacher. It has been a pleasure having her work in my classroom.

Student has been a great addition to the classroom this semester. She has gone above and beyond to understand instructional strategies and promote learning in the classroom. She is constantly asking questions and seeking advice. She is also very reflective on her practice. I think through more experiences she will develop that "teacher voice" but her overall love for children and education is evident.

N.A

Student has tremendous potential and promise. She has confidence, enthusiasm, content knowledge, a willingness to learn, and has made a great connection with our students.

Student demonstrated outstanding skills as a developing elementary educator. She was very engaged with all students, held high standards of professionalism and showed a keen understanding of academic standards and rigor. Student was a pleasure to work with and I am confident she will excel as a professional educator.

Student was always very positive and had a great attitude in the clinic setting. She asked insightful questions and used the placement as an opportunity to learn more about the choral side of a music department. She participated in rehearsals, and sang alongside the altos every week. Student was a pleasure to have here at School.

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and participated in rehearsals, singing along side of the altos every week. Student was a pleasure to have here at School.

Student's strengths are her abilities to assimilate easily into the given setting, her confidence, and her ability to enforce rules and expectations.

Student was a pleasure to work with here at School. She immediately became part of the school community by taking the lead on a small group project for a number of small groups that are serviced for reading support. She arrived early every Wednesday to help prepare for the day. She exhibited great rapport with the children and easily transitioned into supporting the neediest of students. In addition, Student coordinated a meeting with Husky Sport to explore the possibility of a Husky Sport event for our students--she initiated email contacts, set up meetings and provided valuable ideas and suggestions at the meetings. I would not hesitate to recommend Student for placement again here at our school.

It was a pleasure to work with Student with semester. From the beginning she was very professional and was always seeking new ways to connect with the students and grow professionally. Student never shied away from seeking opportunities to work with other colleagues in the building. She was always asking questions pertaining to her student in her case study or inquiring on ways in which she could improve her instructional strategies.

Student was a wonderful addition to my classroom!

Student is going to make a wonderful special education teacher. She is in tuned to the students with special needs and really shows a great understanding of their unique characteristics. She has great ambition to further her understanding of the function behind their behavior and actions. She was willing to jump in to any teaching opportunity and executed as if she has been teaching this population for many years. Student carefully observed the flow and routines already established in the classroom and implemented the strategies used when she felt it was necessary. It was an absolute pleasure having Student as my intern this semester. I wish her the best of luck as she furthers her education in this profession.

Student was eager to work with the students in the enrichment program and also observed and worked with students in the regular classes in 7th and 8th grade social studies. Some of those students were doing research in the National History Day program, and Student helped them with their research.

Student has definite potential to be a good teacher. Unfortunately, I was not able to see Student as much as I would have liked to. He missed most of March due to the UCONN Pep Band traveling with the basketball teams. I did have him teach a lesson which was a review for the students. He did fine. I would have liked the opportunity to work more with him. Overall, from what I have seen of Student, I do believe that he possesses some natural ability and he has a good rapport with the students. He is likable and knowledgeable. Best of luck to you, Student!

Student has great teaching potential. He has an ease in front of the classroom and already has begun to show some good classroom management skills. He is very enthusiastic when working with the students and it is obvious that they respond well to him. Student taught a few lessons while at School. We were able to debrief and discuss how the lesson teaching went for one class before he had to teach the next class. He had good observations about his teaching and took constructive criticism very well. I was impressed that he was able to identify some areas where improvement was needed and was able to make adjustments for the next class when he taught the same lesson. I strongly feel that Student is going to be an excellent teacher! Well done!

Student is well on her way to success in the classroom. She was always professional, was willing to take on any task I gave her and planned and taught several classes very effectively. She should look to take more initiative in the classroom and actively seek feedback on her lessons as well as discuss teaching strategies used by her cooperating teacher next year.

Student is interested in learning about students as individuals and meeting their specific academic needs.

Student was very professional and always focused on the students' needs she was working with. She ran small groups in math instruction, and on the days she was in my classroom was always contributing to student achievement. She asked great questions and you could really tell she enjoyed being with the students. Student will make a great teacher, and I will miss her on Wednesdays.

Student carries herself with confidence and a positive presence. Even in the short time I have spent with her, I can clearly see and feel her passion to want to help students learn. One great quality about Student is her approach to supporting students in a one on one setting. Student saw a wide range of ability levels in my classrooms and was able to differentiate her one on one instruction and never waiver her excitement in educating them.

Student is incredible insightful. She relates well to the students and makes great connections. She often initiates interactions with students that are both positive and purposeful. Her ability to make these positive connections is the part of teaching that can't necessarily be taught, it is the gift part of teaching.

