CALIFORNIA STATE UNIVERSITY, FULLERTON
MULTIPLE SUBJECT CREDENTIAL PROGRAM
STUDENT TEACHING NARRATIVE EVALUATION

OBSERVABLE BEHAVIORS OF A CANDIDATE AT THE HIGHEST LEVEL OF PERFORMANCE

Student Teacher_________________________________ Date_____________________________________
Grade _______ School ___________________________ District_____________________________

ABILITY TO ORGANIZE SUBJECT MATTER, PLAN INSTRUCTION, AND DESIGN LEARNING EXPERIENCES FOR ALL STUDENTS

Candidates in this category are motivated to initiate planning ideas and can take a master teacher request and run with it. They are always thinking about diverse populations, students with special needs, and higher levels of thinking. They plan lessons with regard to former assessments. They apply the information they are learning about teaching and their specific students to make their lessons as effective as possible.

ABILITY TO ENGAGE AND SUPPORT ALL STUDENTS IN LEARNING

Candidates in this category are able to use sound judgment and remain flexible when needing to keep students engaged in a lesson. They do not simply stick to a well-written lesson plan if it is not working. They are resourceful when needing to motivate students to become interested in a topic and when needing to provide support for individual learners. They are observant and notice when students are not engaged and can bring the student to an appropriate level of engagement.

ABILITY TO ASSESS STUDENT LEARNING

Candidates in this category are intuitive and observant with regards to student performance and ability levels. They use assessment to guide future instruction and are creative in the ways they align objectives, outcomes and assessment. Their assessments demonstrate their own content knowledge and application of teaching strategies. Their assessments/feedback to students and parents are specific and timely.

ABILITY TO CREATE AND MAINTAIN AN EFFECTIVE ENVIRONMENT FOR STUDENTS

Candidates in this category are able to use sound judgment and think on their feet. They are able to observe the current classroom standards and enforce them in a way that reflects their own personal teaching philosophy. They maintain order (somewhat naturally) and respect students while teaching effectively. They embrace the idea of organization and preparation facilitating effective teaching.

ABILITY TO RELATE TO STUDENTS AND ADULTS

Candidates in this category are respectful, professional, dependable and willing/eager to learn. They like to become involved and seek out opportunities to work with other professionals, the students and their families, as well as the community at large. They observe a situation and react appropriately in a manner that resolves issues in a proactively. They love children and are passionate about teaching as demonstrated by their dedication to the MSCP, the students and the profession.

Evaluator: ____ Master Teacher ______ University Supervisor
CALIFORNIA STATE UNIVERSITY, FULLERTON
MULTIPLE SUBJECT CREDENTIAL PROGRAM
STUDENT TEACHING NARRATIVE EVALUATION

OBSERVABLE BEHAVIORS OF A CANDIDATE AT AN ABOVE-AVERAGE LEVEL OF PERFORMANCE

Student Teacher_________________________________ Date______________________________________
Grade ________ School _____________________________ District_____________________________

ABILITY TO ORGANIZE SUBJECT MATTER, PLAN INSTRUCTION, AND DESIGN LEARNING EXPERIENCES FOR ALL STUDENTS

Candidates in this category are motivated to initiate planning ideas and can follow a master teacher’s request with confidence. They consider diverse populations, students with special needs, and higher levels of thinking. They plan effective lessons with the master teacher’s input. They are mindful of the overall picture when teaching a lesson that is part of a unit. They reference the information they are learning about teaching and their specific students to make their lessons as effective as possible.

ABILITY TO ENGAGE AND SUPPORT ALL STUDENTS IN LEARNING

Candidates in this category recognize when students are not engaged. They have techniques and teaching strategies that keep students learning. They can tell when the lesson plan is not working and are able to modify the instruction and/or seek support from the master teacher. They are able to provide support for individual learners. They are observant and notice when students are not paying attention and can bring the student to an appropriate level of engagement.

ABILITY TO ASSESS STUDENT LEARNING

Candidates in this category are knowledgeable about student performance and ability levels. They use assessment to guide future instruction. They can align objectives, outcomes and assessment. Their assessments demonstrate their own content knowledge and application of teaching strategies. Their assessments/ feedback to students and parents strive to be specific and timely.

ABILITY TO CREATE AND MAINTAIN AN EFFECTIVE ENVIRONMENT FOR STUDENTS

Candidates in this category are able to manage students at all times in the classroom. They are able to observe the current classroom standards and enforce them in a way that reflects the wishes of the master teacher. They maintain order and respect students while delivering effective instruction. They realize that organization and preparation facilitate effective teaching.

ABILITY TO RELATE TO STUDENTS AND ADULTS

Candidates in this category are respectful, professional, dependable and willing to learn. They are willing to become involved in working with other professionals, the students and their families, as well as the community at large. They act appropriately in situations needing resolution. They love children and are excited about teaching as demonstrated by their dedication to the MSCP, the students and the profession.

Evaluator: ___ Master Teacher ___ University Supervisor
CALIFORNIA STATE UNIVERSITY, FULLERTON
MULTIPLE SUBJECT CREDENTIAL PROGRAM
STUDENT TEACHING NARRATIVE EVALUATION

OBSERVABLE BEHAVIORS OF A CANDIDATE AT AN AVERAGE LEVEL OF PERFORMANCE

Student Teacher_________________________________ Date______________________________________
Grade _______ School _________________________________ District______________________________

ABILITY TO ORGANIZE SUBJECT MATTER, PLAN INSTRUCTION, AND DESIGN LEARNING EXPERIENCES FOR ALL STUDENTS

Candidates in this category are able to plan lessons and units with the master teacher. With time, the candidate may be able to plan alone. The candidate may show appropriate growth in designing instruction that meets the needs of all students at all levels. It is evident that improvement continues and much learning is occurring. The candidate may be very involved in the planning process and demonstrates daily growth.

