**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-21 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Communicative Sciences and Deaf Studies

Degree: M.A. in Deaf Education

Assessment Coordinator: Brooke Findley, Ed.D., CCC-SLP, BCBA

1. Please list the learning outcomes you assessed this year.

The learning outcomes assessed this year for our graduate program in Deaf Education included:

* + - 1. PLO: PLO: Analyze ideas, make critical evaluations, and come to well-reasoned (defensible) decisions or conclusions.
         1. SLO: Students will critically evaluate the credibility of sources of information, opinion, and competing ideas, develop conclusions from credible evidence, and defend those conclusions as applicable to their profession.
      2. PLO: PLO: Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.
         1. SLO: Students will demonstrate an understanding of the scientific method, major research designs, and apply basic measurement techniques and research methods in formal projects, or in clinical or education applications.
      3. PLO: Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.
         1. SLO: Students will generate multiple solutions to assessment or intervention problems and select those most appropriate to the needs of individuals.
      4. PLO: Demonstrate professional communication skills.
         1. SLO: Students will write using appropriate spelling and grammar and produce well-organized papers using current American Psychological Association (APA) guidelines (American Psychological Association, 2019).
      5. PLO: Assess an individual’s ability or performance and appropriately interpret and apply this information.
         1. SLO: Students will understand and apply appropriate psychometric principles and procedures to assess the physical, intellectual, academic, and social behavior of students and clients, as appropriate, accurately interpret the results of assessment and develop appropriate conclusions, and have confidence in their abilities to provide and interpret effective educational or clinical assessments.
      6. PLO: Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.
         1. SLO: Students will understand the philosophies underlying current intervention and education methods, critically evaluate various management and educational approaches, competently plan, apply, and modify educational or clinical intervention strategies based on assessment results, manage the inclusion of Deaf or hard of hearing students in the general education population, and have confidence in their abilities to effectively provide clinical or educational services, within their professional scope of practice, to meet the communicative needs of Deaf and hard of hearing individuals
      7. PLO: Establish a learning or clinical environment that enhances the maximum growth of students and clients.
         1. SLO: Students will establish and maintain a classroom or clinical environment, which enhances the maximum growth of the students in the class, and apply appropriate management of student or client behavior.
      8. PLO: Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.
         1. SLO: Students will demonstrate a professional attitude and good personal qualities (i.e., honesty, integrity, cooperation, appearance, and good judgment) to establish and maintain good relationships with clients, students, parents, other professionals, administrators, and school personnel.
      9. PLO: Appreciate, understand, and productively apply multicultural information.
         1. SLO: Students will understand multicultural, multilingual, and social considerations concerning the practice of Deaf Education and use appropriate assessment and intervention procedures and materials for individuals from a variety of cultural, linguistic, or social populations.

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

Two assessment measures were scheduled to be collected for analysis during the 2020-2021 academic year assessment cycle. These measures were initially scheduled to be reviewed during the 2019-2020 assessment cycle; however, they were delayed due to the postponement of assessment activities secondary to the COVID-19 pandemic. A review of these measures is provided below, along with the learning outcomes to which each measure is tied.

The reviewed data sources included:

* + - 1. Student Teaching Evaluations
         1. Assignment Discussion: Each semester, supervisors complete an evaluation of students under their supervision. At least 80% of students will score at or above “present (3)” for student teaching evaluations when their scores on applicable items are averaged. (See Appendix A: Student Teaching Evaluation.)
         2. Student Learning Outcomes Addressed:

SLO 1.1: Students will critically evaluate the credibility of sources of information, opinion, and competing ideas, develop conclusions from credible evidence, and defend those conclusions as applicable to their profession.

SLO 3.1: Students will generate multiple solutions to assessment or intervention problems and select those most appropriate to the needs of individuals.

SLO 4.1: Students will write using appropriate spelling and grammar and produce well-organized papers using current American Psychological Association (APA) guidelines (American Psychological Association, 2019).