Student was a pleasure to work with at School. Student was quick to take the initiative when dealing with students. Student demonstrated the ability to establish rapport with all the students that she with whom she worked. Student is knowledgeable, but very receptive to instructions and advice from a crotchety veteran teacher. Student will do very well in the teaching profession.

Student came in very early every week and did not waste any time asking for opportunities to learn. We were doing district assessments/SBAC etc... She would communicate what she needed to accomplish and I would ensure that her experience at School was beneficial. She will be an assist to any district that hires her.

Student has the motivation and instincts to be a good teacher. With more experience in front of students, she will build her confidence and not be nervous when teaching. I expect her to be very successful next year.

Student is a promising teacher candidate. Given more experience and guidance, I believe he will grow into the professional who will represent NEAG and UConn well.

Student is very professional and positive. She seems genuinely passionate about the profession and in learning more about the students. I was particularly impressed with her offering to work with some of my students during an additional day one week.

Student is a very professional young lady who will make a terrific science teacher in the future. Her enthusiasm and love for science is certainly evident in her demeanor and instructional presentation. Student is a very organized individual which will also be helpful in her teaching. She was also very helpful and willing to assist in the classroom setting and transitioned with ease. I know she will continue to develop and grow into and excellent teacher!

Student demonstrates all of the identifying characteristics of a quality teacher: she is responsible (as evidenced by her punctuality, her willingness meet deadlines, and her effective and timely communication); she is knowledgeable about her content area, as is evidenced by the discussions she has with the students and with me; and, far more importantly, she is excited about education. She is creative and passionate about bringing the content to life for the students, and it is evidenced every moment that she spends in the classroom.

Student's potential is immense. As he grew more comfortable with the students (and vice versa), I could see Cody exhorting them to work harder toward the goal, whatever the lesson was. His lessons were well thought out, put together, and had an aim of fulfilling Common Core Standards. Implementing them to one of more difficult classes proved a challenge, but each lesson was completed and I even had a number of students ask me when he would be back to teach again.

Student grew through her placement and with continued growth she will be great. She showed enthusiasm for working with kids in many different configurations and established good rapport with them.

Student is on his way to becoming a promising teacher. His content knowledge is clear and he is able to help all levels of students in multiple ways. The constructive lesson he taught was discovery based which kept the students engaged and helped them learn at their own pace. I thought the lesson went very well and the students reacted well to Evan's presence in front of the room as well as his questioning and lesson style. It has been a pleasure to help Evan on his path to becoming a future teacher of mathematics.

Student performed in a responsible and respectful manner with myself and all students. She successfully participated in many activities including one-on-one and small group instruction/remediation in math and reading, correcting student work and follow-up conferencing to edit mistakes and assisting students researching information and printing pictures on the computer. Student was always positive and accepting of all tasks and had a gentle and caring demeanor towards the students. I wish her luck in her pursuit of an elementary certification!

Student has the content knowledge necessary to teach science. She will benefit from additional clinic placements that help build her confidence.

Student has been a wonderful asset to the classroom and should be proud of the way she has handled herself and responded to opportunities that have come her way. I am sure she will represent herself as a very promising professional in her future placements.

Student did a fantastic job this semester. In many ways, she took the same kinds of initiatives that a co-operating teacher would hope to see from a senior student teacher.

Student was a welcome addition to our third grade classroom. He immediately connected with the students and developed a positive rapport with them as well as the staff. Student demonstrated consistent professionalism by being prompt, appropriately dressed, and with his communication skills. He was confident and eager to learn. I appreciate Student's initiative to ask questions and offer assistance with classroom tasks. Student demonstrates strong potential and promise as future educator. He will be missed!

Student is enthusiastic and interested in different dynamics of the class. She did a nice job on a constructivist fractions lesson for a small group of diverse learners. She spent a good amount of time reviewing a student's Section 504 files and work samples. Student has a cheerful disposition and is always ready to assist in any way. She also stayed after school one day to observe a parent-teacher conference for a child with anxiety. I think Student is a solid elementary school teacher candidate!

Student has worked well with my students. She has been willing to jump in and work with both individuals and small groups on reading tasks, writing tasks, and math tasks. She is not afraid to take risks and has a good rapport with students. She has been an asset to our classroom during the time she has been here.

Student has natural instincts when it comes to instructional skills, as well as the knowledge and education. She is extremely creative, passionate, and hard working. Student demonstrates both the art and science of teaching.

Student was always willing to help out. I was most impressed when I challenged him to teach a lesson with the iPad since he stated that he was not familiar with the program, Nearpod.

Student has shown tremendous growth in the area of classroom management. Throughout the term Student has become more comfortable and confident when interacting with students. Student also planned and implemented an engaging and rigorous math lesson in which students constructed their knowledge of comparing fractions.

Student will make a great secondary mathematics teacher. She is able to develop professional relationships with the students as she engages them in conversations and helps them to further understand the material by working one-on-one with a student in or a small group.

