

Exhibit 3.4.e.4

WCSU Professional Development Schools (PDS) ED 320 Elementary Education Student Evaluation Form Field Experience

STUDENT _____ SCHOOL _____ TEACHER _____ POINTS _____

	UNACCEPTABLE (1)	ACCEPTABLE (2)	TARGET (3)	N/E (0)	TOTAL POINTS
InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.					
InTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and guide the teacher's ongoing decision making.					
InTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.					
ORGANIZED KNOWLEDGE AND FACILITATE LEARNING	LEARNING EXPERIENCES SHOWED LITTLE DIFFERENTIATION AND WERE NOT GRADE LEVEL APPROPRIATE. OBJECTIVES AND ASSESSMENTS DID NOT ALIGN WITH STANDARDS	CREATED LEARNING EXPERIENCES THAT WERE DIFFERENTIATED AND APPROPRIATE WITH MEASURABLE OBJECTIVES AND ASSESSMENT CRITERIA ALIGNED WITH LOCAL, STATE, OR NATIONAL STANDARDS.	. LEARNING EXPERIENCES EXCEEDED EXPECTATIONS. SUCCESSFULLY ALIGNED STANDARDS WITH CONTENT KNOWLEDGE AND USED DIFFERENTIAL INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING		
RESPECT DIVERSITY	SHOWED LITTLE RESPECT FOR DIVERSITY.	DEMONSTRATED RESPECT AND VALUE FOR CHILDREN OF DIVERSE BACKGROUNDS.	INCORPORATED INTERNAL AND EXTERNAL RESOURCES TO SHOW RESPECT FOR DIVERSITY.		
InTASC Standard #10: Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.					
VALUE AND COMMUNICATE WITH FAMILIES	COMMUNICATION WITH MENTOR TEACHER, STUDENTS AND FAMILIES NEEDS IMPROVEMENT.	COMMUNICATED WITH MENTOR TEACHER AND EXHIBITED AN EFFECTIVE RAPPORT WITH STUDENTS AND FAMILIES WHEN APPROPRIATE.	COMMUNICATED EFFECTIVELY AND PARTICIPATED IN ADDITIONAL ACTIVITIES AND MEETINGS TO ENHANCE RAPPORT		
InTASC Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation					
ATTITUDE	SHOWED LITTLE ENTHUSIASM FOR TEACHING AND LEARNING.	DEMONSTRATED A COMMITMENT TO TEACHING AND LEARNING	SHOWED A PASSION FOR TEACHING AND A DEDICATION TO LEARNING.		
InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies					

to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways					
TECHNOLOGY	USED A LIMITED AMOUNT OF TECHNOLOGICAL RESOURCES AND MATERIALS.	. USED APPROPRIATE TECHNOLOGICAL RESOURCES AND SUFFICIENT MATERIALS.	INCORPORATED EXTENSIVE TECHNOLOGICAL RESOURCES AND MATERIALS.		
InTASC Standard #9: Reflection and Continuous Growth. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.					
BE A REFLECTIVE PRACTITIONER	DID NOT CONSIDER CHILDREN'S COGNITIVE, SOCIAL, AND EMOTIONAL ABILITIES AT ALL TIMES.	DEMONSTRATED THE BELIEF THAT TEACHERS BEAR RESPONSIBILITY FOR CHILDREN'S COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT.	CONSISTENTLY CONSIDERED CHILDREN'S COGNITIVE, SOCIAL, AND EMOTIONAL SKILLS DURING THE TEACHING PROCESS.		
InTASC Standard #1: Learner Development. The teacher understands how learners learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.					
EXPERTISE IN CONTENT KNOWLEDGE	LACKED EFFORT TO ENHANCE STUDENTS INTELLECTUAL SKILLS. DID LITTLE TO ENHANCE STUDENT GROWTH AND ACHIEVEMENT.	SUPPORTED STUDENTS INTELLECTUAL SKILLS AND SUPPORTED STUDENTS GROWTH AND ACHIEVEMENT.	CHALLENGED STUDENTS INTELLECTUAL ABILITIES AND DEMONSTRATES KNOWLEDGE IN ORDER TO FACILITATE STUDENT GROWTH AND ACHIEVEMENT		
InTASC Standard #10: Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.					
UNITY AND LEADERSHIP	STRUGGLED TO SHOW KNOWLEDGE, SKILLS AND DISPOSITIONS. LIMITED PARTICIPATION IN GROUPS.	KNOWLEDGE, SKILLS AND DISPOSITIONS ARE SUFFICIENT. WORKED WELL IN GROUPS.	DEVELOPED SUPERIOR KNOWLEDGE, SKILLS AND DISPOSITIONS TO BECOME AN EFFECTIVE LEADER. COLLABORATED EFFECTIVELY IN GROUPS.		

Competency and Grading Elements Key

Score Range
22-24

Category
Target

Corresponding Letter Grade
24=A
23=A-
22=B+

19-21

Acceptable

21

=B

20

=B

-

19=C+

Below 19

Unacceptable

STUDENT'S PERFORMANCE DURING THE PDS DAYS INCLUDED EXPERIENCES WITH STUDENT ACADEMIC ABILITIES:

- | | | |
|----|--------------|-------------------------|
| 1. | ORAL READING | Yes_____No_____N/E_____ |
| 2. | WRITING | Yes_____No_____N/E_____ |
| 3. | MATHEMATICS | Yes_____No_____N/E_____ |

NOTING AND RESPONDING TO:

- | | | |
|----|-----------------------------------|-------------------------|
| 4. | USE OF STUDENT NAMES IN THE CLASS | Yes_____No_____N/E_____ |
| 5. | STUDENTS QUESTIONS | Yes_____No_____N/E_____ |
| 6. | STUDENTS BEHAVIOR | Yes_____No_____N/E_____ |
| 7. | CLASSROOM ORGANIZATION | Yes_____No_____N/E_____ |
| 8. | GROUPINGS OF STUDENTS | Yes_____No_____N/E_____ |

CONDUCTING A LESSON OR ACTIVITY THAT INVOLVED:

- | | | |
|-----|---|-------------------------|
| 9. | LITERATURE BASED READING | Yes_____No_____N/E_____ |
| 10. | SMALL GROUP SKILLS LESSON | Yes_____No_____N/E_____ |
| 11. | PROCESS WRITING | Yes_____No_____N/E_____ |
| 12. | CREATING A PROJECT, LEARNING CENTER, UNIT OR BULLETIN BOARD | Yes_____No_____N/E_____ |

PARTICIPATING IN OTHER ACTIVITIES:

- | | | |
|-----|---------------------------------|-------------------------|
| 13. | VISITED A SPECIAL NEEDS CLASS | Yes_____No_____N/E_____ |
| 14. | COMPLETED AN EXTRA-DUTY TASK | Yes_____No_____N/E_____ |
| 15. | VISITED A DIFFERENT GRADE LEVEL | Yes_____No_____N/E_____ |

COMMENTS _____

PDS STUDENT _____

Print Name

Signature

Date

PDS CCLASSROOM _____

TEACHER

Print Name

Signature

Date