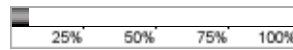


Enter the confidential access number provided to you in order to continue to the Final Clinical Experience Evaluation.

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

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
	Spring	Summer	Fall	
Term				

Please indicate your role:

Is the candidate from the New College Institute campus?

Yes

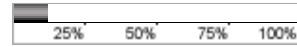
No

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.

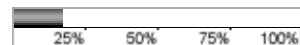
CF Standard I: Content Knowledge	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Demonstrates understanding of the subject being taught				
b. Helps learners understand the subject and its relationship to the student				
c. Uses variety of methods and materials to present subject content				
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				



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				



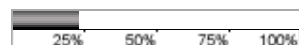
CF Standard V: Evaluation/Assessment	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
a. Uses a variety of appropriate evaluation methods for each lesson objective				
b. Uses assessments that are aligned with learning outcomes				
c. Analyzes assessment data to guide instruction and learning 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				

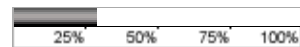
For the candidate you are evaluating, please indicate his/her educational program of study:

Art Education	Foreign Language	Secondary Mathematics Education
Biology	History/Social Studies Education	School Library Media
Business Education	Middle School Education	Theatre Education
Elementary Education	Music	Other
English	Health and Physical Education	
English as a Second Language	Science Education	



Below are additional standards for those who are pursuing a degree to work in Art Education. Please assess this candidate's present ability to demonstrate these characteristics.

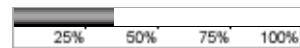
Art Education Standards	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
1. Demonstrates an understanding of the knowledge, skills, and processes of the art discipline as defined in the Virginia Standards of Learning, and how they provide a necessary foundation for teaching art.				
1a. Demonstrates an understanding of planning units and lessons that are discipline based to include art criticism, history, aesthetics and production standards of learning.				
2. Demonstrates knowledge, skills, and processes for teaching art appropriate to the developmental levels of students in preK-12.				
2a. Demonstrates knowledge and experience in planning, developing, administering, and evaluating a program of art education.				
2b. Demonstrates knowledge, skills, and processes for teaching two-dimensional media and concepts including basic and complex techniques and concepts in two-dimensional design, drawing, painting, printmaking, computer graphics, and other electronic imagery.				
2c. Demonstrates knowledge, skills, and processes for teaching three-dimensional media and concepts including basic and complex techniques and concepts in three-dimensional design, sculpture, ceramics, fiber arts, and crafts.				
2d. Demonstrates knowledge, skills, and processes for teaching history of art, including aesthetics and criticism.				
2e. Demonstrates knowledge, skills, and processes for teaching the relationship of art and culture and the influence of art on past and present cultures.				
2g. Demonstrates knowledge and understanding of technological and artistic copyrights laws.				
2h. Demonstrates knowledge and understanding of safety, including use of toxic art material in various aspects of studio and classroom work.				



POWERED BY

Below are additional standards for those who are pursuing a degree to work in Business Education. Please assess this candidate's present ability to demonstrate these characteristics.

Business Education Standards	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
1. Understands the foundations of work, the career development process, current occupational skills standards, and current workplace skill requirements.				
2. Demonstrates the process of planning, delivering, and evaluating instruction based upon knowledge of subject matter in the field; student, community, and work needs; curriculum goals; findings of educational research, and current market data.				
3. Understands the principles of business communications and is able to apply them in oral, written, and electronic channels.				
4a. Demonstrates knowledge, skills, and processes related to teaching reading in the content area of business, marketing, and computer technology education.				
4b. Demonstrates knowledge, skills, and processes related to teaching computational, financial, and accounting principles and practice.				
4c. Demonstrates knowledge, skills, and processes related to teaching content related to economics and personal finance.				
4d. Demonstrates knowledge, skills, and processes related to teaching the principles of marketing, management, law, and/or entrepreneurship.				
4e. Demonstrates knowledge, skills, and processes related to teaching basic concepts of keyboarding and business computer applications and technology.				

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Below are additional standards for those who are pursuing a degree to work in Elementary Education. Please assess this candidate's present ability to demonstrate these characteristics.

Elementary Education Standards	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
1. Demonstrates a high level of competence in using the English language and is able to effectively teach reading, writing, speaking, listening, and thinking skills.				
2. Demonstrates an understanding of and teaches the fundamental principles of science--including physical, life, and earth and space sciences--, along with developing the associated inquiry and technology skills.				
3. Demonstrates understanding and use of major math concepts, procedures and associated reading skills.				
4. Understands and uses the basic concepts and modes of inquiry connected with social studies and teaches the elementary learner the role of citizens in a democratic society.				
5. Demonstrates understanding of the role of the arts in the curriculum and uses them effectively in teaching.				
6. Knows and uses major concepts of health and physical education, assisting students in living healthy life styles and making responsible decisions.				
7. Understands and helps students to see the connections of the above concept areas and motivates them to use these ideas in real world applications.				

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Below are additional standards for those who are pursuing a degree to work in English Education. Please assess this candidate's present ability to demonstrate these characteristics.