SLO 6.1: Students will understand and apply appropriate psychometric principles and procedures to assess the physical, intellectual, academic, and social behavior of students and clients, as appropriate, accurately interpret the results of assessment and develop appropriate conclusions, and have confidence in their abilities to provide and interpret effective educational or clinical assessments.

SLO 7.1: Students will understand the philosophies underlying current intervention and education methods, critically evaluate various management and educational approaches, competently plan, apply, and modify educational or clinical intervention strategies based on assessment results, manage the inclusion of Deaf or hard of hearing students in the general education population, and have confidence in their abilities to effectively provide clinical or educational services, within their professional scope of practice, to meet the communicative needs of Deaf and hard of hearing individuals.

SLO 8.1: Students will establish and maintain a classroom or clinical environment, which enhances the maximum growth of the students in the class, and apply appropriate management of student or client behavior.

SLO 9.1: Students will demonstrate a professional attitude and good personal qualities (i.e., honesty, integrity, cooperation, appearance, and good judgment) to establish and maintain good relationships with clients, students, parents, other professionals, administrators, and school personnel.

SLO 10.1: Students will understand multicultural, multilingual, and social considerations concerning the practice of Deaf Education and use appropriate assessment and intervention procedures and materials for individuals from a variety of cultural, linguistic, or social populations.

* + - 1. Comprehensive Examination Results
         1. Assignment Discussion: Percent of student passing, passing in oral examinations, and failing the comprehensive examination per academic year. At least 80% of students will pass the comprehensive examinations in each area.
         2. Student Learning Outcomes Addressed:

SLO 1.1: Students will critically evaluate the credibility of sources of information, opinion, and competing ideas, develop conclusions from credible evidence, and defend those conclusions as applicable to their profession.

SLO 2.1: Students will demonstrate an understanding of the scientific method, major research designs, and apply basic measurement techniques and research methods in formal projects, or in clinical or education applications.

SLO 4.1: Students will write using appropriate spelling and grammar and produce well-organized papers using current American Psychological Association (APA) guidelines (American Psychological Association, 2019).

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

Please see below for a discussion of our assessment results for each data source reviewed. It should be noted that the Deaf Education masters program did not accept a new cohort during the 2019-2020 academic year, as that time was spent updating the curriculum to meet the accreditation requirements set by the California Commission on Teacher Credentialing (CCTC). As such, the data reviewed are for the very small population of students who enrolled in the program prior to that time and were still completing coursework during Fall 2020. The program started accepting new cohorts of students in Fall 2020; however, these students have not yet progressed to the point in their coursework where their performance on SOAP assessment measures would be analyzed. Data for these more recent cohorts will be available for analysis starting with the 2021-2022 SOAP annual report:

1. Student Teaching Evaluations:
   1. Data used to analyze progress toward this goal were collected by the previous department assessment coordinator during Fall 2020. As noted above, no students were enrolled in this course in Spring 2021.
      1. Student Teaching Evaluations: 2/2 (100%) > 3
   2. Outcome: Goal met. > 80% of students achieved an average rating of at least 3 on a 5-point scale for applicable items.
2. Comprehensive Examination Results:
   1. Consistent with what was discussed for the previous assessment measure, data used to analyze progress toward this goal were collected by the previous department assessment coordinator during the Fall 2020. No students completed comprehensive examinations in Spring 2021.
      1. There were 2 graduate students who passed a total of 3/3 (100%) areas in Fall 2020. One student passed area 1 (100%) and area 2 (100%), and one student passed area 3 (100%).
   2. Outcome: Goal met (≥80% of students passed the comprehensive examinations in each area for the Fall 2020 semester).
3. What changes, if any, do you recommend based on the assessment data?

The results of the graduate outcomes assessment for the Speech-Language Pathology masters program were shared at the Department of Communicative Sciences and Deaf Studies’ (CSDS) faculty meeting on September 22, 2021. At this meeting, the CSDS faculty actively participated in review and discussion of the 2020-2021 SOAP data. Since both outcomes were met, no changes were proposed as a result of the presented data.

