



**Multiple Subject Teacher Credential Program**  
**EVALUATION OF PROFESSIONAL DISPOSITIONS**

Candidate's Name \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade / Name of School \_\_\_\_\_

***RATING SCALE:***

**4 = All of the time**  
**3 = Most of the time**  
**2 = On occasion**

**1 = None of the time**  
**N/O = Not Observed**

**DIRECTIONS:**

Using the scale above, circle the appropriate number for each of the professional qualities listed. During the observation participation or student teaching experience the candidate was:

						<b><u>Comments</u></b>
1.	punctual and dependable	4	3	2	1	N/O
2.	professional in appearance and manner	4	3	2	1	N/O
3.	enthusiastic about teaching and the students	4	3	2	1	N/O
4.	establishing rapport with all students	4	3	2	1	N/O
5.	willing to take initiative	4	3	2	1	N/O
6.	showing resourcefulness	4	3	2	1	N/O
7.	communicating clearly and effectively	4	3	2	1	N/O
8.	self-confident	4	3	2	1	N/O
9.	using sound judgment	4	3	2	1	N/O
10.	accepting feedback and suggestions	4	3	2	1	N/O
11.	working cooperatively with others	4	3	2	1	N/O
12.	demonstrating a willingness to take advantage of self-improvement opportunities	4	3	2	1	N/O

**Please add additional comments on the back of this form**

This evaluation was completed by: \_\_\_\_\_  
 (Supervisor and /or Cooperating Teacher's Signature)

This evaluation was discussed with the candidate \_\_\_\_\_  
 (Candidate's Signature)



**California State University Channel Islands**  
**Student Teaching Performance Evaluation**



\_\_\_ Formative \_\_\_ Summative  
 Spring \_\_\_

Term: Fall \_\_\_

\_\_\_ EDMS 565 \_\_\_ EDMS 575

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ School \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_ Grade/Level \_\_\_\_\_

Subject/Class \_\_\_\_\_ Lesson Topic/Focus \_\_\_\_\_ Class Size \_\_\_\_\_

Teaching to: Individual \_\_\_ Small Group \_\_\_ Whole Class \_\_\_ ELL \_\_\_ IEP \_\_\_ SPED \_\_\_ BCLAD \_\_\_ GIFTED \_\_\_

**Performance assessment completed by:** University Supervisor \_\_\_ Cooperating Teacher \_\_\_

The four clusters of teaching skills and traits detailed below are aligned with the Teaching Performance Expectations of the California Commission on Teacher Credentialing (2001), as well as with the rubrics of the Performance Assessment for California Teachers (2006). In order to be recommended for a credential, the candidate must be Achieving Expectations (AE) in all four of the following areas by the end of the advanced student teaching experience.

**Directions:** Fill in the lines below to indicate performance levels for each skill/trait observed using check, plus, and minus symbols. (Key: + = exceeding expectations for a beginning teacher; √+ = achieving expectations for a beginning teacher; √ = approaching expectations; - = needs special attention.) Then fill in the box for each cluster of skills/traits to indicate the candidate's current level of achievement in each area (EE = Exceeding Expectations; AE = Achieving Expectations; AP = Approaching Expectations; SA = Needs Special Attention). **Attach additional sheets for your comments as needed. \*Please note that the designation of Exceeding Expectations (EE) signifies an area of unusual strength for a beginning teacher.**

**Performance levels:**

**EE** = Exceeding Expectations (+) **AE** = Achieving Expectations (√+) **AP** = Approaching Expectations (√) **SA** = Needs Special Attention (-)

**UN** = Unobserved (please write UN in boxes to indicate any areas not assessed during a formative assessment)

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**A. Developing as a Professional Educator/Professional Dispositions** **Assessor's Comments and Questions**  
**[CCTC Domain F / TPE 12-13]**

