


CLASSROOM INTERACTIONS (CI) - FINAL EVALUATION¹


Note: After observing the CI students teach all of their lessons, please fill out **one** final evaluation PER STUDENT and return via email or in our postage paid envelope. Thank you for mentoring CI students this semester!

WVUTEACH STUDENT		GRADE LEVEL AND SUBJECT	
MENTOR TEACHER		DATE/SEMESTER	

Assess the performance of the student in each category by placing an **X** on the sliding scale. The endpoints of the scale are described under the label **Beginning Competent**. The target of **Advanced Competent** is not an expectation for CI students.

Mathematics/Science Content

The WVUteach teacher demonstrates an understanding of the subject at the target level.		
BEGINNING COMPETENT		TARGET: ADVANCED COMPETENT
Displays a limited understanding of the subject, making significant errors and is unaware or unable to correct inaccuracies.	Displays a general understanding of the subject, but makes occasional errors or does not respond well to questions.	Displays comprehensive understanding of the subject and can explain complex topics in a variety of ways, making connections and generalizations with previously learned content and responds knowledgeably to questions.
		
WEAK		STRONG
In the space below, describe at least one observation as evidence to support your assessment.		

The WVUteach teacher demonstrates an understanding of state and national standards and uses this knowledge to enhance student achievement.		
BEGINNING COMPETENT		TARGET: ADVANCED COMPETENT
Lacks an understanding of the state and national standards (Texas Teachers' Code of Ethics, subject TEKS, classroom safety standards, and national content and performance standards) resulting in missed opportunities to enhance student achievement.	Demonstrates a general understanding of the state and national standards (Texas Teachers' Code of Ethics, subject TEKS, classroom safety standards, and national content and performance standards) resulting in instruction and activities that enhance achievement for most students.	Has a thorough understanding of the state and national standards (West Virginia Teachers' Code of Ethics, state subject standards, classroom safety standards, and national content and performance standards) resulting in instruction that will likely lead students to high levels of learning and achievement.
		
WEAK		STRONG
In the space below, describe at least one observation as evidence to support your assessment.		

¹Adapted from the UTOP (UTeach Observation Protocol), UTeach, College of Natural Sciences, The University of Texas at Austin

Lesson Structure

The WVUteach teacher utilizes subject knowledge to design activities that promote interest, participation and learning for students at all ability levels.

BEGINNING COMPETENT		TARGET: ADVANCED COMPETENT
Designs activities that do not allow students to participate in constructing their own understanding of the subject. Activities generally do not promote interest, participation, or learning of the subject.	Designs activities that allow students a limited participation in constructing their own understanding of the subject. Activities promote interest and participation for some students, but may lack depth of subject content and may not always promote student learning.	Student activities reflect instructor’s deep understanding of the subject and are designed to include students consistently participating in constructing their own understanding of the subject. Activities promote interest, participation and learning for all students.

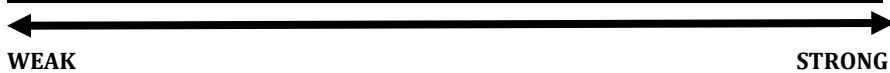


In the space below, describe at least one observation as evidence to support your assessment.

Classroom Environment

The WVUteach teacher has knowledge of and makes use of materials, resources, technology, and lab equipment appropriate for their subject.

BEGINNING COMPETENT		TARGET: ADVANCED COMPETENT
Lacks knowledge of or misuses materials, resources, and technology that would assist in teaching and in student learning.	Uses limited materials, resources, and technology that would assist in teaching and in student learning.	Consistently uses a variety of materials, resources, and technology appropriately to enhance learning for students.



In the space below, describe at least one observation as evidence to support your assessment.

The WVUteach teacher manages student behavior and creates rapport with and among students in an environment of respect.

BEGINNING COMPETENT		TARGET: ADVANCED COMPETENT
Fails to communicate clear expectations of classroom behavior, and minimally monitors or inappropriately responds to student misbehavior. Classroom interactions are not positive and may be characterized by sarcasm, put-downs, or conflict.	Demonstrates an awareness of student behavior; has established standards of conduct, but responds inconsistently or inappropriately to students. Classroom interactions are disrespectful.	Demonstrates an awareness of student behavior, has established clear standards of conduct and consistently and appropriately responds to students. Classroom interactions are characterized by students who are considerate of others, time, and property.



In the space below, describe at least one observation as evidence to support your assessment.

The WVUteach teacher effectively and safely uses physical space to enhance learning for all students.

BEGINNING COMPETENT		TARGET: ADVANCED COMPETENT
Fails to use standard procedures in the physical environment, resulting in unsafe or inaccessible conditions for some students. The physical arrangement or technology does not support the lesson.	Consistently uses standard procedures in the physical environment resulting in students' ability to complete activities without risk of physical harm. The physical arrangement and use of technology generally supports the learning activities.	Establishes a learning environment that is safe, and students contribute to ensuring that the physical environment supports the learning of all students. The physical arrangement and use of technology consistently supports the learning activities.



In the space below, describe at least one observation as evidence to support your assessment.

Implementation

<i>The WVUteach teacher communicates clearly and articulately.</i>		
BEGINNING COMPETENT		TARGET: ADVANCED COMPETENT
Fails to effectively communicate orally or in writing. Communication contains errors, is unclear, or inappropriate for students. Does not respond to or understand student questions or concerns.	Communicates clearly and expressively both orally and in writing. Anticipates possible student misconceptions and responds to and understands student questions and concerns.	Communicates clearly and accurately, encouraging students to ask questions of the teacher, one another, and themselves. Responds to student questions and concerns, challenging students to test their own conceptual understandings.



WEAK

STRONG

In the space below, describe at least one observation as evidence to support your assessment.

<i>The WVUteach teacher uses questioning and assessment technique to enhance students' participation and learning.</i>		
BEGINNING COMPETENT		TARGET: ADVANCED COMPETENT
Asks limited questions in a recitation format, resulting in trivialized student participation. Formative assessments give little information about student learning.	Asks some questions that go beyond recitation, though most are answered by a limited number of students. Formative assessments give limited feedback about student learning.	Systematically uses questioning and assessment techniques that promote all students to participate in classroom activities. Follows student responses with prompts that encourage students to think deeper about the subject and continually collects information from formative assessments to measure students learning.



WEAK

STRONG

In the space below, describe at least one observation as evidence to support your assessment.

<p>MASTER TEACHER SIGNATURE</p> <p>.....</p>
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