

# Greensboro College Clinical Evaluation Instrument (GCCEI)

For Supervising Student Teachers/Clinical Practicum

This form is used for formal or informal evaluation of teacher candidates and for their own self-evaluation.

Candidate \_\_\_\_\_ Licensure Area \_\_\_\_\_ Course (ex. EDU 4940) \_\_\_\_\_

Clinical Site Dates (Beginning & Ending) \_\_\_\_\_ School/Clinical Site \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_

Evaluation used as the:  Mid-term  Final

Evaluation Ratings: Pre-service teachers are not first-year teachers and should not be held to the same standard. Also 1, 2, 3, and 4 do not correspond to a grading scale "F", "C", "B", "A". The rating, 3-meets expectation, should be considered the goal for pre-service teachers.

- 1-Unsatisfactory: The candidate is not in any way meeting the indicator. The candidate does not know that he/she does not know.  
2-Needs improvement: The candidate is aware of the indicator but is inconsistent in meeting the particular criteria. The candidate knows that he/she does not know.  
3-Meets expectation: The candidate is consistent, reliable and competent in meeting the standard/indicator.  
4-Exceeds expectation: The candidate is meeting the indicator at a level comparable to a first-year or more experienced teacher.

## \_\_\_\_\_ I. Content Pedagogy

Demonstrates knowledge of subject area(s) and related fields  
Demonstrates knowledge of curriculum expectations and identifies skills basic to content areas  
Demonstrates knowledge of content-related pedagogy  
Demonstrates knowledge of resources and technology  
Demonstrates knowledge of techniques for integrating instruction  
Demonstrates knowledge of alternative approaches to learning  
Demonstrates knowledge of best practices

Comments:

## \_\_\_\_\_ II. Student Development

Demonstrates knowledge of developmental characteristics of learners  
Promotes student learning through sensitivity to student feelings, desires and needs  
Selects methods, materials and strategies appropriate for learners  
Demonstrates knowledge of learners' academic skills and abilities  
Demonstrates knowledge of learners' interests and cultural heritage

Comments:

## \_\_\_\_\_ III. Diverse Learners

Displays respect for learners of all races, cultures, and special needs  
Plans appropriate instructional activities for diverse student needs and different levels of difficulty  
Adapts strategies and resources to raise the performance levels of all students  
Incorporates motivational techniques appropriate for diverse learning needs  
Develops and modifies instructional plans for students with special learning needs  
Works collaboratively with parents/caretakers, colleagues and community agencies

Comments:

#### \_\_\_\_\_ IV. Multiple Instructional Strategies

Links instructional activities to prior learning  
Provides relevant examples and demonstrations to illustrate concepts and skills  
Assigns tasks and asks questions that students handle with a reasonable/high rate of success  
Makes sure that task/assignment is clear  
Summarizes the main point(s) of the lesson at the end of the lesson  
Uses a variety of resources  
Uses questioning techniques that encourage higher-order thinking  
Conducts the lesson or instructional activity at an appropriate pace  
Makes smooth and effective transitions between lessons and activities  
Creates instructional opportunities that are adapted to different learning styles  
Uses instructional strategies that encourage the development of critical thinking and/or problem solving/independence  
Encourages students to be engaged in and responsible for their own learning  
*Comments:*

#### \_\_\_\_\_ V. Management and Motivation

##### \_\_\_\_\_ Time Management

Has materials, supplies, equipment ready at the start of instruction  
Gets students on-task quickly at the beginning of instruction  
Maintains appropriate pace  
Students actively engaged  
*Comments:*

##### \_\_\_\_\_ Student Behavior and Motivation

Demonstrates fairness and consistency in responding to student behavior  
Demonstrates a positive attitude for helping students  
Stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student  
Maintains high expectations for student achievement  
Consistently uses motivational techniques or strategies for all students  
Clearly communicates expectations and procedures  
Consistently monitors the behavior of all students  
Demonstrates sound judgment when evaluating student behavior and determining responses  
Consistently reinforces positive behaviors and student strengths  
*Comments:*

\_\_\_\_\_ VI. Communication and Technology

\_\_\_\_\_ Communication

- Models appropriate speech
  - Actively listens to students
  - Demonstrates proficiency in written expression
  - Uses communication skills to manage conflict
  - Helps students develop constructive communication skills
- Comments:*

\_\_\_\_\_ Technology

- Demonstrates a sound understanding of technology operations and concepts
  - Uses available technology effectively to support instruction
  - Applies technology to facilitate assessment strategies
  - Uses technology to engage in ongoing professional development and learning
  - Uses technology to communicate and collaborate with peers, parents and the larger community
  - Understands the ethical, legal and social issues surrounding the use of technology in the public schools
- Comments:*

\_\_\_\_\_ VII. Planning

- Develops short-term instructional plans that are compatible with school curriculum and the NC SCOS or OCS
  - Develops long-term instructional plans that are compatible with school curriculum and the NC SCOS or OCS
  - Plans include differentiated instruction
  - Uses appropriate diagnostic information for planning instruction
  - Provides a clear rationale for the design and sequence of units and lessons
  - Maintains accurate records to document student performance
- Comments:*

\_\_\_\_\_ VIII. Assessment

Maintains clear, firm and reasonable work standards and due dates  
Circulates during class work to check student performance  
Provides appropriate, supportive feedback on in-class student work  
Provides prompt feedback on out of class work  
Maintains awareness of students with IEP modifications and plan assessments  
Uses a variety of assessment procedures and instruments  
Analyzes assessment results and adjusts instructions appropriately  
Maintains records of learning and progress  
Manages documentation for learners with special needs

*Comments:*

\_\_\_\_\_ IX. School and Community

Carries out non-instructional duties as assigned  
Adheres to established laws, policies, rules and regulations  
Communicates effectively with people of all ages and backgrounds  
Participates in school and district events and projects  
Interacts professionally with parents and community members  
Uses available human, material and technology resources to support the overall program  
Fosters relationships with colleagues and parents to support students  
Provides opportunities for parental involvement in the classroom

*Comments:*

\_\_\_\_\_ X. Reflective Practice/Professional Growth

Accepts constructive criticism positively  
Spends adequate time in preparation  
Reflects on and critiques own performance realistically  
Demonstrates commitment to professional growth  
Follows a plan for professional growth  
Acts as a reflective practitioner who continually evaluates the effects of his/her decisions and actions  
Gives student teaching priority in thinking and planning  
Uses educational theory and current research to improve instructional practices  
Demonstrates commitment to lifelong learning (reading, seminars, faculty meetings, seeking professional advice, etc.)

*Comments:*

\_\_\_\_\_ XI. Personal and Professional Attributes

- Demonstrates punctuality, reliability and dependability
  - Demonstrates professional appearance in grooming and attire
  - Demonstrates commitment for helping students
  - Demonstrates commitment to growth and development of learners
  - Demonstrates self-motivation and initiative to complete tasks
  - Collaborates and cooperates with others
  - Seeks to understand school organization
  - Centers attention on students' needs rather than on personal concerns
  - Exhibits creativity and originality
  - Demonstrates flexibility
  - Acknowledges and understands diversity
  - Seeks to understand school improvement plan
  - Demonstrates leadership qualities necessary for effective teaching
- Comments:*

\_\_\_\_\_ (Supervisor Initials) Teacher Performance Appraisal Instrument (TPAI) documenting successful classroom experience on file. (Applicable to lateral-entry candidates enrolled in employment practicum)

For exit evaluation only:

\_\_\_\_\_ Grade

\_\_\_\_\_ Date

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
College Supervisor Signature

\_\_\_\_\_  
Date