ABILITY TO ENGAGE AND SUPPORT ALL STUDENTS IN LEARNING

Candidates in this category are able to engage students during a lesson. The candidate may be able to utilize a variety of strategies with the master teacher’s support. The candidate is acquiring the skills to keep all students focused and on task. The candidate is learning how to use the theories of student engagement and apply the ideas to their students. The candidate may recognize when a lesson is being taught effectively and when it is not. The candidate is appreciative of the master teacher’s support and suggestions. The candidate is off to a good start, but will benefit from more practice with a variety of engagement strategies.

ABILITY TO ASSESS STUDENT LEARNING

Candidates in this category are learning how to use assessment practices, tools and strategies with students. The candidate may be knowledgeable of types of assessment and is showing a beginning level of understanding of how to use them. Assessments the candidate uses are suitable and sufficient, although not superior and reflective of higher thinking skills. The candidate recognizes the uses and needs of assessment and is able to apply additional assessment practices as the placement continues.

ABILITY TO CREATE AND MAINTAIN AN EFFECTIVE ENVIRONMENT FOR STUDENTS

Candidates in this category are learning how to maintain an effective environment for students. The candidate may rely on the modeling of the master teacher. The candidate may be able to be successful with the suggestions of the master teacher and is willing and eager to learn how to continue improving. The candidate may realize the importance of preparation and organization for effective instruction and shows improvement in these areas.

ABILITY TO RELATE TO STUDENTS AND ADULTS

Candidates in this category are able to relate to students and adults in very acceptable manners. The candidate may be off to a good start with regards to becoming proactive and seeking opportunities to engage in relationships with those in the school community. The candidate may conscientiously work on improving personal levels of professionalism and effectiveness. The candidate may be learning to be less cautious and more relatable.

Evaluator: _____ Master Teacher _____ University Supervisor
CALIFORNIA STATE UNIVERSITY, FULLERTON
MULTIPLE SUBJECT CREDENTIAL PROGRAM
STUDENT TEACHING NARRATIVE EVALUATION

OBSERVABLE BEHAVIORS OF A CANDIDATE WHO IS BELOW AVERAGE OR MAY BE AT RISK OF NOT COMPLETING THE PROGRAM AT THE CURRENT LEVEL OF PERFORMANCE

Student Teacher_________________________________ Date______________________________________

Grade _______ School _______________________________ District______________________________

ABILITY TO ORGANIZE SUBJECT MATTER, PLAN INSTRUCTION, AND DESIGN LEARNING EXPERIENCES FOR ALL STUDENTS

Candidates in this category are not able to plan lessons without support of the master teacher. The candidate might not be able to design lessons that relate to a common unit of instruction. The candidate may lack initiative in trying to learn how to effectively organize the subject matter and might be resistant to support (and additional requirements) of the master teacher and supervisor. The candidate might not seek clarification or assistance when needed. The candidate may need continual guidance with all areas of planning and designing instruction.

ABILITY TO ENGAGE AND SUPPORT ALL STUDENTS IN LEARNING

Candidates in this category are ineffective when teaching. The candidate may not notice when students are not engaged or even paying attention. The candidate may continue to teach when students are misbehaving or disinterested. The candidate may rely on the master teacher to reteach lessons that were not successful. The candidate may feel insecure and uneasy when in front of the students. The candidate may not seem to enjoy teaching. The candidate may not take constructive criticism from the supervisor or master teacher very well. The candidate may seem bewildered as to why the lesson isn’t effective.

ABILITY TO ASSESS STUDENT LEARNING

Candidates in this category are unsure of student learning levels and how to use assessment to guide instruction. The candidate may follow the master teacher’s directions for all forms of assessment and rarely (if ever) initiate varying the assessment tool. The candidate may need to work on gaining personal knowledge of assessment and how to use varied assessments appropriately. The candidate may be disinterested in learning about student achievement and how to assess learning. The candidate might not see the connection between the lesson objective, outcomes and achievement.

ABILITY TO CREATE AND MAINTAIN AN EFFECTIVE ENVIRONMENT FOR STUDENTS

Candidates in this category struggle to maintain order with the students during a lesson. The candidate can be unorganized and unprepared. The candidate may be uncomfortable while teaching a lesson. The candidate may seek support from the master teacher as needed. The candidate may continue teaching although instruction in ineffective. The candidate can become unprofessional and defensive in dialog with the students. The candidate may be complacent and seem disinterested with the needs of the students.

ABILITY TO RELATE TO STUDENTS AND ADULTS

Candidates in this category may lack interpersonal skills and do not seek out establishing relationships with the students or adults at the school. The candidate may be resistant to conversing with parents, school administrators, faculty and students. The candidate may be offensive or impolite to others. The candidate may be uneasy when speaking one-on-one and seem to avoid conversations with others. The candidate may be disinterested in the needs of their students and resist working on personal improvement.

Evaluator: _____ Master Teacher _____ University Supervisor