ED 441 Practicum: Final Assessment Form
St. Cloud State University
ED 441: Integrating Theory & Practice: Inclusive & Responsive Teaching for All students

3= Performance **exceeded expectations** for pre-student teaching experience in this subject area.

2= Demonstrated **expected level** of performance for pre-student teaching experience in this subject area

1= Demonstrated **minimal level** of performance for pre-student teaching experience; **suggests more practicum experiences** before student teaching in this subject area.

0= Performance **NOT demonstrated**. **Suggests more practicum experiences** before student teaching in this subject area.

(**Important**: Give specific reasons why this was not demonstrated (e.g , lack of opportunity, lack of skill, etc.)

Note : The standards referred to below are aligned with the Minnesota Standards for Effective Practice that all persons must meet if they seek a license to teach in Minnesota.

Student Name

Cooperating Teacher Name

Grade Level

Standard 1: SUBJECT MATTER

Criterion	Performance Rating				
	Exceeded Expectations	Expected Level	Minimal Level	NOT Demonstrated	Score
The teacher candidate demonstrated clear understanding of the subject being taught.	3	2	1	0	
She/he helped make the subject meaningful for students.	3	2	1	0	

Total Score

Evidence

Standard 2: STUDENT LEARNING

Criterion	Performance Rating				
	Exceeded Expectations	**Expected Level**	**Minimal Level**	**NOT demonstrated**	**Score**
The teacher candidate development learning opportunities, supporting students' intellectual, social and personal development.	3	2	1	0	

Total Score

Evidence

Standard 3: DIVERSE LEARNERS

Criterion	Performance Rating				
	Exceeded Expectations	**Expected Level**	**Minimal Level**	**NOT Demonstrated**	**Score**
The teacher candidate recognized diversity among students.	3	2	1	0	
She/he adapted teaching to the diverse backgrounds and exceptionalities of students.	3	2	1	0	

Total Score

Evidence

Standard 4: INSTRUCTIONAL STRATEGIES

Criterion

Performance Rating

	Exceeded Expectations	Expected Level	Minimal Level	NOT demonstrated	Score
The teacher candidate used a variety of instructional strategies to engage students in critical thinking , problem solving and collaborative learning.	3	2	1	0	

Total Score

Evidence

Standard 5: LEARNING ENVIRONMENT

Criterion

Performance Rating

	Exceeded Expectations	Expected Level	Minimal Level	NOT demonstrated	Score
The teacher candidate helped to support a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	3	2	1	0	

Total Score

Evidence

Standard 6: COMMUNICATION

Criterion

Performance Rating

	Exceeded Expectations	Expected Level	Minimal Level	NOT demonstrated	Score
The teacher candidate used effective verbal, nonverbal, and media communication techniques.	3	2	1	0	
				Total Score	

Evidence

Standard 7: PLANNING INSTRUCTION

Criterion

Performance Rating

	Exceeded Expectations	Expected Level	Minimal Level	NOT demonstrated	Score
The teacher candidate planned and managed instruction based upon knowledge of subject matter,students, the community and curriculum goals	3	2	1	0	
				Total Score	

Evidence

Standard 8: ASSESSMENT

Criterion

Performance Rating

	Exceeded	Expected	Minimal	NOT	Score

	Expectations	Level	Level	demonstrated
The teacher candidate understood and used various assessment strategies to evaluate student learning.	3	2	1	0

Total Score

Evidence

Standard 9: REFLECTION & PROFESSIONAL DEVELOPMENT

Criterion | **Performance Rating**

Criterion	Exceeded Expectations	Expected Level	Minimal Level	NOT Demonstrated	Score
The teacher candidate was dependable and understood professional responsibilities.	3	2	1	0	
The teacher candidate demonstrated critical reflection about teaching and learning and a willingness to learn as a professional	3	2	1	0	

Total Score

Evidence

Standard 10: COLLABORATION, ETHICS, AND RELATIONSHIPS

Criterion | **Performance Rating**

Criterion	Exceeded	Expected	Minimal	NOT	Score

	Expectations	Level	Level	demonstrated
The teacher candidate actively built positive and ethical relationships with students, peers, faculty, administration, and staff to learn more about the context in which instruction is embedded.	3	2	1	0

Total Score

Evidence

PLEASE BE SURE TO INCLUDE DETAILED EVIDENCE FOR EACH AREA ABOVE. YOUR RATINGS SHOULD REFLECT THE STRENGTHS AND WEAKNESSES OF THIS STUDENT AS A BEGINNING TEACHER CANDIDATE. AREAS MARKED AS 1 OR 0 WILL BE VIEWED AS AREAS THAT NEED REMEDIATION PRIOR TO OR DURING STUDENT TEACHING.