Wonderful job and I know she will be a terrific teacher.

Student has proved to be a student who shows great potential as an elementary special education teacher. She was given many opportunities to work directly with the students who responded well to her warmth and interest in them. Her interests covered both the academic side and the personalities of the students she observed and worked with.

Student was professional at all times. She was helpful in the groups and was able to connect with the students. Student demonstrated potential to be an excellent teacher!

Student was extremely enthusiastic during her internship. She consistently embraced any new task given to her, from managing a small group of students to working individually with students.

Student was a pleasure to have in our classroom. She will make a great teacher some day!

Student was a joy to have in our classroom this year! Her positive attitude and upbeat personality brightened our classroom on Wednesdays. The students loved Miss B. and often ask when she is coming back in. Student is motivated and confident. She stepped up many times assisting with instruction and conducting whole class read aloud and Junior Great Books. One day when I was absent there was no sub and Student taught the entire morning by herself which included teaching our district math lessons, a biography lesson she crafted on her own, and whole class reading time.

Student is doing a great job and I am very happy that she was placed in my classroom this semester.

She says she is leaning more towards middle school (which I fully support)!

This was a very helpful and enjoyable experience, thank you.

I feel that I was very lucky to be given the opportunity to work with Student. She is extremely responsible and eager to learn. I enjoyed having her in my classroom, as did my students. We will be sad to see her leave!

I had stopped taking student teachers after a bad experience with one that did craft projects instead of engaging with students and one day when she needed to work with 2 students on math, told them that she didn't know why they needed to learn "this ___". I have also observed several student teachers in my co-taught classes who do not have the background knowledge or information they should have to stand in front of a class and present themselves as any kind of expert or authority in their subject area. They also do not understand the difference between "modifications", "accommodations" or "differentiation" and think that lowering a reading level or giving the same, but fewer questions on a test is all that needs to be done. I have serious concerns about this. I am so glad I broke my student teacher rule. I will be retiring this year and knowing that someone like Emily will carry on with her level of understanding and skill gives me hope for the students lucky enough to have her as their teacher.

In my opinion, Student would be an excellent middle school teacher. She is kind, respectful and certainly understands the daily challenges of the middle school student! She is able to adjust her level of instruction to meet the needs of the students in the classroom. Best of luck, Mark.

Good Luck in your future endeavors

I believe students may need more to prepare a lesson more than once during a semester to get a general idea of curriculum structure and planning.

Best of luck!

It would be an honor to have Student as a colleague.

Student also created and implanted a game that tied in with our third grade math curriculum. Students can use this game during their independent work time to help them better understand fractional parts. This was not a requirement that she had to do, but she took the initiative to be more involved in the classroom.

Student, have you considered middle school instead of high school? You would fit right in.

Student will be an asset to any school system as a member of their teaching community. She shows interest in acquiring teaching skills and demonstrates professionalism. She has an excellent rapport with students also.

Student was very helpful and always willing to take on a task. She was a pleasure to work with this semester!

Student has the right mindset and demeanor for her own classroom. Her lesson was well-thought, and she accepted criticism well and was able to apply that criticism to making it better. She met all of her responsibilities of her placement with vigor and timeliness. She learned much about our school and community, as well as all of the facets of teaching.

It was a pleasure sharing my classroom with Heather. I will miss her greatly. I always looked forward to Wednesday and even experimented with lesson plans knowing she would be there to help me. I am thrilled to see a person of her caliber enter the teaching field.

N/A

It was a pleasure having Student in my room. She is enthusiastic and engaging in her work with students. Student taught a math lesson with me to 4th grade advanced students. The lesson was on writing an equation. Student brought props that helped to illustrate how to use an equation. It was a hard lesson to teach, but she did quite well getting the idea across, and then worked individually with the students as they did their problems. It was a very good lesson.

The only area of concern I noticed was Student's pacing in class. She had a great voice and presence in front of the class but had a tendency to rush through her instructions and not check for understanding. This comes with time as well as anticipating where students are going to struggle in a lesson.

The spring semester in any school is a challenge, due to SBAC/DRA etc... Student made it very easy because she was always positive and willing to do whatever was asked of her.

I believe she would have had more experience had she been placed in a math classroom. We sought one out for her to teach in; placements at this point would be better in field.

I would advise him to ask more questions, dress somewhat more professionally at all times (iron and tuck shirt for example, to name a small thing), and not be shy about requesting opportunities to take over.

The one criticism I have for Student is that she will need to be more assertive, especially as she takes control over her own classroom.

The students were very happy to see Lindsay each week she arrived! Student was also always open and willing to have teaching conversations regarding protocol, students, teaching ideas, modifications/adjustments and reflections as a teacher in the classroom.