At this meeting, the SOAP coordinator recommended exploring revisions to the current plan, in order to align assessment efforts with the new curricula of this program, streamline the number of SLOs examined, and promote alignment between the SLOs and collected assessment data. Members of the faculty agreed and plan to participate in plan revision during the 2021-2022 academic year.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

1. What assessment activities will you be conducting during the next academic year?

Per review of the current SOAP plan, the following assessment activities are scheduled for next academic year:

* Advisory Committee Minutes
* Graduate Students Exit Survey
* Graduate Writing Requirement

These activities are aligned with the following program and student learning outcomes:

* + - 1. PLO: PLO: Analyze ideas, make critical evaluations, and come to well-reasoned (defensible) decisions or conclusions.
         1. SLO: Students will critically evaluate the credibility of sources of information, opinion, and competing ideas, develop conclusions from credible evidence, and defend those conclusions as applicable to their profession.
      2. PLO: PLO: Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.
         1. SLO: Students will demonstrate an understanding of the scientific method, major research designs, and apply basic measurement techniques and research methods in formal projects, or in clinical or education applications.
      3. PLO: Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.
         1. SLO: Students will generate multiple solutions to assessment or intervention problems and select those most appropriate to the needs of individuals.
      4. PLO: Demonstrate professional communication skills.
         1. SLO: Students will write using appropriate spelling and grammar and produce well-organized papers using current American Psychological Association (APA) guidelines (American Psychological Association, 2019).
      5. PLO: Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.
         1. SLO: Students will demonstrate knowledge of the behavioral, linguistic, academic, social, and psychological implications of hearing loss.
      6. PLO: Assess an individual’s ability or performance and appropriately interpret and apply this information.
         1. SLO: Students will understand and apply appropriate psychometric principles and procedures to assess the physical, intellectual, academic, and social behavior of students and clients, as appropriate, accurately interpret the results of assessment and develop appropriate conclusions, and have confidence in their abilities to provide and interpret effective educational or clinical assessments.
      7. PLO: Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.
         1. SLO: Students will understand the philosophies underlying current intervention and education methods, critically evaluate various management and educational approaches, competently plan, apply, and modify educational or clinical intervention strategies based on assessment results, manage the inclusion of Deaf or hard of hearing students in the general education population, and have confidence in their abilities to effectively provide clinical or educational services, within their professional scope of practice, to meet the communicative needs of Deaf and hard of hearing individuals
      8. PLO: Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.
         1. SLO: Students will demonstrate a professional attitude and good personal qualities (i.e., honesty, integrity, cooperation, appearance, and good judgment) to establish and maintain good relationships with clients, students, parents, other professionals, administrators, and school personnel.
      9. PLO: Appreciate, understand, and productively apply multicultural information.
         1. SLO: Students will understand multicultural, multilingual, and social considerations concerning the practice of Deaf Education and use appropriate assessment and intervention procedures and materials for individuals from a variety of cultural, linguistic, or social populations.
      10. PLO: Participate in professional and (as appropriate) research activities that promote lifelong learning.
          1. SLO: Students will participate in professional activities and organizations while students and continue to participate in professional activities and organizations after graduation.

As previously mentioned, secondary to coursework changes that have occurred as a result of accreditation requirements, plans are in place to update the current graduate SOAP plan for the Deaf Education program during the 2021-2022 academic year. As such, it is likely that these assessment activities and outcomes may change following these revisions.

1. What progress have you made on items from your last program review action plan?

The Deaf Education program is scheduled to participate in program review during the 2024-2025 academic year. Per review of the previous SOAP annual report, there were no recommended changes relative to these items. We are continuing to monitor, as needed.

