

**BRESCIA UNIVERSITY  
SCHOOL OF EDUCATION  
ESL PRACTICUM FORMATIVE EVALUATION**

**EDU #17**

\_\_\_\_\_ **COOPERATING TEACHER**

\_\_\_\_\_ **CANDIDATE FORM**

Please utilize this instrument at midpoint and at the end of the practicum experience to assess/self-assess expected candidate performance. Establish a conference time and arrive prepared to share ratings and comments. Supportive details in comments section should clearly indicate reinforcement for areas of strength being demonstrated, as well as, areas where effort toward growth and development needs to be focused. The expected outcome of this process is consensus on a clear plan of action for the next assessment period or for use in creating the next Professional Growth Plan (PGP).

**The goal is to improve specific areas of candidate's performance and positively impact learning of all students.**

**Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary**

Candidate \_\_\_\_\_ Grade/Setting \_\_\_\_\_

Agency/School \_\_\_\_\_ System/City \_\_\_\_\_ Subject \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Date/Time \_\_\_\_\_

	<u>Rating</u>	<u>Comments</u>
<b>Professional Attitude/Dispositions</b>		
a. Appropriate Attire/Neatness/Cleanliness		
b. Poise/Self-Control		
c. Punctuality/Dependability/Initiative		
d. Collaboration		
e. Cultural Sensitivity		
<b>Designs/Plans and Implements/Manages Instruction</b>		
a. Preplanned/Prepared		
b. Aligned with KY CAS/WIDA Standards/Best Practice		
c. Planned for learning and cultural diversity		
d. Formative & Summative Assessments		
e. Multiple language proficiency levels/ language system deficiencies		
f. Addresses and integrates multiple language domains		
g. Integrates technology to address diverse student needs		
h. Uses realia		
i. Connections with real-life situations		
j. Incorporates vocabulary from content areas		
k. Addresses students' cognitive/emotional/social/ and behavioral status		
<b>Knowledge of Content</b>		
a. Communicates accurate knowledge of content		
b. Oral/Written expression		
c. Summarizes, reviews, assesses		
d. Uses community/student/other resources		
e. Identifies (students'/own) misconceptions		
f. Guides student understanding from various cultural perspectives		
<b>Learning Climate/Classroom Management</b>		
a. Voice/Diction		
b. Sensitive to student's personal needs		
c. Facilitates mutual respect		
d. Communicates high expectations		
e. Positive classroom management/Fosters self-control		
f. Creative/Flexible use of time, space, materials		

<b>Assessment</b>		
a. Uses multiple assessments/data sources		
b. Uses/Analyzes assessment to improve instruction		
c. Creates/uses assessments that are bias free and culturally sensitive		
d. Communicates assessment results to students		
e. Promotes self-assessment		
f. Uses data from cumulative record to validate or critique programs/services		
<b>Reflection/Professional Development</b>		
a. Reflects on teaching		
b. Plans and implements changes based on reflection		
c. Accepts critical comment/Supervision		

**COMMENTS:**

**Areas of strength:**

**Areas for growth:**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_