Student was constantly asking, "Why?" A sign of not just natural curiosity, but of a want to improve and understand. It cannot be understated how important this quality is in teaching. It brings with it a feeling of honesty, and students (especially students in an urban setting) can tell when a teacher is not truly trying or caring.

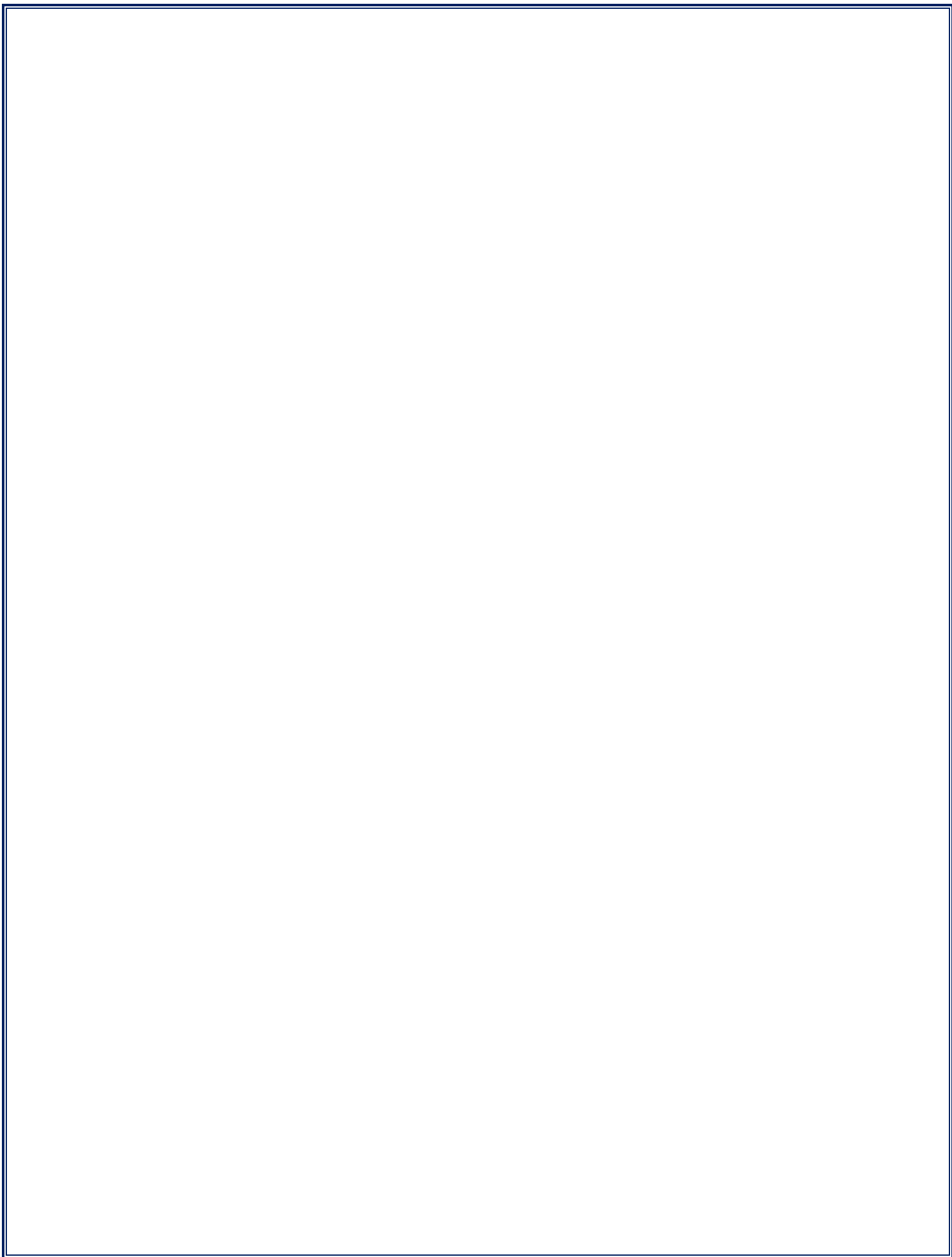
She missed some days because she was ill, but she doubled up later and made up the time. She is conscientious and willing to do what needs to be done. I've enjoyed watching her interact with kids

Best of luck next year!

We wish you the best of luck in your studies!

A pleasure working with her

Student - it was so nice getting to know you. Best of luck! As always reach out if you ever need anything!



Demographic of Clinic Teachers

Gender

Answer	Response	%
Female	65	83%
Male	13	17%
Total	78	100%

Race/Ethnicity

Answer	Response	%
African American	3	4%
Caucasian/White	70	91%
Latino	1	1%
Multiracial	2	3%
Other (Please Specify)	1	1%
Total	77	100%

Years of K-12 Teaching Experience

Answer	Response	%
1-5	13	17%
6-10	15	19%
11-15	21	27%
16-20	14	18%
21-25	7	9%
26-30	3	4%
More than 30	5	6%
Total	78	100%

Setting(s) of Teaching Experience (Check all that apply.)