**Appendix A**California State University, Fresno

Department of Communication Sciences and Deaf Studies

**Student Teaching Evaluation**

Mid-term(blue/black ink) Final Evaluation (red ink)

Student Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Master Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person Completing Form: □ Master Teacher □ University Supervisor □ Student Teacher (self-evaluation)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Category** | **Does not meet standard 1** | **Basic**  **2** | **Proficient**  **3** | **Exemplary**  **4** |
| **1. Communication** | | | | |
| Uses acceptable written, oral, and nonverbal communication with students | Frequently demonstrates inappropriate use of written and/or oral language. Nonverbal communication is not apparent □ | Usually demonstrates appropriate use of written and oral language. Nonverbal communication is limited □ | Frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate. □ | Consistently demonstrates high levels of proficiency in written and oral language. Non verbal communication is consistent and appropriate.  □ |
| Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning. | Does not involve the students in any type of interactive activities.  □ | Provides occasional opportunities for student-to-student communication.  □ | Students regularly participate in interactive activities planned by the Candidate. □ | Students usually work together, not only on Candidate-planned activities, but also on self selected projects. □ |
| Listens to students and demonstrates interest in what they are saying by responding appropriately | Does not respond to student comments □ | Inconsistent in responding to what students are saying. □ | Looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing □ | Responds to students with appropriate verbal or nonverbal feedback by summarizing what students have shared  □ |
| Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness and risk-taking | Has limited rapport with students, rarely encourages inquisitiveness, discourages interactions and questioning □ | Establishes rapport with students, or develops an atmosphere of limited inquiry □ | Establishes rapport with students and often encourages inquiry.  □ | In addition to 3, the Candidate accepts students' ideas, and fosters academic risk-taking. □ |
| Demonstrates communication skills which show sensitivity to diversity differences. | Candidate seldom recognizes diversity differences within the Classroom  □ | Candidate is aware of diversity differences within the class room, but seldom adjusts communications and actions.  □ | Candidate is often adjusts communications and actions to demonstrate sensitivity to various cultures. □ | Candidate demonstrates sensitivity to diversity differences through communications and actions. □ |
| Adapts to the various communication needs of students with multiple handicaps | Does not recognize or respond to the communication attempts of students with multiple handicaps □ | Is aware of the communication attempts of students with multiple handicaps but does not respond appropriately □ | Frequently responds appropriately to of the communication attempts of students with multiple handicaps □ | Is sensitive to, and consistently responds appropriately to of the communication attempts of students with multiple handicaps □ |
| Comments on Communication Skills | | | | |
| **2. Planning and Preparation** | | | | |
| **Performance Category** | **Does not meet standard 1** | **Basic**  **2** | **Proficient**  **3** | **Exemplary**  **4** |
| Selects goals and objectives for plans that are valuable, clear, and appropriate in terms of scope and sequence. | Goals are not valuable and represent low expectations for students; goals are not clear enough to allow for assessment. □ | Goals are oderately valuable in their expectations or conceptual understanding for students, and in their importance; goals are only moderately clear or include a combination of goals and activities □ | Goals are valuable in their level of expectation, onceptual understanding, critical thinking, and importance; most goals are clear and permit assessment □ | Goals chosen for plans are valuable, establish high expectations, provide for critical thinking by students, and relate to curriculum frameworks and standards; all goals are clear, written in the form and student learning, and permit viable methods of assessment.  □ |
| Demonstrates knowledge of content areas and their integration in planning. | Makes content errors or does not correct content errors students make.  □ | Shows basic content knowledge but cannot articulate connections with other disciplines □ | Shows solid content knowledge and makes connections between the content and other disciplines □ | Shows extensive and consistent knowledge of content, with evidence of continuing pursuit of knowledge □ |
