

Career and Technical Education Teacher Preparation
Program Practicum Evaluation **Option B**
Current Teacher Adding CTE Endorsement

This report indicates the level of competency demonstrated by the teacher candidate while being employed in our school district. The skills are those approved areas of competency for the General and Specific skills for certification as required by the Washington Administrative Code 181-77A-165 and 180-78A-270, and by Olympic College.

Teacher Candidate Name: _____

School District: _____

WA Teaching Cert #: _____

CTE Director Name: _____

CTE Director Email: _____

Date of Evaluation: _____ **Time Period:** _____

The following criteria were used in the evaluation of the teacher candidate's skills in each of the listed areas:

A rating of

- 1** Means the teacher candidate's performance is ineffective and inefficient and may represent practice that is harmful to the student learning progress, professional learning environment, or individual teaching. (Unsatisfactory)
- 2** Means the teacher candidate shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. (Basic)
- 3** Means the teacher candidate shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. (Proficient)
- 4** Means the teacher candidate performance is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. A teacher at this level must show evidence of average to high impact on student growth. (Distinguished)

Practicum Evaluation

Candidate's Name _____

Classroom Management and Discipline					
Evaluation					
<i>The teacher candidate must demonstrate ability to manage the physical environment and human dynamics of the classroom by:</i>	1	2	3	4	Comments
1. Maintaining a positive effective environment					
2. Managing the physical environment of the classroom to meet instructional, social and physical concerns.					
3. Maintaining instructional momentum					
4. Motivating students					
5. Knowing and applying alternative forms of corrective action to classroom behavior.					
6. Supporting verbal communication with nonverbal communication					
7. Handling transitions effectively					
8. Monitoring the classroom effectively					
Additional observations:					
Instructional Design and Methodology					
Evaluation					
<i>The teacher candidate must demonstrate their ability to design and manage the instructional and the physical environment as well at the human dynamics of the classroom by:</i>	1	2	3	4	Comments
1. Designing and implementing an instructional unit that focuses on technical content and the appropriate Washington State EALRs and state learning goals					
2. Consistently designing, planning, implementing and evaluating an effective lesson using the essential elements of a lesson plan design					
3. Designing and implementing instructional activities that are logical, sequential and purposeful					
4. Designing and implementing alternative instructional activities to meet individual student needs					
5. Designing and implementing alternative models of instruction					
6. Designing and implementing questions that are balanced between fact and thought					
7. Using audiovisual materials, the computer, and other technological developments for instruction.					
8. Using constructivist teaching behaviors that encourage the participation of all learners in educational opportunities					
9. Producing a positive impact on students					
10. Making appropriate curricular judgments based on physical, intellectual, emotional, social and cultural aspects of the learner.					
11. Using extended learnings to enhance curriculum.					
12. Using learning communities to enhance student support and progress.					
Additional observations:					

Testing, Evaluation and Record Keeping	Evaluation				
<i>The teacher candidate must demonstrate their ability to use both formative (on-going) and summative (final) evaluation techniques in order to evaluate and assess programs, students and their own teaching by:</i>	1	2	3	4	Comments:
1. Assessing student basic skills levels in content areas					
2. Evaluating student performance					
3. Assessing student basic skills (essential learnings) and identifying content area competencies and applications					
4. Evaluating an instructional units effectiveness					
5. Following the prescribed course of study					
6. Maintaining and rendering appropriate records and reports					
7. Assessing his/her impact on student learning					
8. Presenting evidence of the application of the constructivist theory					
9. Reflecting on evaluating instructional choices in terms of self-knowledge, professional knowledge and ethical decision making					
Additional observations:					
Special Populations and Needs	Evaluation				
<i>The teacher candidate must demonstrate their ability to work effectively with students of various backgrounds, handicapping conditions and capabilities, and social and/or ethnic populations by:</i>	1	2	3	4	Comments:
1. Showing an understanding of the various values, lifestyles, history and contributions of various identifiable subgroups of society					
2. Recognizing and dealing with dehumanizing biases of sexism, racism, prejudice and discrimination					
3. Meeting the needs of exceptional students requiring special instruction, referrals or formal assessment					
4. Working effectively with students from racial and/or ethnic populations					
5. Creating instructional opportunities adapted to different approaches of learning by pupils, from diverse, cultural, or linguistic backgrounds, pupils with exceptionalities, and pupils at various levels of academic ability and talent					
6. Articulating ways to address student's strengths and limitations					
Additional observations:					

School, Home and Community	Evaluation				
<i>The teacher candidate must demonstrate their ability to integrate education policies with the school, home and community by:</i>	1	2	3	4	Comments:
1. Participating in designing activities that involve parents in the learning process of their children					
2. Using community resources to enhance the school program					
3. Working cooperatively with students, parents, colleagues, and community members in a professional manner					
4. Applying the knowledge of school law to practices involving the school, home and community					
Additional observations:					
Professionalism	Evaluation				
<i>The teacher candidate must demonstrate the minimum criteria of professional preparation and scholarship for classroom teachers who are certified to teach based on their business and industry experience by:</i>	1	2	3	4	Comments:
1. Being prepared in the theory and knowledge of the principles and methods of teaching					
2. Being committed to education as a professional					
3. Demonstrating an awareness of his or her limitations and strengths, and evaluating for continued professional growth					
4. Communicating a caring, patient attitude and personal commitment to educating students					
5. Demonstrating an understanding and commitment to each student					
6. Being knowledgeable of content area or specialization					
7. Incorporating current education research into design, implementation and evaluation of instruction					
8. Using oral skills correctly and effectively					
9. Using written skills correctly and effectively					
10. Consistently demonstrating energy and enthusiasm in his/her teaching					
Additional observations:					

Student Leadership, Worksite Learning and Advisory Committees	Evaluation				
<i>The teacher candidate must demonstrate that they have implemented and maintained collaborative partnerships with students, colleagues, community, business, industry and families which maximize resources and promote student self-sufficiency by:</i>	1	2	3	4	Comments:
1. Identifying the student leadership curriculum for all students in the program					
2. Implementing the student leadership curriculum for all students in the program.					
3. Developing the worksite learning component in the program					
4. Implementing the worksite learning activities for all students					
5. Establishing industry/business partnerships for your program					
6. Establishing a functional advisory committee for the program					
7. Establishing family, work and community connections to the program					
8. Developing learning activities for sustainability					
9. Developing learning activities for global interconnectedness					
10. Identifying career clusters and pathways and tech prep options					
11. Identifying career guidance resources					
Additional observations:					

CTE Director's Signature _____

Teacher Candidate's Signature _____

Date _____