English Education Standards	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
2.1 Creates an inclusive and supportive learning environment in which all students can engage in learning.				
2.2 Uses English Language Arts to help students become familiar with their own and others' cultures.				
2.3 Demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.				
2.4 Uses practices designed to assist students in developing habits of critical thinking and judgment.				
2.5 Makes meaningful connections between the English Language Arts curriculum and developments in culture, society, and education.				
2.6 Engages students in activities that demonstrate the role of arts and humanities in learning.				
3.1 Demonstrates knowledge of, and skills in the use of, the English language.				
3.2 Demonstrates knowledge of the practices of oral, visual, and written literacy.				
3.3 Demonstrates knowledge of reading processes.				
3.4 Demonstrates knowledge of different composing processes.				
3.5 Demonstrates knowledge of, and uses for, an extensive range of literature.				
3.6 Demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture.				
3.7 Demonstrates knowledge of research theory and findings in English language arts.				
4.1 Examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.				
4.2 Aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.				
4.3 Integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students.				
4.4 Creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.				
4.5 Engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.				
4.6 Engages students in critical analysis of different media and communications technologies.				
4.7 Engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication.				
4.8 Engages students in making meaning of texts through personal response.				

4.9 Demonstrates that students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.				
4.10 Integrates assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.				

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Below are additional standards for those who are pursuing a degree to work in Foreign Language education. Please assess this candidate's present ability to demonstrate these characteristics.

Foreign Language Education	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
2.c.1. Implements a content-based approach to language instruction that is based on the integration of language and subject-area content (e.g., math, science, social studies, etc.).				
2.c.2. Systematically plans for instruction with colleagues from other subject areas.				
2.c.3. Creates a community of learners within the classroom, in which the teacher and learners work together to acquire new information and perspectives across disciplines.				
3.a.1. Exhibits ease and flexibility in applying language acquisition theories to instructional practice.				
3.a.2. Uses a wide variety of strategies to meet the linguistic needs of students at various developmental levels.				
3.a.3. Exhibits originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories				
3.a.4. Uses the target language to teach a variety of subject-matter and cultural content.				
3.a.5. Structures classes to maximize both spontaneous and planned use of the target language at all levels of instruction.				
3.a.6. Assists students in developing a repertoire of strategies for understanding oral and written input.				
3.a.7. Regularly negotiates meaning as an integral part of classroom interaction and teaches students to integrate negotiation of meaning into their communication with others.				
3.a.8. Engages students in communicative and interesting activities and tasks on a regular basis through meaningful classroom interaction.				
3.a.9. Facilitates instruction by developing engaging content that is personalized to the interests of students and reflect curricular goals.				
3.a.10. Engages students in monitoring their own progress and errors, in providing feedback to peers, and in asking for assistance from the teacher.				
3.a.11. Rewards students for taking risks in using the target language.				
3.b.1. Plans for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students.				
3.b.2. In addition to describing specific foreign language program models (e.g., FLES, FLEX, immersion), candidate can design and/or implement foreign language program models that lead to different language outcomes.				
3.b.3. Consistently uses information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.				
3.b.4. Plans for and implements a variety of instructional models and strategies that accommodate different ways of learning.				
3.b.5. Anticipates students' special needs by planning for alternative classroom activities as necessary.				
3.b.6. Rewards their students for engaging in critical thinking and problem solving.				
3.b.7. Provides regular opportunities for students to work collaboratively in pairs and small-groups.				

3.b.8. Teaches students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task.				
3.b.9. Has an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.				
4.a.1. In addition to describing the national and state foreign language standards, candidate uses those standards as a rationale for the significance of language study.				
4.a.2. Uses national and state standards to design curriculum and unit/lesson plans.				
4.a.3. Articulates a rationale for using national and state standards as a basis for curriculum and unit/lesson plans.				
4.b.1. The goal areas and standards of the <i>Standards for Foreign Language Learning</i> and/or SOLs are the focus of all classroom activities.				
4.b.2. Uses the interpersonal-interpretive-presentational framework as the basis for planning and implementing classroom communication.				
4.b.3. Uses the products-practices-perspective as the basis for planning and implementing cultural instruction.				
4.b.4. Uses connections to target language communities as key component of planning and instruction.				
4.b.5. Participates in professional development activities to enhance knowledge and expertise with standards, to develop linguistic and cultural competence, and to promote reflection on practice.				
4.b.6. Advocates for foreign language learning with students, colleagues, and members of the community.				
4.c.1. Uses authentic materials to plan for and deliver a variety of classroom activities.				
4.c.2. Creatively uses a wealth of appealing resources, including authentic materials (visual, realia, printed and oral materials, and other resources obtained through technology).				
4.c.3. Bases selection of those materials on curricular goals and the standards, adapting them when necessary to enhance instruction.				
5.a.1. Designs a system of formative and summative assessments that measure overall development of proficiency in an ongoing manner and at culminating points in the total program.				
5.a.2. Designs assessment procedures that encourage students to interpret oral and printed texts of their choice.				
5.a.3. Incorporates standards-based, reliable assessments of interpersonal, presentational, and problem-solving tasks of interest to students and/or within other content areas.				
5.a.4. Uses models from professional organizations and professional literature to develop assessments.				
5.b.1. Helps students develop self-assessment skills to encourage independent interpretation and to reflect upon their performance in both a global and analytical fashion.				
5.b.2. Uses assessment results to help students identify gaps in their knowledge and skills.				
5.c.1. Identifies ways of involving students in understanding testing procedures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth.				
5.c.2. Communicates to audiences in the school and community how assessments reflect language proficiency and cultural experiences.				

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Below are additional standards for those who are pursuing a degree to work in History/Social Studies Education. Please assess this candidate's present ability to demonstrate these characteristics.

History/Social Studies Education Standards	Indicator Not Demonstrated	Indicator Demonstrated	Exemplary	NA
1.1 Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.				
1.2 Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.				
1.3 Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.				
1.4 Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.				
1.5 Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.				
1.6 Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.				
1.7 Demonstrates the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.				
1.8 Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.				
1.9 Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.				
1.10 Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.				