| Plans using knowledge about characteristics of age group, knowledge of students’ varied approaches to learning; knowledge of students’ interests and cultural heritage; and knowledge of students’ skills and knowledge. | Shows : minimal knowledge of developmental characteristics of age group; unfamiliarity with different approaches to learning (such as learning styles or “intelligences”); little knowledge of students skills and knowledge, interests or cultural heritage.  □ | Shows: generally accurate knowledge of the developmental characteristics of age group; general understanding of the different approaches to learning; recognizes the value of understanding students’ skills, knowledge interest, or cultural heritage, but uses this only in planning for the class as a whole | Shows thorough understanding of typical developmental characteristics of age groups, as well as exceptions; shows solid understanding of the different approaches to learning that different students exhibit; shows knowledge of students’ skills and knowledge; shows knowledge of the interests or cultural heritages of groups of students. | Shows knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which individual student follows patterns; uses, where appropriate, knowledge of varied approaches to learning in planning; displays skills and knowledge of the interests or cultural heritages of groups of students. |
| Plans lessons that incorporate multiculturalism and diversity in non-stereotypical ways. | There is no mention of diversity in any lesson planning.  □ | Acknowledges diversity but diversity is treated in trivial ways (e.g., focus on stereotypical differences, like “Mexicans eat tortillas.”  □ | Plans reflect recognition and general acceptance of differences. There is some reflection on diverse perspectives.  □ | Reflects respect and affirmation of individual differences. Lessons ask students to use information learned in interactions with fellow students and their outside work.  □ |
| Plans well in advance and incorporates varied and creative materials and resources into planning, including, where appropriate, technology. | Plans incorporate very few resources beyond the Candidate’s Editions and input from the classroom teacher.  □ | Plans incorporate only those materials and resources readily available in the classroom; technology is seldom used.  □ | Plans incorporate materials and resources from school and the community; technology is used periodically.  □ | Plans incorporate materials and resources from school, community, professional organizations, and other resources; technology is used creatively and appropriately to strengthen the lesson. □ |
| Plans lessons to meet the needs of students who have multiple handicaps or varying levels of academic achievement (Differentiated Instruction) | No provisions in the plans for multiply handicapped or varying levels of academic achievement  □ | Plans for the varied needs of students in a superficial way. (e.g. Giving “busy work” while other students are given grade level work) □ | Frequently makes provisions in lessons for giving appropriate lessons/materials that match the level of student achievement  □ | Shows consistent planning of lessons/materials appropriate for students of varying achievement/academic levels □ |
| Comments on Planning and Preparation Skills | | | | |
| **3. Formal Assessment** | | | | |
| **Performance Category** | **Does not meet standard 1** | **Basic**  **2** | **Proficient**  **3** | **Exemplary**  **4** |
| Uses varied assessment and evaluation tools. | Uses no evaluation tools.  □ | Uses only the evaluation tools provided by cooperating teacher. □ | Develops and uses a variety of evaluation tools.  □ | Develops and uses a variety of evaluation tools including performance assessment and observation.  □ |
| Uses assessment results. | Assessment results are not used by the candidate.  □ | Instructional decisions or are sometimes made based on assessment results. □ | Assessment results are consistently used to plan instruction, but the instruction is not differentiated.  □ | Assessment results are consistently to plan instruction that responds to the strengths/ needs of varying learners. Results also used to make instructional decisions (grouping, content).  □ |
| Uses congruent assessments and clear standards | Assessments do not match instructional goals and/or criteria is not clear.  □ | Most assessments match goals/objectives; criteria are developed but not always clear.  □ | Assessments consistently match goals and objectives; criteria for evaluation are developed  □ | Assessments consistently match goals and objectives; criteria for evaluation are clear and effective.  □ |
| Incorporates varied sources of assessment information. | All assessment information comes from student candidate.  □ | Assessment information comes from student and cooperating teacher.  □ | Incorporates assessment information from at least one source other than classroom and student Candidate. □ | Incorporates assessment information from a variety of sources (e.g., parents, peers, cooperating teacher, other personnel).  □ |
| Maintains systematic record keeping and communicates assessment results. | Maintains no records  □ | Maintains records, but they are not systematic. Does not share assessment information with anyone else.  □ | Maintains systematic records, but does not communicate with school partners OR communicates assessment information that is not systematic  □ | Maintains systematic records of student work and performance and communicates progress to partners, and, where developmentally appropriate, students. □ |