Answer	Response	%
Urban	27	35%
Suburban	18	23%
Rural	19	25%
Mixed	13	17%
Total	77	100%

Please indicate your teaching field:




Answer	Response	%
Agriculture	0	0%
Elementary Education	35	45%
English/Language Arts	9	12%
History/Social Studies	5	6%
Mathematics	6	8%
Music	4	5%
Science	5	6%
Special Education	9	12%
World Language	1	1%
Other (Please Specify)	4	5%
Total	78	100%

Appendix A: Elementary Education

Demonstrates Responsibility and Professionalism

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student demonstrates negative attitude, difficulty arriving on time and/or leaves early, dresses inappropriately, and/or makes inappropriate comments.		1	3%
3	3=MEETS EXPECTATIONS. Student has professional attitude and attempts to understand duties/responsibilities, attends to tasks in a timely manner, maintains professional interactions, and dresses appropriately.		16	41%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations and is motivated and committed to all students, and works to solve problems with polite and courteous discourse.		22	56%
Total			39	100%

Transitioning from Student to Professional

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student has little interaction with clinic teacher and related school personnel, or relationships are negative, self-serving, or unprofessional.		0	0%
3	3=MEETS EXPECTATIONS. Student seeks opportunities to work with colleagues to learn and grow professionally and supports student learning opportunities with teacher guidance.		22	56%
4	4=EXCEEDS EXPECTATIONS. Student consistently takes initiatives. For example, the student is willing to give and receive help, may volunteer to organize tasks, or take the lead with activities within the classroom or instructional team.		17	44%
Total			39	100%



Exhibits a Growing Awareness of Students’ Needs and Instructional Strategies

#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student does not appear to be interested in learning more about student needs and instruction.	0	0%
3	3=MEETS EXPECTATIONS. Student asks questions related to instructional strategies, decisions, or student needs, participates in instruction, and has familiarity with student and family support services.	29	74%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations. For example, the student participates in and/or implements instruction based on diagnostic procedures, The student attends parent conferences and/or other meetings in which student progress is discussed.	10	26%
Total		39	100%

11. Utilizes Observation and Reflection Activities

#	Answer	Response	%
1	1=No Evidence Observed	1	3%
2	2=NEEDS WORK. Student does not accept suggestions or guidance from clinic teacher, and/or completion of protocols is unplanned and may disrupt classroom.	0	0%
3	3=MEETS EXPECTATIONS. Student’s attention to instructional events is evident through comments and questions, student is open to suggestions and willing to ask for help, and plans observational protocols appropriately.	18	46%
4	4=EXCEEDS EXPECTATIONS. Student meets all of the previously stated expectations and actively seeks constructive criticism or suggestions for improvement.	20	51%
Total		39	100%

Attends Clinic Placement/School-Related Events as Scheduled

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student attends clinic placement/school-related experiences fewer than 54 hours per semester.		0	0%
3	3=MEETS EXPECTATIONS. Student attends clinic placement/school-related experiences at least 54 hours per semester.		24	62%
4	4=EXCEEDS EXPECTATIONS. Student attends clinic placement/school-related experiences more than 54 hours per semester.		15	38%
	Total		39	100%

Appendix B: English/Language Arts Education

Demonstrates Responsibility and Professionalism

#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student demonstrates negative attitude, difficulty arriving on time and/or leaves early, dresses inappropriately, and/or makes inappropriate comments.	0	0%
3	3=MEETS EXPECTATIONS. Student has professional attitude and attempts to understand duties/responsibilities, attends to tasks in a timely manner, maintains professional interactions, and dresses appropriately.	1	10%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations and is motivated and committed to all students, and works to solve problems with polite and courteous discourse.	9	90%
Total		10	100%

9. Transitioning from Student to Professional

#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student has little interaction with clinic teacher and related school personnel, or relationships are negative, self-serving, or unprofessional.	0	0%
3	3=MEETS EXPECTATIONS. Student seeks opportunities to work with colleagues to learn and grow professionally and supports student learning opportunities with teacher guidance.	5	50%
4	4=EXCEEDS EXPECTATIONS. Student consistently takes initiatives. For example, the student is willing to give and receive help, may volunteer to organize tasks, or take the lead with activities within the classroom or instructional team.	5	50%
Total		10	100%



Exhibits a Growing Awareness of Students' Needs and Instructional Strategies

#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student does not appear to be interested in learning more about student needs and instruction.	0	0%
3	3=MEETS EXPECTATIONS. Student asks questions related to instructional strategies, decisions, or student needs, participates in instruction, and has familiarity with student and family support services.	4	40%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations. For example, the student participates in and/or implements instruction based on diagnostic procedures, The student attends parent conferences and/or other meetings in which student progress is discussed.	6	60%
Total		10	100%



