

Elementary Education Clinical/Field Experiences Evaluation Tools

For each of the clinical/field experience courses in the elementary education program requires feedback from at a minimum the student's cooperating teaching. Below you will see the minimum time commitment in the field and who completes the evaluation. Clicking on the course number will take you to the evaluation tool for that experience.

CIED 2450

Early Lab and Clinical Experience in Elementary Education I.

Students spend a **minimum of 30 hours in the classroom** – at least 10 hours are in the first two weeks of the school year. Cooperating Classroom Teacher completes an online evaluation of the student using this tool.

CIED 3430

Early Lab and Clinical Experience in Elementary Education II.

Students spend a minimum of **10 full school days** in the classroom. Cooperating Classroom Teacher completes an online evaluation of the student using this tool.

CIED 3622

Middle Level Education.

Students spend a **minimum of 24 hours in a middle school classroom**. Cooperating Classroom Teacher completes an online evaluation of the student using this tool.

CIED 4450

Internship in Elementary Education.

Students are placed for **15 weeks with a single cooperating teacher** who has been identified by their principal as a highly qualified teacher whose record demonstrates increased student achievement. For student teaching both the student's cooperating teacher and a university supervisor complete formal evaluations at the midterm and end of the student teaching experience. The formal evaluation includes a general clinical practice evaluation and an elementary education specific evaluation. These evaluations are based on a minimum of 3 formal observations and several informal observations by the cooperating teacher and a minimum of 3 formal observations made by the university supervisor. In addition to these summative evaluations, Cooperating Teachers and University Supervisors will provide ongoing formative feedback throughout the semester both orally and in writing. University Supervisors read and respond where appropriate to student teachers weekly TEACH reflections.



CIED 2450 - August Experience Student Evaluation

Oklahoma State University

School of Teaching and Curriculum Leadership

Student / Mentor Information

CWID

Semester

Student First Name

Student Last Name

Mentor First Name

Mentor Last Name

School Name

Grade Level / Content Area

Student Attendance & Participation

Has the student completed at least 30 clock hours of instruction?

Attendance

1. Student has completed at least 30 clock hours.

YES NO

Student Evaluation

Select the appropriate level on the scale provided

Evaluation

1. *Punctuality (arrives promptly) and regular in attendance*

2. *Dependability*

3. *Appropriate dress and personal appearance*

4. *Appropriate behavior*

5. *Cooperative and Helpful*

6. *Enthusiastic*

7. *Creative, Imaginative*

8. *Good attitude toward work*

9. *Has initiative (is a self-starter)*

10. Ability to communicate with adults

 6

11. Shows flexibility and ability to cope with the unexpected

 6

12. Asks good thought-provoking questions

 6

Global Rating

Please select the overall rating. If you have reservations about this student please briefly describe your reason.

Overall Rating

Should this student be encouraged to continue in this program?

- This student should definitely be encouraged to continue in the program; shows outstanding potential.
- This student should be encouraged to continue in the program; competent at this stage of career development.
- This student should be counseled about continuing in the program; competence is marginal.
- This student should be discouraged from continuing in the program because . . .

Reservation Reason

Additional Comments

Please don't forget to print the evaluation after you click **SUBMIT**.

If you have questions or need help, please contact:
Office of Professional Education
325 Willard
405/744-6252

Submit Evaluation



CIED 3430 - Clinical Experience in Elementary Education

Oklahoma State University

School of Teaching and Curriculum Leadership

Student / Mentor Information

Student CWID

Semester

Student First Name

Student Last Name

Mentor First Name

Mentor Last Name

School Name

Content Area

Student Attendance & Participation

Attendance:

1. Student has completed at least 9 days in the classroom

YES NO

2. Number of absences

0 1 2 3 4 5 6 7 8 9

3. The student has taught at least one lesson in either a small or large group

YES NO

Participation: Which duties were performed by the student observer

1. Observe students and teacher

YES NO

2. Pass out papers

YES NO

3. Check papers

YES NO

4. Work with individual students

YES NO

5. Work with small groups of students

YES NO

6. Co-Teach

YES NO

Student Evaluation

Select the appropriate Level on the scale provided

5 - Strong
to
1 - Weak

Evaluation

1. Punctuality and Dependability

5 4 3 2 1

2. Appropriate dress and behavior

ja 5 ja 4 ja 3 ja 2 ja 1

3. Cooperative and Helpful

ja 5 ja 4 ja 3 ja 2 ja 1

4. Enthusiastic

ja 5 ja 4 ja 3 ja 2 ja 1

5. Creative, Imaginative

ja 5 ja 4 ja 3 ja 2 ja 1

6. Good attitude toward work

ja 5 ja 4 ja 3 ja 2 ja 1

7. Demonstrates initiative

ja 5 ja 4 ja 3 ja 2 ja 1

8. Ability to communicate with adults

ja 5 ja 4 ja 3 ja 2 ja 1

9. Shows flexibility and ability to cope with the unexpected

ja 5 ja 4 ja 3 ja 2 ja 1

10. Asks good questions to learn about teaching

ja 5 ja 4 ja 3 ja 2 ja 1

11. Open to new ideas (learning theories & techniques)

ja 5 ja 4 ja 3 ja 2 ja 1

12. Sees themselves as a member of a team

ja 5 ja 4 ja 3 ja 2 ja 1

13. Are reflective practitioners

ja 5 ja 4 ja 3 ja 2 ja 1

Overall Rating

Overall Rating and Comments

Please select the overall rating. If you have reservations about this student please briefly describe your reason

ja This student should definitely be encouraged to continue in the program; shows outstanding potential.

ja This student should be encouraged to continue in the program; competent at this stage of career development.

ja I have reservations about this students continued preparation for a career in elementary education.

Reservation Reason

Additional Comments

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325 Willard

405/744-6252

[Submit Evaluation](#)



CIED 3622: Middle-Level Education

Oklahoma State University

Professional Education Unit

Student/Mentor

Student CWID

Student First Name

Student Last Name

Mentor First Name

Mentor Last Name

Semester

 6

School Name

Content Area

Grade Level

 6

Student Attendance & Participation

Number of absences

Number of absences made up

Which of the following duties were performed by the student observer?

1. Observe students and teacher

YES NO

2. Pass out papers

YES NO

3. Check papers

YES NO

4. Work with individual students

YES NO

5. Work with small groups of students

YES NO

6. Co-Teach

YES NO

7. Take Roll

YES NO

Student Evaluation

Please rate the teacher candidate with respect to the following items on a scale of 1 (weak) to 5 (strong).

Evaluation

1. Punctuality and Dependability

 6

2. Appropriate dress and behavior

 6

3. Cooperative and Helpful

 6

4. Enthusiastic

5. *Good attitude toward work*

 6 6

6. *Demonstrates initiative*

 6

Overall Rating

Overall Rating and Comments

Please select the overall rating. If you have reservations about this student please briefly describe your reason.

This student should definitely be encouraged to continue in the program; shows outstanding potential.

This student should be encouraged to continue in the program; competent at this stage of career development.

I have reservations about this student's continued preparation for a career in elementary education.

Reservation Reason

5
6

Additional Comments

5
6

Please don't forget to print the evaluation after you click SUBMIT.

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325 Willard

405/744-6252

Submit Evaluation

Clinical Practice General Evaluation

Professional Education Unit - Oklahoma State University

Teacher Candidate Name:	
CWID #:	
Program/Cert. Area:	

Evaluation:	Midterm Final (<i>select one</i>)	District:	
Semester:	Fall Spring (<i>select one</i>)	School:	
Year:		Grade:	

Evaluator Name:	
Role:	Cooperating Teacher University Supervisor (<i>select one</i>)

INSTRUCTIONS

Please rate the teacher candidate on the items given below based on the following five-point scale:

- 5 Student teacher demonstrates superior knowledge, skills and dispositions
- 4 Student teacher demonstrates desired knowledge, skills and dispositions without cooperating teacher support
- 3 Student teacher demonstrates desired knowledge, skills and dispositions with cooperating teacher support
- 2 Student teacher demonstrates beginning-stage development of desired knowledge, skills and dispositions
- 1 Student teacher does not demonstrate desired knowledge, skills and dispositions.

