# Cooperating Teacher Final Assessment of Clinical Student Performance

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| Student Name: |  |  | Discipline: |  |  | Semester: Fall / Spring |  | Year: |  |

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| **IPTS Indicator Addressed** | **Insufficient Evidence** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
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| **POSITIVE ATTITUDE** The clinical student demonstrates a positive attitude toward working with others and towards teaching and learning [IPTS 8B] |  | The clinical student did not engage willingly with cooperating teacher and avoided requesting or accepting assistance | The clinical student made minimal attempts to engage with cooperating teacher and asked questions only when unavoidable | The clinical student made attempts to engage with cooperating teacher and asked questions to enhance learning | The clinical student quickly engaged with cooperating teacher, students and staff, requested information, and took full advantage of the learning opportunities |
| **DELIVERY OF INSTRUCTION** The clinical student demonstrates an ability to delivercontent effectively. |  | The clinical student demonstrates one or more of the following characteristics: does not speak clearly, coherently, correctly, or with sufficient volume; does not communicate enthusiasm for material being presented | The clinical student needs improvement in one or more of the following areas: volume/clarity of voice, use of Standard English; occasionally demonstrates enthusiasm for subject matter | The clinical student speaks clearly and correctly, demonstrates enthusiasm for subject matter | The clinical student speaks clearly and correctly with appropriate volume and tone, is clearly passionate about the subject matter |
| **ORGANIZATION/PUNCTUALITY** The clinical student demonstrates personal organizational ability, is able to keep track of multiple details and responsibilities, is punctual, meets deadlines, and follows guidelines and regulations  [IPTS 3I, 6E, 9I, 9J] |  | The clinical student often seems overwhelmed or confused, unable to balance personal and professional responsibilities, does not complete paperwork accurately and when due, and/or is chronically late to classes or appointments or misses classes or appointments with no explanation | The clinical student does not always appear to be organized and/or prepared. The clinical student was late to two or more classes/appointments, and sometimes struggles to follow directions | The clinical student is organized and prepared most days, keeps materials organized, and follows most directions. The clinical student is on time most days but may have been tardy to class/appointment once | The clinical student is very well‐ organized and prepared each day. The clinical student is extremely punctual, keeps materials organized, and follows directions and guidelines perfectly |
| **QUALITY OF WORK** The clinical student knows and models standard conventions of written and oral communications [IPTS 6E] |  | The clinical student is unusually reticent, has difficulty sustaining eye contact, makes inappropriate comments, oral or written, and/or does not listen to others | The clinical student communicates appropriately, but interpersonal skills need some development | The clinical student demonstrates confidence with small group facilitator and peers; communicates effectively | Lessons or written work show exceptional insight and engagement; work is essentially error free |
| **INTERPERSONAL SKILLS** The clinical student demonstrates effective interpersonal skills [IPTS 8A, 8D, 8E, 8P] |  | The clinical student was unusually reticent, had difficulty sustaining eye contact, made inappropriate comments, oral or written, and/or did not listen to others | The clinical student communicated appropriately, but interpersonal skills need some development | The clinical student demonstrated confidence with students and staff, and communicated effectively | The clinical student demonstrated exceptional confidence with students and staff, and communicated effectively and professionally |
| **INTELLECTUAL CURIOSITY** The clinical student demonstrates intellectual curiosity [IPTS 9E, 9H, 9I] |  | The clinical student showed no interest/engagement in the classroom activities and/or never asked questions | The clinical student showed some interest in classroom activities and asked some non-relevant questions | The clinical student joined in classroom activities where appropriate, and asked relevant questions when possible to further understanding | The clinical student enthusiastically joined in classroom activities where appropriate, asked meaningful questions and actively sought to gain knowledge |

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| **IPTS Indicator Addressed** | **Insufficient Evidence** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
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| **PUBLIC PERSONA** The clinical student demonstrates a public persona that is suitable for a high school classroom. All technology and social media use is professional [IPTS 9A, 9G, 9H, 9I, 9T] |  | The clinical student does not communicate enthusiasm for teaching; does not maintain professional grooming; frequently uses technology and/or social media inappropriately | The clinical student demonstrates little enthusiasm for teaching in general; professional grooming is inconsistent; occasionally uses technology or social media inappropriately | The clinical student demonstrates enthusiasm for teaching, and maintains professional grooming; use of technology and social media is appropriate | The clinical student is clearly passionate about teaching, maintains professional grooming; uses technology and social media to enhance student learning |
| **COLLABORATION** Understands the collaborative process and the skills necessary to carry out that process [IPTS 9B] |  | Student showed no evidence of an attempt at collaboration or participation | Student did engage in some collaboration, but more participation is needed | Student demonstrated appropriate collaborative skills and participated appropriately | Student was able to collaborate effectively with a variety of individuals and groups and made thoughtful, reflective contributions to discussions |
| **REFLECTIVE PRACTITIONER** The clinical student reflects on professional practice and resulting outcomes; engages in self-assessment [IPTS 9K] |  | Student did not reflect on their practice and/or reflections contained only a recitation of the observations; not receptive to feedback | Student showed an attempt at reflection, but more insight is needed; receptive to feedback but makes little to no changes | Student reflections demonstrated self-assessment and insight; receptive to feedback and makes an effort to improve | Student reflections demonstrated excellent self-assessment and insight; receptive to feedback and makes meaningful improvements based on feedback |
| **OVERALL ASSESSMENT OF CLINICAL STUDENT** | | | | | |
| Based on the scores above, what is your overall grade recommendation? |  | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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Please make any additional comments below. For additional examples and expectations, please refer to the CLAS dispositions rubric.

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| Cooperating Teacher Signature: |  | School: |  | Date: |  |

You may return this form to the student upon completion, or you may email it to the Coordinating Instructor at [CLAS\_TCert@niu.edu](mailto:CLAS_TCert@niu.edu)