

**West Virginia University at Parkersburg
Post-Admission Student Assessment**

Student Name _____ School _____

Semester _____ Cooperating Teacher _____

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|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> EDUC 301 | <input type="checkbox"/> EDUC 303 | <input type="checkbox"/> EDUC 304 | <input type="checkbox"/> EDUC 306 |
| <input type="checkbox"/> EDUC 310 | <input type="checkbox"/> EDUC 330 | <input type="checkbox"/> EDUC 387 | <input type="checkbox"/> EDUC 388 |
| <input type="checkbox"/> EDUC 389 | <input type="checkbox"/> EDUC 390 | <input type="checkbox"/> EDUC 401 | <input type="checkbox"/> EDUC 402 |
| <input type="checkbox"/> SPED 312 | <input type="checkbox"/> SPED 422 | | |

Please rate the student in each of the following areas. Mark the term that best describes the student in each area.

Competencies	Advanced	Proficient	Novice	Opportunity for Improvement
<p>Planning Skills</p> <p>Teacher candidate demonstrates the ability to make effective decisions about organizing, implementing and evaluating instruction. They effectively form goals and objectives for themselves and students. They utilize research based strategies in their lessons. They utilize assessment data to guide instruction.</p>	<p>Demonstrates adherence to attendance policy regarding absences and tardiness. Effectively plans by organizing the classroom instruction in a way that maximizes learning opportunities for all students. Has an effective plan for formative and summative assessments.</p>	<p>Demonstrates adherence to attendance policy regarding absences and tardiness. Effectively plans by organizing the classroom instruction in a way that maximizes learning opportunities for students. Has a plan for data collection to assess learning.</p>	<p>Demonstrates adherence to attendance policy regarding absences and tardiness. Effectively plans by organizing the classroom instruction.</p>	<p>Does not adhere to attendance policy regarding absences and tardiness.</p>
<p>Teaching Skills</p> <p>Teacher candidate demonstrates the ability to capture student's attention, stimulate recall, introduce lesson objective and orient students to the lesson. They demonstrate the ability to maintain an effective learning environment and provide closure/summary activities for students. They demonstrate the ability to differentiate lessons to meet the needs of a diverse population of students. They demonstrate the ability to incorporate technology into their lesson plans.</p>	<p>Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, encourages higher order thinking and keeps student actively involved in the lesson. Lessons have a clear beginning, middle and end. Provides students the opportunity for self-reflection and the integration of technology.</p>	<p>Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, encourages higher order thinking and keeps student actively involved in the lesson.</p>	<p>Demonstrates initiative in the classroom. Provides students with clear instructions, provides positive feedback in a timely manner, and keeps student actively involved in the lesson.</p>	<p>Does not adhere to school rules or classroom procedures.</p>

<p>Interpersonal Skills</p> <p>Teacher candidate demonstrates the ability to effectively collaborate with different people in multiple environments. They effectively establish respectful working relationships with students, peers, principals, and parents.</p>	<p>Demonstrates effective collaboration with colleagues, students and parents. Interactions both oral and written are positive and demonstrate professionalism. They conduct meetings and conferences in an efficient and positive manner.</p>	<p>Demonstrates effective collaboration with colleagues, students and parents. Interactions both oral and written are positive and demonstrate professionalism.</p>	<p>Exhibits interpersonal skills through positive interaction and effective problem solving with students, teachers, parents, and other school personnel.</p>	<p>Does not demonstrate effective interpersonal skills.</p>
<p>Decision Making Skills</p> <p>Teacher candidate demonstrates effective decision making by planning, implementing and evaluating instruction. They employ active, persistent and carefully considered reflection in an effort to improve the learning environment.</p>	<p>Decision making skills demonstrated through self-reflection with the purpose of continuous improvement in the profession of teaching. Instruction is adapted based on self-reflection and student data. They identify and utilize teachable moments in the classroom.</p>	<p>Decision making skills demonstrated through self-reflection with the purpose of continuous improvement in the profession of teaching. Instruction is adapted based on self-reflection and student data.</p>	<p>Demonstrates interest in and enthusiasm for the profession through positive choice making, and careful consideration of classroom practices.</p>	<p>Does not demonstrate effective decision making skills.</p>
<p>Professional Commitment</p> <p>Teacher candidate demonstrates a commitment to continued professional growth and the improvement of professional practice. They maintain high expectations for themselves as well as their students. They demonstrate strict adherence to a professional code of ethics.</p>	<p>Demonstrates professional commitment through additional professional development opportunities, appropriate appearance, maintains high expectations for all students and themselves, and strict adherence to a professional code of ethics and law.</p>	<p>Demonstrates professional commitment by attending professional development opportunities, appropriate appearance, maintain high expectations for students and themselves, and strict adherence to a professional code of ethics and law.</p>	<p>Demonstrates professional commitment through professional growth and the improvement of professional practice, professional speech, appropriate appearance, and strict adherence to a professional code of ethics.</p>	<p>Does not demonstrate the need for Professional Commitment.</p>
<p>Diversity</p> <p>Teacher candidate demonstrates an understanding that diversity includes developmental, socioeconomic, linguistic, cultural, racial, ethnic and gender differences. They demonstrate knowledge and understanding of multicultural forces that affect teaching and learning.</p>	<p>Develops an appreciation of multicultural forces which affect education, teaching and learning evidenced in classwork and field experience, lessons are differentiated to support the learning needs of all diverse learners in the classroom.</p>	<p>Develops an appreciation of multicultural forces which affect education, teaching and learning evidenced in classwork, field experience and the use of differentiated instruction.</p>	<p>Is accepting and develops an understanding of students who are culturally different in ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, or geographical area.</p>	<p>Does not demonstrate an acceptance of student diversity</p>

Please add any additional comments or observation regarding the student.