1. Attends and completes regular contracted school days
2. Is consistently punctual and dependable
3. Is consistently professional in appearance and manner
4. Demonstrates poise and confidence
5. Demonstrates flexibility and adaptability
6. Exhibits enthusiasm and interest in teaching
7. Demonstrates respect for and positive relationship with all children
8. Uses sound judgment
9. Takes initiative and shows resourcefulness
10. Shows sensitivity to the needs and feelings of others
11. Communicates effectively (verbally, nonverbally, in writing)
12. Seeks to resolve problems directly and diplomatically
13. Actively cultivates a positive, professional relationship with university and school personnel
14. Accepts and uses constructive/critical feedback
15. Engages deeply in learning (self reflection, professional development)

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**B. Instructional Planning and Assessment** **Assessor's Comments and Questions**  
**[CCTC Domains B, C, D / TPE 1-3, 7, 9, 10]**

1. Prepares appropriate lesson plan in advance (uses feedback to revise)
2. Bases plan on CA content standards, anti-biased/multicultural perspective
3. Connects lesson's assessment plan to standard(s)/objective(s)
4. Makes use of prior assessment data to plan instruction
5. Plans for differentiated instruction/assessment per students' talents, needs, learning modalities, and cultures
6. Designs activities that, taken together, will allow students to exercise a full range of cognitive processes
7. Demonstrates thoughtful, organized planning for using materials/technology
8. Incorporates strategies appropriate for effective, comprehensive instruction of English/other language learners
9. Allocates appropriate time for instructional activities and transitions
10. Creates opportunities for students to self assess
11. Notices patterns of understanding and errors
12. Gives students timely feedback on assignments and assessments

<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  	<b>C. Instructing Students and Supporting Learning</b> <b>[CCTC Domains A, B, C, E / TPE 4-8, 10-11]</b> 1. Makes CA content standards accessible to all students 2. Scaffolds learning experiences to facilitate the construction of new knowledge, skills, and understandings 3. Accommodates the special learning needs of all students (e.g., ELL, IEP, Gifted) 4. Varies activities for multiple learning styles and levels 5. Demonstrates familiarity with specific instructional strategies for teaching students with special learning needs (including ELL) 6. Facilitates students' cooperation and collaboration in various grouping strategies (large group, small group, pairs) 7. Encourages all students' active and equitable involvement in learning activities 8. Integrates literacy strategies with instruction in the content areas 9. Models appropriate oral, written, and nonverbal communication 10. Has effective eye contact, proximity, body language 11. Uses multiple and appropriate techniques to check for understanding 12. Uses effective questioning strategies to support children in connecting 13. Allows appropriate "wait time" for student responses 14. Modifies pacing as needed	<b>Assessor's Comments and Questions</b>
<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  	<b>D. Context and Environment for Learning</b> <b>[CCTC Domain E / TPE 8, 10-11]</b> 1. Knows students' names and backgrounds 2. Has positive rapport with all students 3. Facilitates mutual respect for students/teachers/other adults/cultures 4. Establishes effective routines and procedures 5. Communicates clear expectations 6. Manages orderly and effective transitions 7. Maintains a clean, safe, and well-organized environment 8. Aligns instruction and resources with students' developmental levels 9. Facilitates positive behavior to promote a productive learning environment	<b>Assessor's Comments and Questions</b>

**University Supervisors &/or Cooperating Teachers: Please indicate the status of this performance assessment.**

- ☐ Formative assessment during **initial** student teaching experience
- ☐ Formative assessment during **advanced** student teaching experience
- ☐ Summative evaluation at the end of **initial** student teaching experience (please ensure that all four areas are thoroughly assessed)
- Although the student is not required to be Achieving Expectations in all four areas at this point, is s/he making satisfactory progress to warrant a passing grade and recommendation to the next phase of student teaching? (Would you be willing to place your child or close relative in this person's advanced student teaching classroom?)  
☐ Yes   ☐ No
- ☐ Summative evaluation at the end of **advanced** student teaching experience (please ensure that all four areas are thoroughly assessed)
- Summative evaluation: Is the student Achieving Expectations in all four areas named above? ☐ Yes   ☐ No
  - Do you recommend this candidate for a teaching credential? (Would you be willing to place your child or close relative in this person's class during her/his first year of teaching?) ☐ Yes   ☐ No

\_\_\_\_\_  
 University Supervisor &/or Cooperating Teacher      Date

**Receipt Acknowledged:**

\_\_\_\_\_  
 Multiple Subject Credential Candidate      Date