Utilizes Observation and Reflection Activities




#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student does not accept suggestions or guidance from clinic teacher, and/or completion of protocols is unplanned and may disrupt classroom.	0	0%
3	3=MEETS EXPECTATIONS. Student's attention to instructional events is evident through comments and questions, student is open to suggestions and willing to ask for help, and plans observational protocols appropriately.	1	11%
4	4=EXCEEDS EXPECTATIONS. Student meets all of the previously stated expectations and actively seeks constructive criticism or suggestions for improvement.	8	89%
Total		9	100%

Attends Clinic Placement/School-Related Events as Scheduled

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student attends clinic placement/school-related experiences fewer than 54 hours per semester.		0	0%
3	3=MEETS EXPECTATIONS. Student attends clinic placement/school-related experiences at least 54 hours per semester.		2	20%
4	4=EXCEEDS EXPECTATIONS. Student attends clinic placement/school-related experiences more than 54 hours per semester.		8	80%
	Total		10	100%

Appendix C: History/Social Studies Education

Demonstrates Responsibility and Professionalism				
#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student demonstrates negative attitude, difficulty arriving on time and/or leaves early, dresses inappropriately, and/or makes inappropriate comments.		0	0%
3	3=MEETS EXPECTATIONS. Student has professional attitude and attempts to understand duties/responsibilities, attends to tasks in a timely manner, maintains professional interactions, and dresses appropriately.		1	10%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations and is motivated and committed to all students, and works to solve problems with polite and courteous discourse.		9	90%
Total			10	100%

Transitioning from Student to Professional				
#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student has little interaction with clinic teacher and related school personnel, or relationships are negative, self-serving, or unprofessional.		0	0%
3	3=MEETS EXPECTATIONS. Student seeks opportunities to work with colleagues to learn and grow professionally and supports student learning opportunities with teacher guidance.		5	50%
4	4=EXCEEDS EXPECTATIONS. Student consistently takes initiatives. For example, the student is willing to give and receive help, may volunteer to organize tasks, or take the lead with activities within the classroom or instructional team.		5	50%
Total			10	100%



Exhibits a Growing Awareness of Students' Needs and Instructional Strategies

#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student does not appear to be interested in learning more about student needs and instruction.	0	0%
3	3=MEETS EXPECTATIONS. Student asks questions related to instructional strategies, decisions, or student needs, participates in instruction, and has familiarity with student and family support services.	4	40%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations. For example, the student participates in and/or implements instruction based on diagnostic procedures, The student attends parent conferences and/or other meetings in which student progress is discussed.	6	60%
Total		10	100%

Utilizes Observation and Reflection Activities



#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student does not accept suggestions or guidance from clinic teacher, and/or completion of protocols is unplanned and may disrupt classroom.	0	0%
3	3=MEETS EXPECTATIONS. Student's attention to instructional events is evident through comments and questions, student is open to suggestions and willing to ask for help, and plans observational protocols appropriately.	1	11%
4	4=EXCEEDS EXPECTATIONS. Student meets all of the previously stated expectations and actively seeks constructive criticism or suggestions for improvement.	8	89%
Total		9	100%

Attends Clinic Placement/School-Related Events as Scheduled



#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student attends clinic placement/school-related experiences fewer than 54 hours per semester.		0	0%
3	3=MEETS EXPECTATIONS. Student attends clinic placement/school-related experiences at least 54 hours per semester.		2	20%
4	4=EXCEEDS EXPECTATIONS. Student attends clinic placement/school-related experiences more than 54 hours per semester.		8	80%
	Total		10	100%

Appendix D: Mathematics

Demonstrates Responsibility and Professionalism

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student demonstrates negative attitude, difficulty arriving on time and/or leaves early, dresses inappropriately, and/or makes inappropriate comments.		0	0%
3	3=MEETS EXPECTATIONS. Student has professional attitude and attempts to understand duties/responsibilities, attends to tasks in a timely manner, maintains professional interactions, and dresses appropriately.		1	10%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations and is motivated and committed to all students, and works to solve problems with polite and courteous discourse.		9	90%
	Total		10	100%

Transitioning from Student to Professional

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student has little interaction with clinic teacher and related school personnel, or relationships are negative, self-serving, or unprofessional.		0	0%
3	3=MEETS EXPECTATIONS. Student seeks opportunities to work with colleagues to learn and grow professionally and supports student learning opportunities with teacher guidance.		5	50%
4	4=EXCEEDS EXPECTATIONS. Student consistently takes initiatives. For example, the student is willing to give and receive help, may volunteer to organize tasks, or take the lead with activities within the classroom or instructional team.		5	50%
	Total		10	100%



