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Next

Save





## College of Education & Human Services

### Early Clinical Experience Evaluation

**IMPORTANT NOTE:** This evaluation can only be processed if the Longwood ID and teacher candidate name you provide are accurate. If you do not have access to this information, please ask the candidate to provide this information. Thank you.

Please provide the candidate's Longwood ID/

CWID: [\[Help\]](#)

*NOTE: You MUST provide a correct Longwood ID in order for this evaluation to be processed.*

Please provide the candidate's name as s/he is currently enrolled at Longwood:

Last Name

First Name

Middle Name or Middle Initial

Please indicate on which of the following you are reporting information:

Please indicate the semester and year in which you are completing this evaluation:

Semester

Year

Please indicate your role:

**INSTRUCTIONS:** Below are essential knowledge and skills that the Longwood Professional Education Community has determined as important for its candidates to develop during their educational preparation. Using the available Conceptual Framework Standards Rubrics, please assess this candidate's present ability to demonstrate these characteristics. If you are unable to evaluate a candidate on a particular indicator (i.e., you did not have an opportunity to observe this behavior), please choose "NA" for "Not Applicable/Not Observed." However, please use this option sparingly as we desire your best judgment of the candidate's ability on as many of these indicators as possible.

[Click here to view a copy of the Longwood Conceptual Framework Standards Rubrics.](#)

**CF Standard I: Content Knowledge**

- a. Demonstrates understanding of the subject being taught
- b. Helps learners understand the subject and its relationship to the student
- c. Uses variety of methods and materials to present subject content
- d. Communicates concepts, processes and knowledge
- e. Demonstrates instructional strategies related to content and student learning
- f. Guides students to understand content from various perspectives and its relationship to the world at large

Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA

**Back** **Next** **Save**



**CF Standard II: Planning**

	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Develops outcomes aligned with standards				
b. Uses contextual data to design instruction relevant to students				
c. Plans assessments to guide instruction and measure learning outcomes				
d. Plans instructional strategies, activities, and adaptations that address learning outcomes for all students				
e. Plans instructional strategies, activities, and adaptations that facilitate multiple levels of learning				

**CF Standard III: Learning Climate**

	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Communicates rules, procedures, and academic standards				
b. Demonstrates fair and positive classroom management techniques				
c. Establishes a safe and supportive learning environment that encourages mutual cooperation and respect				
d. Demonstrates an understanding of child development with respect to typical and atypical behaviors of students				
e. Communicates high expectations				
f. Values and supports student diversity and addresses individual needs				

**CF Standard IV: Implementation/Management**

	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Uses effective lesson design to provide instruction appropriate to lesson objectives				
b. Facilitates high expectations for all learners through individual and group learning experiences				
c. Stimulates and encourages critical thinking and creative problem solving as appropriate				
d. Implements planned instruction based on diverse student needs and assessment data				
e. Uses time effectively				
f. Uses and arranges classroom space effectively				

**Back** **Next** **Save**



**CF Standard V: Evaluation/Assessment**

	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Uses a variety of appropriate evaluation methods for each lesson objective				
b. Uses assessments that are aligned with learning outcomes				
c. Analyzes assessment data to guide instruction and learning and to measure learning progress				
d. Shares assessment results with students and parents				
e. Adapts assessments to accommodate diverse learning needs and situations				

**CF Standard VI: Communication**

	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Demonstrates competence in oral communication				
b. Demonstrates competence in written communication				
c. Demonstrates the ability to communicate with students				
d. Demonstrates the ability to communicate with school personnel				
e. Demonstrates the ability to communicate with parents and families				

**CF Standard VII: Technology**

	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Uses media, technology, and available resources to design and plan instruction				
b. Uses media, technology, and available resources to implement instruction and facilitate student learning				
c. Uses media, technology, and available resources to assess and communicate student learning				
d. Integrates student use of media, technology, and available resources into instruction				

For the candidate you are evaluating, please indicate his/her educational program of study:

Art Education	Middle School Education	Special Education
Biology	Music	Theatre Education
Business Education	Physical Education	Other
Elementary Education	Science Education	
History/Social Studies Education	Secondary Mathematics Education	

**Back** **Next** **Save**



**Below are additional standards for those who are pursuing a degree to work in Physical Education. Using the available Physical Education Standards Rubrics, please assess this candidate's present ability to demonstrate these characteristics.**

**NASPE Standards**

	Not Demonstrated	Partially Demonstrated	Demonstrated	NA
1.1 Identifies critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purposes of improving learning.				
1.6 Demonstrates knowledge of approved state and national content standards, and local program goals				
2.1 Monitors individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and socio-emotional domains.				
4.1 Uses managerial routines that create smoothly functioning learning experiences and environments.				
4.2 Organizes, allocates, and manages resources (e.g., students, time, space, equipment, activities, teacher attention) to provide equitable learning experiences.				
4.3 Uses a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of the school.				
4.4 Uses strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.				
5.1 Describes and demonstrates effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication).				
5.3 Communicates in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).				
6.1 Identifies, develops, and implements appropriate program and instructional goals.				
6.2 Develops long and short-term plans that are linked to both program and instructional goals, and student needs.				
6.3 Selects and implements instructional strategies based on selected content, student needs, and safety issues to facilitate learning in the physical activity setting.				
6.4 Designs and implements learning experiences that are safe, appropriate, relevant, and based on principals of effective instruction.				
6.5 Applies disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.				
6.6 Provides learning experiences that allow students to integrate knowledge and skills from multiple subject areas.				
6.7 Selects and implements appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.				
6.8 Uses effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.				
6.9 Develops and uses appropriate instructional cues and prompts to facilitate competent motor skill performance.				
6.10 Develops a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).				

Back

Next

Save



Thank you for taking a moment to help us collect information about how well Longwood is preparing teachers.  
Please click "finish" below to submit your responses.

Back

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Save

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