EVALUATION of TEACHER CANDIDATE

Place an "X" in the appropriate column for each item.	1	2	3	4	5
1. Shows initiative and completes tasks and duties on schedule:					
2. Demonstrates genuine concern for students:					
3. Interacts and communicates professionally with students, parents, staff:					
4. Develops and maintains positive rapport with students:					
5. Communicates value and relevance of content:					
6. Uses clear grading patterns and keeps complete records:					
7. Works effectively as a member of an educational team:					
8. Attends in-service, teacher, and professional meetings:					
9. Confers with other teachers to learn from their experience:					
10. Communicates effectively and uses correct grammar:					
11. Shows evidence of personal organization for effective instruction:					
12. Maintains high ethical and professional standards:					
13. Encourages mutual respect among the teacher and students:					
14. Demonstrates knowledge of individual differences:					
15. Helps students understand their similarities and differences:					
16. Selects activities to meet individual and group needs:					
17. Modifies learning activities appropriately based on assessment:					
18. Uses a variety of assessment tools and strategies based on students' diverse needs:					
19. Aligns instruction with Priority Academic Student Skills (PASS):					
20. Plans for delivery of lesson using long-term and short-term goals:					

21. Creates learning experiences that make subject matter meaningful:					
22. Provides collaborative activities:					
23. Uses a variety of instructional strategies for developing critical thinking:					
24. Uses current educational theories and practices:					
25. Varies activities and methods appropriately:					
26. Uses best practices related to motivation and behavior:					
27. Stays current in the content area:					
28. Uses varied assessment and evaluation techniques:					
29. Uses assessment to guide instruction:					
30. Uses self-reflection to improve teaching:					

OVERALL

Place an "X" in the appropriate column for the following item.	1	2	3	4	5
I would rate this teacher candidate's overall performance as:					

FINAL GRADE

Place an "X" in the appropriate column for the following item.	PASS	FAIL
RECOMMENDED FINAL GRADE FOR TEACHER CANDIDATE:		

ADDITIONAL COMMENTS

Please use the space given below to provide any additional comments or to address any specific areas needing more attention:



Clinical Practice Specialization Area Evaluation

Oklahoma State University

Elementary Education

Student / Evaluator Information

Evidence for these standards should be presented from multiple observations, review of lesson plans, and/or interviews with candidate and mentor teacher.

Student CWID	Student First Name	Student Last Name
<input type="text"/>	<input type="text"/>	<input type="text"/>
Midterm / Final	Semester	
<input type="text"/>	<input type="text"/>	
School District	School Name	Grade Level
<input type="text"/>	<input type="text"/>	<input type="text"/>
Evaluator First Name	Evaluator Last Name	Evaluator Role
<input type="text"/>	<input type="text"/>	<input type="text"/>

Evaluation

- 0 - Does not meet expectation
- 1 - Meets Expectations
- 2 - Exceeds Expectations
- N - Not Observed

Indicators

DEVELOPMENT AND LEARNING: Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.

1.0.

READING, WRITING AND ORAL LANGUAGE: Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.1.

SCIENCE: Candidates know, understand, and use fundamental concepts in the subject matter of science - including physical, life, and earth and space sciences - as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.2.

MATHEMATICS: Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

2.3.

SOCIAL STUDIES: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.4.

THE ARTS: Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary

2.5.

HEALTH EDUCATION: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that

2.6.

contribute to good health.

 6

PHYSICAL EDUCATION: Candidates know, understand, and use — as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

2.7.

 6

INTEGRATING AND APPLYING KNOWLEDGE FOR INSTRUCTION: Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.

3.1.

 6

ADAPTATION TO DIVERSE STUDENTS: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.2.

 6

DEVELOPMENT OF CRITICAL THINKING AND PROBLEM SOLVING: Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving,

3.3.

 6

ACTIVE ENGAGEMENT IN LEARNING: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, SELF- motivation, and positive social interaction and to create supportive learning environments.

3.4.

 6

COMMUNICATION TO FOSTER LEARNING: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

3.5.

 6

ASSESSMENT FOR INSTRUCTION: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

4.0.

 6

PROFESSIONAL GROWTH, REFLECTION AND EVALUATION: Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.1.

 6

COLLABORATION: Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

5.2.

 6

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