Exhibits a Growing Awareness of Students' Needs and Instructional Strategies

#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student does not appear to be interested in learning more about student needs and instruction.	0	0%
3	3=MEETS EXPECTATIONS. Student asks questions related to instructional strategies, decisions, or student needs, participates in instruction, and has familiarity with student and family support services.	4	40%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations. For example, the student participates in and/or implements instruction based on diagnostic procedures, The student attends parent conferences and/or other meetings in which student progress is discussed.	6	60%
Total		10	100%

Utilizes Observation and Reflection Activities

#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student does not accept suggestions or guidance from clinic teacher, and/or completion of protocols is unplanned and may disrupt classroom.	0	0%
3	3=MEETS EXPECTATIONS. Student's attention to instructional events is evident through comments and questions, student is open to suggestions and willing to ask for help, and plans observational protocols appropriately.	1	11%
4	4=EXCEEDS EXPECTATIONS. Student meets all of the previously stated expectations and actively seeks constructive criticism or suggestions for improvement.	8	89%
Total		9	100%

Attends Clinic Placement/School-Related Events as Scheduled

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student attends clinic placement/school-related experiences fewer than 54 hours per semester.		0	0%
3	3=MEETS EXPECTATIONS. Student attends clinic placement/school-related experiences at least 54 hours per semester.		2	20%
4	4=EXCEEDS EXPECTATIONS. Student attends clinic placement/school-related experiences more than 54 hours per semester.		8	80%
	Total		10	100%

Appendix E: Music Education



Demonstrates Responsibility and Professionalism

#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student demonstrates negative attitude, difficulty arriving on time and/or leaves early, dresses inappropriately, and/or makes inappropriate comments.	0	0%
3	3=MEETS EXPECTATIONS. Student has professional attitude and attempts to understand duties/responsibilities, attends to tasks in a timely manner, maintains professional interactions, and dresses appropriately.	1	10%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations and is motivated and committed to all students, and works to solve problems with polite and courteous discourse.	9	90%
Total		10	100%



Transitioning from Student to Professional

#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student has little interaction with clinic teacher and related school personnel, or relationships are negative, self-serving, or unprofessional.	0	0%
3	3=MEETS EXPECTATIONS. Student seeks opportunities to work with colleagues to learn and grow professionally and supports student learning opportunities with teacher guidance.	5	50%
4	4=EXCEEDS EXPECTATIONS. Student consistently takes initiatives. For example, the student is willing to give and receive help, may volunteer to organize tasks, or take the lead with activities within the classroom or instructional team.	5	50%
Total		10	100%



Exhibits a Growing Awareness of Students' Needs and Instructional Strategies

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student does not appear to be interested in learning more about student needs and instruction.		0	0%
3	3=MEETS EXPECTATIONS. Student asks questions related to instructional strategies, decisions, or student needs, participates in instruction, and has familiarity with student and family support services.		4	40%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations. For example, the student participates in and/or implements instruction based on diagnostic procedures, The student attends parent conferences and/or other meetings in which student progress is discussed.		6	60%
Total			10	100%

Utilizes Observation and Reflection Activities



#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student does not accept suggestions or guidance from clinic teacher, and/or completion of protocols is unplanned and may disrupt classroom.		0	0%
3	3=MEETS EXPECTATIONS. Student's attention to instructional events is evident through comments and questions, student is open to suggestions and willing to ask for help, and plans observational protocols appropriately.		1	11%
4	4=EXCEEDS EXPECTATIONS. Student meets all of the previously stated expectations and actively seeks constructive criticism or suggestions for improvement.		8	89%
Total			9	100%

Attends Clinic Placement/School-Related Events as Scheduled



#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student attends clinic placement/school-related experiences fewer than 54 hours per semester.		0	0%
3	3=MEETS EXPECTATIONS. Student attends clinic placement/school-related experiences at least 54 hours per semester.		2	20%
4	4=EXCEEDS EXPECTATIONS. Student attends clinic placement/school-related experiences more than 54 hours per semester.		8	80%
	Total		10	100%

Appendix F: Science Education



Demonstrates Responsibility and Professionalism

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student demonstrates negative attitude, difficulty arriving on time and/or leaves early, dresses inappropriately, and/or makes inappropriate comments.		0	0%
3	3=MEETS EXPECTATIONS. Student has professional attitude and attempts to understand duties/responsibilities, attends to tasks in a timely manner, maintains professional interactions, and dresses appropriately.		2	50%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations and is motivated and committed to all students, and works to solve problems with polite and courteous discourse.		2	50%
Total			4	100%



