Dear Clinic Teacher:

Thank you for working with our student. This evaluation form uses a rubric with Likert ratings. The target score for a successful clinic placement experience is "Meets Expectations." The "Exceeds Expectations" category is really describing outcomes for the student teaching semester and allows everyone to envision the trajectory that students are on as they journey toward the end of student teaching. Therefore, the overall goal is for the student to receive a score of at least 16 points across all areas assessed. If a student receives a combined score of 10 points or below, that student will need to meet with his/her clinic teacher, the seminar leader, and the appropriate PDC coordinator in order to design an action plan for the spring semester. Please feel free to provide additional comments or questions regarding the candidate's experience in the box at the end of this survey. If you have any questions, please contact Mary Yakimowskia at Mary.Yakimowskia@uconn.edu.

Follow-up

Within a week after the due date, the student, clinic teacher, seminar leader, and the advisor will receive electronically a PDF file with the completed form.

Sincerely,

The Faculty of IB/M and TCPG,
The Teacher Education Assessment Subcommittee, and
Mary E. Yakimowskia, Ph.D., Director of Assessment

When you are through reading this page, press "next" located at the bottom of this screen.
District
- Berlin
- Bloomfield
- Bristol
- Brookfield
- Danbury
- East Hartford
- Farmington
- Glastonbury
- Hartford
- Hebron
- Killingly
- Manchester
- Middletown
- Meriden
- Naugatuck
- New Britain
- Norwalk
- Norwich
- Orange
- Region 16
- Simsbury
- Somers
- Thomaston
- Trumbull
- Vernon
- Westbrook
- West Haven
- Wethersfield
- Willimantic
- Windham
- Windsor
- Wolcott
- Other (please specify):

School (Please specify)

Please indicate the academic year
- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020

Indicate the semester during which the clinic experience was completed
- Fall
- Spring

Participating Individuals

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
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</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Clinic Teacher</td>
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<tr>
<td>Seminar Leader</td>
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<td>Advisor</td>
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</tbody>
</table>

Candidate's Target Certification Area
- Agriculture
- Elementary
- English/Language Arts
- History/Social Studies
- Mathematics
- Music
- Science
- Special Education
- World Language
- Other

Grade Level(s) Served (Check all that apply.)
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Ungraded
Directions:

For each of the performance categories, indicate whether the student “needs work,” “meets expectations,” or “exceeds expectations” by checking the corresponding box marked with a score of 1, 2, or 3.

### Scoring:

1. **Needs Work**
2. **Meets Expectations**
3. **Exceeds Expectations**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates responsibility &amp; professionalism</td>
<td><img src="image1" alt="Score 1" /></td>
<td><img src="image2" alt="Score 2" /></td>
<td><img src="image3" alt="Score 3" /></td>
</tr>
<tr>
<td>2. Understands the content to be taught</td>
<td><img src="image4" alt="Score 1" /></td>
<td><img src="image5" alt="Score 2" /></td>
<td><img src="image6" alt="Score 3" /></td>
</tr>
<tr>
<td>3. Exhibits a growing awareness of students’ needs and classroom diversity</td>
<td><img src="image7" alt="Score 1" /></td>
<td><img src="image8" alt="Score 2" /></td>
<td><img src="image9" alt="Score 3" /></td>
</tr>
<tr>
<td>Supports student self-regulation and positive behaviors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------------------</td>
<td></td>
<td></td>
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<tr>
<td>1 - Needs Work: Does not communicate clear expectations for behavior, or does not apply them fairly or consistently. Does not recognize or seek to understand causes of behavior.</td>
<td>2 - Meets Expectations: Generally communicates clear expectations for behavior and applies them fairly and consistently. Seeks to understand causes of behavior and considers this information in deciding how to respond.</td>
<td>3 - Exceeds Expectations: Communicates and applies clear expectations for behavior that promotes democratic values for fairness, responsibility, mutual respect, and cooperation. Actively seeks to understand causes of behavior and thoughtfully considers this information in response.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supports a positive learning environment by establishing rapport</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Needs Work: Responses to and interactions with students are minimal, negative, or inappropriate for the age of the students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses effective verbal and non-verbal communication techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Needs Work: Does not communicate clearly or audibly; visuals and/or non-verbal cues do not support communication. Spoken and/or written language frequently contains grammatical and/or syntactical errors.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Takes responsibility for professional growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Needs Work: Rarely uses reflection as a tool for evaluating teaching or learning. Displays limited evidence of being a self-motivated learner. Is dependent on others for direction and/or is resistant to constructive feedback or suggestions.</td>
</tr>
</tbody>
</table>
Attends clinic placement/school-related events as scheduled

Please recommend one or two tasks that the student teacher candidate can accomplish during the winter break in order to better prepare for their full-time student teaching in the spring (for example – the student teacher candidate will read units 3, 4 and 5 of the math curriculum handbook or please collect resources related to developing a specific unit of instruction or review the APA classroom management module at the following link: http://www.apa.org/ed/schools/cpsel/activities/class-management.aspx)

Is there any additional information you would like to offer?
Background Information

The university is required to indicate the background characteristics of those who assist us with clinical experiences. The following questions are optional. Please consider answering these questions which will be reported in an aggregate fashion. Thank you very much for your understanding of this need.

Clinical Teacher

Gender

- Female
- Male

Race/Ethnicity

- African American
- Caucasian/White
- Latino/a
- Multiracial
- Other

Years K-12 Teaching Experience

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Setting(s) of Teaching Experience (Check all that apply.)

- Urban
- Suburban
- Rural
- Mixed
To submit your form, please select the "Finish" button below.

Your response has been submitted. Thank you very much for providing us with this information.

Please visit our website for more information.