Exhibit 2.4 Student Teaching Evaluation Forms (Single Subject)

California State University Channel Islands
Single Subject Credential Program

Informal Observation Evaluation

EDSS 570 ❑   EDSS 575 ❑   EDSS 580 ❑   EDSS 585 ❑

Teacher Candidate_____   Date _____

School_____   Subject _____

CSUCI Supervisor_____   Grade(s)_____

I. Pre-Observation Goals:

Check one or more elements to focus the observation:

❑ Giving Directions   ❑ Responding to Students   ❑ Use of Materials
❑ Pacing   ❑ Content Clarity   ❑ Voice—tone and/or rate
❑ Transitions   ❑ Classroom Management   ❑ Other _____
❑ Asking Questions   ❑ Student Engagement

II. Observation Data/Summary: (additional observation notes can be attached)

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II. Observation Data/Summary continued:

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III. Post Observation Conference: Reflection, Analysis of Data Page 3 of 3
(Please discuss progress toward goals and impact on K-12 student learning.)

IV. Plans for next observation
Date and time:
Focus:

Teacher Candidate's Signature_____

CSUCI Supervisor's Signature_____

(A copy of this evaluation will be kept by the student teacher, university supervisor, and the cooperating teacher. A copy will also be provided to the Director of Field Placements.)

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CSUH

Single Subject Credential Program
PROFESSIONAL QUALITIES EVALUATION

Teacher Candidate's Name _____ Date: _____
Grade/Class Name of School_____

RATING SCALE: 4 = All of the time   1 = None of the time
3 = Most of the time   N/O= Not Observed
2 = On occasion

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 found to be:

Comments

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 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: _____ on _____
(Please sign)   (Date)
This evaluation was discussed with the candidate _____
(Teacher Candidate Signature)

Exhibit 2.4 Student Teaching Evaluation Forms (Single Subject)

California State University Channel Islands
Single Subject Credential Program
Formal Observation Evaluation

EDSS 570 ❑   EDSS 575 ❑   EDSS 580 ❑   EDSS 585 ❑

Teacher Candidate_____ Date _____

Cooperating Teacher _____ Observation Number _____

School _____ Grade/Subject _____

CSUCI Supervisor _____ Score _____/_____

INSTRUCTION—Lesson Planning and Organization (TPE 1, 2, 3, 6, 7, 9)			
3	2	1/0	Points
Purpose of lesson clearly identified/written	Purpose of lesson not clearly identified/written	Purpose of lesson not present	
Written objective(s) are appropriate to grade level, content, and skills; are aligned to appropriate California Academic Learning Standards	Written objective(s) are generally appropriate to grade level, content, and skills; aligned to some appropriate California Academic Learning Standards	Written objective(s) are not appropriate to grade level, content, and skills; are not aligned to appropriate California Academic Learning Standards	
Written objective(s) clearly state skills, concepts, processes and/or content to be learned in an observable manner and match lesson content	Written objective(s) state some of the skills, concepts, processes and/or content to be learned in an observable manner; and match some of the lesson content	Written objective(s) do not state skills, concepts, processes and/or content to be learned in an observable manner; do not match lesson content	
Engaging introduction related to the topic of the lesson	Introduction related to the topic of the lesson	Introduction unrelated to lesson topic or too brief or too long	
Sequence of all instructional procedures is logical and promotes attainment of objective(s)	Sequence of some instructional procedures is logical and promotes attainment of some objective(s)	Sequence is illogical or does not promotes attainment of objective(s)	
Lesson content is fully detailed and supporting materials are present	Lesson content is somewhat detailed and some supporting materials are present	Lesson content is not detailed and/or supporting materials are not present	
Closure is meaningful and connected to the objective(s)	Closure is connected to the objective(s)	No closure evident or closure unrelated to the objective(s)	
Assessment is consistent with objective(s) and purpose of lesson	Assessment is somewhat consistent with objective(s) and purpose of lesson	Assessment is not consistent with objective(s) and purpose of lesson or is not stated	
Comments:			