Transitioning from Student to Professional

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student has little interaction with clinic teacher and related school personnel, or relationships are negative, self-serving, or unprofessional.		0	0%
3	3=MEETS EXPECTATIONS. Student seeks opportunities to work with colleagues to learn and grow professionally and supports student learning opportunities with teacher guidance.		2	50%
4	4=EXCEEDS EXPECTATIONS. Student consistently takes initiatives. For example, the student is willing to give and receive help, may volunteer to organize tasks, or take the lead with activities within the classroom or instructional team.		2	50%
Total			4	100%



Exhibits a Growing Awareness of Students’ Needs and Instructional Strategies

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student does not appear to be interested in learning more about student needs and instruction.		0	0%
3	3=MEETS EXPECTATIONS. Student asks questions related to instructional strategies, decisions, or student needs, participates in instruction, and has familiarity with student and family support services.		2	50%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations. For example, the student participates in and/or implements instruction based on diagnostic procedures, The student attends parent conferences and/or other meetings in which student progress is discussed.		2	50%
Total			4	100%

Utilizes Observation and Reflection Activities

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student does not accept suggestions or guidance from clinic teacher, and/or completion of protocols is unplanned and may disrupt classroom.		0	0%
3	3=MEETS EXPECTATIONS. Student’s attention to instructional events is evident through comments and questions, student is open to suggestions and willing to ask for help, and plans observational protocols appropriately.		2	50%
4	4=EXCEEDS EXPECTATIONS. Student meets all of the previously stated expectations and actively seeks constructive criticism or suggestions for improvement.		2	50%
Total			4	100%

Attends Clinic Placement/School-Related Events as Scheduled

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student attends clinic placement/school-related experiences fewer than 54 hours per semester.		0	0%
3	3=MEETS EXPECTATIONS. Student attends clinic placement/school-related experiences at least 54 hours per semester.		2	50%
4	4=EXCEEDS EXPECTATIONS. Student attends clinic placement/school-related experiences more than 54 hours per semester.		2	50%
	Total		4	100%

Appendix G: Special Education

Grade Range(s) Served (Check all that apply.)

#	Answer		Response	%
1	K-2		5	29%
2	3-5		3	18%
3	6-8		6	35%
4	9-12		5	29%
5	Ungraded		1	6%

Demonstrates Responsibility and Professionalism

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student demonstrates negative attitude, difficulty arriving on time and/or leaves early, dresses inappropriately, and/or makes inappropriate comments.		0	0%
3	3=MEETS EXPECTATIONS. Student has professional attitude and attempts to understand duties/responsibilities, attends to tasks in a timely manner, maintains professional interactions, and dresses appropriately.		3	20%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations and is motivated and committed to all students, and works to solve problems with polite and courteous discourse.		12	80%
	Total		15	100%



Transitioning from Student to Professional

#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student has little interaction with clinic teacher and related school personnel, or relationships are negative, self-serving, or unprofessional.	0	0%
3	3=MEETS EXPECTATIONS. Student seeks opportunities to work with colleagues to learn and grow professionally and supports student learning opportunities with teacher guidance.	6	40%
4	4=EXCEEDS EXPECTATIONS. Student consistently takes initiatives. For example, the student is willing to give and receive help, may volunteer to organize tasks, or take the lead with activities within the classroom or instructional team.	9	60%
Total		15	100%



Exhibits a Growing Awareness, Needs and Instructional Strategies

#	Answer	Response	%
1	1=No Evidence Observed	0	0%
2	2=NEEDS WORK. Student does not appear to be interested in learning more about student needs and instruction.	0	0%
3	3=MEETS EXPECTATIONS. Student asks questions related to instructional strategies, decisions, or student needs, participates in instruction, and has familiarity with student and family support services.	6	43%
4	4=EXCEEDS EXPECTATIONS. Student meets all previously stated expectations. For example, the student participates in and/or implements instruction based on diagnostic procedures, The student attends parent conferences and/or other meetings in which student progress is discussed.	8	57%
Total		14	100%

Utilizes Observation and Reflection Activities

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student does not accept suggestions or guidance from clinic teacher, and/or completion of protocols is unplanned and may disrupt classroom.		0	0%
3	3=MEETS EXPECTATIONS. Student's attention to instructional events is evident through comments and questions, student is open to suggestions and willing to ask for help, and plans observational protocols appropriately.		6	43%
4	4=EXCEEDS EXPECTATIONS. Student meets all of the previously stated expectations and actively seeks constructive criticism or suggestions for improvement.		8	57%
Total			14	100%

Attends Clinic Placement/School-Related Events as Scheduled

#	Answer		Response	%
1	1=No Evidence Observed		0	0%
2	2=NEEDS WORK. Student attends clinic placement/school-related experiences fewer than 54 hours per semester.		0	0%
3	3=MEETS EXPECTATIONS. Student attends clinic placement/school-related experiences at least 54 hours per semester.		7	47%
4	4=EXCEEDS EXPECTATIONS. Student attends clinic placement/school-related experiences more than 54 hours per semester.		8	53%
Total			15	100%