



Utah State University

School of Teacher Education and Leadership - Secondary Teacher Education Program Clinical Experience Evaluation Form

USU Student _____ Student's A# _____

USU Methods Instructor _____

Mentor Teacher _____ School Site _____

Grade Taught / Content area _____ Semester _____ Year _____

E-mail of Mentor Teacher _____

Mentor Teacher Signature _____

USU Student Signature _____

How to Evaluate your Clinical Student

This guide is designed to assist you as you evaluate the performance of your clinical student teacher. It is understood that clinical students will most likely not engage in the same activities every day, and there may be some things they never do (e.g., record keeping). Please assess performance based on the experiences your clinical student has had under your direction.

Check any classroom activities in which the USU student participated under your supervision.

- tutoring individual students
 - correcting papers, filing and/or entering grades
 - teaching mini-lessons
 - leading whole-class activities
 - supervising class activities, exams or special projects
 - meeting with parents or school officials
 - designing and implementing full-length lessons
 - discussing educational issues with mentor teacher
 - shadowing a student
 - OTHER (please describe): _____
- _____
- _____

Identify observed strengths of the USU student as well as areas for growth.

Strengths _____

Areas for Growth _____

- 30 hours minimum (full-time placement)
- ½ time placement is shared with another mentor teacher

Student Teachers completing clinical hours are assessed in three main areas, learning environments, content knowledge, and reflection and continuous growth. Please circle one number on each row of the rubric. Students who receive a one or two in each area are on track for successful student teaching experiences.

Learning Environments: Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.				
<ul style="list-style-type: none"> • Demonstrates negative demeanor. • Reprimands frequently. • Leaves students unattended. <p><i>Not Effective — 0</i></p>	<ul style="list-style-type: none"> • Communicates with students using developmentally appropriate language. <p><i>Beginning — 1</i></p>	<p>...and</p> <ul style="list-style-type: none"> • Communicates explicitly the expectations for classroom interactions. • Provides opportunities for teacher-student interactions. • Provides opportunities for student interactions. <p><i>Developing — 2</i></p>	<p>...and</p> <ul style="list-style-type: none"> • Maintains positive interactions with and among students. <p><i>Preservice Proficient — 3</i></p>	<p><i>Not Scored</i></p>
Content Knowledge: Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language.				
<ul style="list-style-type: none"> • Provides inaccurate lesson content. <p><i>Not Effective — 0</i></p>	<ul style="list-style-type: none"> • Demonstrates content knowledge. <p><i>Beginning — 1</i></p>	<p>...and</p> <ul style="list-style-type: none"> • Uses more than one way to explain concept. • Uses accurate academic language. <p><i>Developing — 2</i></p>	<p>...and</p> <ul style="list-style-type: none"> • Models critical and/or creative thinking in the content area. • Supports learner use of content-specific academic language. <p><i>Preservice Proficient — 3</i></p>	<p><i>Not Scored</i></p>
Reflection and Continuous Growth: Adapts and improves practice based on reflection and new learning.				
<ul style="list-style-type: none"> • Does not reflect on instruction. • Does not accept feedback. <p><i>Not Effective — 0</i></p>	<ul style="list-style-type: none"> • Attends to feedback from mentor teacher and supervisor. <p><i>Beginning — 1</i></p>	<p>...and</p> <ul style="list-style-type: none"> • Develops a plan to improve practice in response to feedback. • Self-reflects on lesson effectiveness. <p><i>Developing — 2</i></p>	<p>...and</p> <ul style="list-style-type: none"> • Applies feedback from mentor teachers, supervisors, and self-reflection to improve teaching and learning in the classroom. <p><i>Preservice Proficient — 3</i></p>	<p><i>Not Scored</i></p>

How to Submit this Evaluation

Mentor teachers: After completing the Clinical Experience Evaluation Form please return it to your clinical student. To receive your honorarium, the Office of Teacher Preparation must have a current W-9 form on file by Oct. 15 (Fall) or Mar. 15 (Spring). If you need one, please contact us at (435) 797-2222 or jay.wolin@usu.edu.

Clinical students: Please submit the Clinical Experience Evaluation Form to your clinical supervisor and upload it to the clinical experience Canvas course.