| **Comments on Assessment Skills** | | | | |
| **4. Creates and Maintains a Learning Environment** | | | | |
| Establishes and maintains standards of classroom behavior | Has not stablished standards of conduct and responds inconsistently or disrespectfully to student behavior. □ | Has established standards of conduct but they are confusing for some students. Applies them inconsistently. Builds rapport with some students  □ | Has established standards that are clear to all students. Responds appropriately most of the time. Supports students in meeting these standards. Builds rapport with students.  □ | Has involved students in the establishment of clear standards of conduct. Responds appropriately, consistently and respectfully at developmental level of students supports students in meeting these standards. Is consistent in demonstrating equitable behavior and fairness to all students. Builds rapport with students  □ |
| Facilitates development of student responsibility | Does not encourage student responsibility for personal and community behavior and learning.  □ | Provides limited assistance for only some students in understanding their responsibility for the classroom environment and for learning.  □ | Provides limited assistance for all students in understanding their responsibility for the classroom environment and for learning.  □ | Consistently encourages and supports student responsibility for personal and community behavior.  □ |
| Uses time effectively. Uses time appropriately, spending time on activities while ending them before interest is lost | Consistently unprepared for class. Often begins late, students are often off task and not engaged in learning activities. Students and instructor are often off topic  □ | Often unprepared for class. occasionally begins late, students are engaged in learning activities more often than not.  □ | Usually comes to class prepared. Class generally begins on time, Students spend the majority of their time on task, off task time is minimal, students are usually engaged in learning activities □ | Consistently comes to class prepared to teach students are consistently engaged in learning activities. Keeps classroom discussion on topic  □ |
| Monitors students' participation and interpersonal interactions in learning activities | Unaware of or unable to encourage student participation. Unaware of students interests. Chooses activities that do not motivate students to participate. Uses inappropriate or ineffective management techniques.  □ | Often needs to intervene to control behaviors. Has limited repertoire of management techniques.  □ | Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interactions  □ | Aware of and uses effective techniques to monitor students. Prevents problems before they arise by intervening and engaging students. Reinforces student behavior verbally and non-verbally. Uses strategies to prevent interpersonal conflict. Chooses activities that motivate students and are tied to their interests. Groups students effectively and able to anticipate problems that may arise  □ |
| Establishes efficient outines for procedural tasks and delegates to students | Unprepared to handle routine procedures resulting in loss of instructional time. Spends excessive time on non-instructional tasks (e.g. record keeping). Students are often idle while teacher attends to procedural tasks. □ | Tasks that could be delegated to students are controlled by the teacher. Students are not engaged in learning while tasks are being performed.  □ | Has systems for performing non-instructional duties resulting in limited loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized  □ | Handles procedures smoothly with little loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized.  □ |
| **Comments on Learning Environment** | | | | |
| **5. Teaching for Student Learning** | | | | |
| **Performance Category** | **Does not meet standard 1** | **Basic**  **2** | **Proficient**  **3** | **Exemplary**  **4** |
| Uses a variety of instructional strategies | Uses no variety of teaching strategies. | Uses limited teaching strategies and has little awareness of the fit between strategies and learners’ styles, strengths, and needs | Uses varied teaching strategies but has limited awareness of the fit between the strategies and the learners’ styles, strengths, and needs. | Uses a variety of teaching strategies to accommodate different learning styles, strengths, and needs |
| Teaches with structure and pacing, yet flexible enough to respond to students | Teaches with little clarity and/or structure and suitability toward learning goals. Pacing is inconsistent. Adheres rigidly to plans ignoring students’ interests and need for adjustment  □ | Teaches content with partial clarity and suitability toward learning goals. Structure is recognizable. Pacing is inconsistent. Adheres rigidly to plans ignoring students’ interests and need for adjustment.  □ | Teaches content with clarity and structure. Pacing is inconsistent. Attempts to adjust lessons for students’ interests and needs.  □ | Teaches content clearly and consistently in a cohesive manner with appropriate pacing. Adjusts responsively to student interests and needs.  □ |