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Teacher Candidate: _____   Date: _____   Page 2 of 4

INSTRUCTION—Lesson Implementation (TPE 1, 2, 3, 4, 5, 6, 7, 8, 10, 12)			
3	2	1/0	Points
Speaks clearly and audibly, with adequate inflection throughout the lesson	Generally speaks clearly and audibly, with adequate inflection throughout the lesson	Voice difficult to hear and understand through most of lesson or voice lacks adequate inflection	
Effectively implements engaging introduction related to the topic of the lesson	Implements an introduction related to the topic of the lesson	Introduction unrelated to lesson topic or too brief or too long	
Maintains focus throughout entire lesson	Occasionally loses focus or is occasionally on an unrelated tangent	Lesson not focused or continues on unrelated tangents	
Demonstrates exceptional knowledge of content that is appropriate to grade level	Demonstrates accurate knowledge of content appropriate to grade level	Demonstrates inaccurate knowledge of content and/or content inappropriate to grade level.	
Content, concepts, processes, and/or skills are fully developed to help students make connections	Content, concepts, processes, and/or skills generally developed	Content, concepts, processes, and/or skills not fully developed (students are confused)	
Uses varied and appropriate questioning to facilitate student understanding	Developing basic questioning to facilitate student understanding	Questioning inadequate to facilitate student understanding	
All students meaningfully engaged, active, and interested in the lesson	Developing techniques to actively engage students in the lesson	Lack of student engagement and interest in the lesson	
Consistently utilizes SDAIE strategies and incorporates reading, writing, and literacy instruction when appropriate	Occasionally utilizes SDAIE strategies and incorporates reading, writing, and literacy instruction when appropriate	Does not utilize SDAIE strategies or does not incorporates reading, writing, and literacy instruction when appropriate	
Gives clear, concise directions throughout the lesson, in writing when appropriate	Gives directions that are stated/written and generally clear	Directions are unclear, confusing, or missing	
Is flexible and assesses students' needs and adapts accordingly	Developing ability to assess students' needs and adapt accordingly	Teaches lesson with no regard for students' needs	
Allows for appropriate Wait Time to encourage students to develop critical thoughts	Developing Wait Time techniques but is not consistent in use	Wait Time is not present or practiced when appropriate	
Uses multiple, varied, and appropriate techniques to check for understanding	Checks for understanding	Does not check for understanding	

Comments:

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Teacher Candidate: Date: Page 3 of 4

INSTRUCTION—Lesson Implementation (continued)			
3	2	1/0	Points
Use of effective materials/ media (varied, appropriate, motivating, well made)	Use of materials/media present in lesson and appropriate	No materials/media used in the lesson or materials/media poorly made and inappropriate	
Effective pacing of elements in the lesson	Developing a sense of pacing the elements of the lesson	Elements of the lesson poorly paced	
Seamless transition between lesson segments throughout the lesson	Most transitions between lesson segments are smoothly implemented	Transition between lesson segments are awkward and abrupt	
Closure is meaningful and connected to the objective(s) and includes checks for understanding	Closure is connected to some objective(s) or does not check for understanding	No closure evident, closure unrelated to the objective(s), or does not check for understanding	
Comments:			

MANAGEMENT (TPE 2, 3, 5, 10, 11, 12)			
3	2	1/0	Points
Effectively uses routines and procedures	Generally uses routines and procedures	Routine and procedures used inconsistently or not evident	
Involves all students in the lesson	Involves most students in the lesson	Involves only a small number of students in the lesson or provided no opportunity for student participation	
Maintains a positive classroom atmosphere	Generally maintains a positive classroom atmosphere	Positive classroom atmosphere not present	
Consistently states and enforces clear behavior standards	States and enforces clear standards for behavior	Clear standards for behavior are not stated and/or enforced	
Uses appropriate verbal and nonverbal management strategies effectively	Developing use of verbal and nonverbal management strategies	Little or no evidence of effective verbal or nonverbal strategies or inappropriate verbal and nonverbal strategies utilized	
Maximizes student time on task throughout the lesson	Developing techniques to increase student time on task	Students not involved in the lesson	
Comments:			

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Teacher Candidate: Date: Page 4 of 4

PROFESSIONAL CHARACTERISTICS—Observed in the Lesson (TPE 12, 13)			
3	2	1/0	Points
Knows and models good professional practices associated with the discipline	Sometimes models good professional practices associated with the discipline	Little or no modeling of good professional practices associated with the discipline	
Oral and written statements are free from grammar and/or spelling errors	Oral and written statements contain some grammar and/or spelling errors	Oral and written statements contain many grammar and/or spelling errors	
Exhibits enthusiasm and interest	Exhibits some enthusiasm and interest	Lack of enthusiasm and interest	
Relates well to students regardless of ethnicity, race, gender, ability, or socioeconomic status	Generally relates well to students regardless of ethnicity, race, gender, ability, or socioeconomic status	Relates well to only some students or does not relate to students	

Comments:

_____
CSUCI Supervisor Signature

_____
Teacher Candidate Signature (implies the document has been discussed with student)

Exhibit 2.4 Student Teaching Evaluation Forms (Single Subject)

CSUCI SINGLE SUBJECT CREDENTIAL PROGRAM
MIDTERM/FINAL EVALUATION FORM

☐ Midterm　　☐ Final

☐ EDSS 570　　☐ EDSS 580　　☐ EDSS 575　　☐ EDSS 585

This form was completed by:
　☐ Cooperating Teacher　　☐ CSUCI Supervisor　　☐ Teacher Candidate

Teacher Candidate: _____ Date: _____

Grade/Subject: _____ School: _____

Please evaluate the student teacher using the appraisal scale that follows. In the "explanations/ suggestions" section, please expand on the areas that the student excels or needs improvement.

Appraisal Scale:	3	Noteworthy evidence that the student meets this criterion
	2	Considerable evidence that the student meets this criterion
	1	Some evidence that the student meets this criterion
	0	No evidence that the student meets this criterion
	N/A	Not applicable or not observed

Planning	3	2	1	0	N/A
Presents written plans in advance of lesson					
Discusses plan and implements proposed changes					
Objectives match lesson content					
Objectives are connected to district and state standards					
Sequence of all detailed instructional procedures is logical and promotes the attainment of the objectives					

Explanations/Suggestions:

Instruction	3	2	1	0	N/A
Maintains focus throughout lessons					
Develops content, concepts, and/or skills fully to help students make connections					
Uses varied and appropriate questioning to facilitate student understanding					
Students are meaningfully engaged, active, and interested in the lessons					
Chosen instructional methods effectively facilitate student mastery of all objectives					
Uses a variety of teaching methodologies					
Effectively selects and utilizes a variety of materials/media					

Explanations/Suggestions:

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Management	3	2	1	0	N/A
Involves all students in the lesson					
Maintains a positive classroom climate					
Consistently states and enforces clear behavior standards					
Uses appropriate verbal and nonverbal management strategies					

Explanations/Suggestions:

Professional Characteristics	3	2	1	0	N/A
Attends on regularly contracted days					
Completes daily contracted times					
Relates well to all students					
Exhibits enthusiasm and interest in teaching					
Seeks advice and strives to implement ideas					
Accepts constructive criticism and implements suggestions for improvement					
Is dependable and reliable					
Displays initiative					
Interacts and relates well with school personnel and parents					
Dresses appropriately and is well groomed					

Explanations/Suggestions:

Overall comments or additional remarks (please attach an additional page if needed):

RECOMMENDED ASSESSMENT OF OVERALL PERFORMANCE (check one)
_____ Recommend that this student continue in the Single Subject Credential Program
_____ Recommend, with reservation, that this student continue in Single Subject Credential Program
_____ Do not recommend that this student continue in the Single Subject Credential Program

SIGNATURES:

_____   _____
Cooperating Teacher   CSUCI Supervisor

This evaluation has been reviewed by the Student Teacher _____
                                                                                    Student Teacher