| Asks questions | Few questions are asked or questions do not stimulate students’ analytical or creative thinking; questions encourage yes/no student response.  □ | Questions are somewhat varied but tend towards knowledge level thinking; questions result in minimal student response; limited feedback.  □ | Questions promote problem solving, demand analytical, creative, and/or reflective thinking but probes are infrequent or superficial; student response to questions is not equitably spread across class; feedback is limited. □ | Questions promote problem solving, demand analytical, creative, and/or reflective thinking; probes for clarification, elaboration, and meta-cognition; questions and probes equitably distributed among students; feedback on responses is high quality.  □ |
| Uses a variety of media communication tools to enrich learning. | Teacher does not use media communication tools in the Instructional environment and  teaching-learning process  □ | Teacher uses media communication tools in the instructional environment  (e.g., visual displays) but does not incorporate them into the teaching-learning process.  □ | Teacher uses media communication tools in the environment and teaching learning process, in an approach that is primarily teacher-centered.  □ | Teacher develops lessons activities that incorporate the use of media communication tools in a student-centered format designed to empower student’s use of the mediums.  □ |
| Facilitates opportunities for students to cooperate, communicate, and interact with each other to enhance learning. | Teacher does not involve the students in any type of interactive activities. Interaction is teacher dominated. Little student active participation.  □ | Teacher provides occasional opportunities for student-to-student communication.  □ | Students regularly participate in interactive activities planned by the teacher. Attempt to engage all students but uneven results.  □ | Facilitates high level of student interactions; students initiate topics, pose questions. Students frequently work together, not only on teacher-planned activities, but also on self- selected projects.  □ |
| **Comments on Teaching for Learning** | | | | |
| **6. Teacher Professionalism** | | | | |
| **Performance Category** | **Does not meet standard  1** | **Basic**  **2** | **Proficient**  **3** | **Exemplary**  **4** |
| Projects enthusiasm for teaching and learning | Often appears bored in the school setting.  □ | Appears eager, excited and curious from time to time, but not consistently so. Participates in professional activities to a limited extent when they are convenient.  □ | Usually appears eager and excited in interactions with students, but not so with other adults. Occasionally seeks out professional development opportunities.  □ | Appears eager, excited, and curious in interactions with students, colleagues, and other adults. Seeks out opportunities for professional development enhance content and pedagogical skills  □ |
| Establishes and maintains effective working relationships with colleagues and other individuals in professional situations. | Working relationships are not initiated or maintained with other adults and professionals.  □ | Interacts appropriately with other adults when they initiate contact, Seldom initiates contacts.  □ | Initiates and maintains appropriate contact with some other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information. □ | Initiates contact with a wide variety of other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information. Effective working relationships are maintained with a broad base of other professionals.  □ |
| Reflects on teaching | Resists or fails to gather relevant information to identify strengths and weaknesses in own teaching. Is unable to judge if teaching effective and has no suggestions for future improvement of teaching.  □ | Periodically gathers information on teaching and makes an accurate assessment of effectiveness of teaching. Has few suggests for future improvement.  □ | Gathers information and has a generally accurate impression of effectiveness of teaching. Occasionally has difficulty in interpreting strengths and weaknesses. Offers general suggestions on how a lesson may be improved. □ | Gathers and effectively interprets information to strengths and weaknesses own teaching. Makes an accurate assessment of effectiveness of teaching. specific suggestions for improvement.  □ |
| Demonstrates professional judgment, integrity, and ethical standards. | Appears unaware of professional and ethical standards. □ | Limited demonstration of professional and ethical standards. Periodically needs to be reminded of the expectations of the role.  □ | Usually demonstrates professional and ethical standards with only an occasional reminder of the expectations of the role.  □ | Consistently demonstrates professional and ethical standards. Conveys a sense of self as a teacher rather than as a student.  □ |
| **Overall Comments**: | | | | |

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

University Supervisor or Master Teacher Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teacher Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_