

Clinic Placement Final Evaluation
EGEN 3100

Name of Clinic Student: _____

Clinic Teacher/Leader: _____

PDC (School Name): _____

School District: _____

Clinic Student's Target Certification Area: _____

Directions:

The rubric on the back of this sheet is an example of the final summative evaluation for juniors in their first clinic placement. You will be sent an electronic link to complete this evaluation.

Interpretation Guide:

The target area for a successful clinic placement experience is *number 3, "meets expectations."* Therefore, the overall goal is for the student to receive a score of at least 15 points when all categories are totaled. If a student receives less than 10 points, Dr. Sandra Quiñones (drq@uconn.edu, Director of School-University Partnerships), needs to be contacted in order to design an action plan that will support the candidate in the spring semester.

Totaled Score: _____ (from rubric on other side of this sheet)

Clinic Teachers - Please feel free to provide additional comments or questions regarding the student's clinic experience:

Clinic Teachers: For each of the five performance categories, indicate whether the student “needs work,” “meets expectations,” or “exceeds expectations” by checking the corresponding box marked with a score of 2, 3, or 4. Once finished, please total the students score and record it in the box on the front of this form.

	Needs Work	Meets Expectations	Exceeds Expectations
Demonstrates responsibility & professionalism	Maintains a negative attitude about teaching and students. Difficulty arriving at school site on time and/or leaves early. Dresses unprofessionally and makes inappropriate comments to students. 2	Has positive attitude in the classroom and attempts to understand duties and responsibilities. Attends to tasks in a timely manner. Maintains professional interactions with students and dresses appropriately. 3	Meets all previously stated expectations and is motivated and committed to all students, works to solve problems with polite and courteous discourse. 4
Transitioning from student to professional	Little interaction with clinic teacher and related school personnel. Relationships are negative, self-serving or unprofessional. 2	Seeks opportunities to work with colleagues to learn and grow professionally. With teacher guidance, supports student learning opportunities. 3	Consistently takes initiative. For example, is willing to give and receive help, may volunteer to organize tasks or take the lead with activities within a classroom or instructional team. 4
Exhibits a growing awareness of students’ needs & instructional strategies	Does not appear to be interested in learning more about student needs and instruction. 2	Asks questions of teacher related to instructional strategies, decisions, and student needs. Participates in and/or implements instruction from time to time. Student is familiar with available student and family support services (e.g. special education, counseling, gifted, ELL, etc.) 3	Meets all previously stated expectations. Participates in and/or implements instruction based on diagnostic procedures. Attends parent conferences and/or other professional meetings in which student progress is discussed. 4
Utilizes observation & reflection activities	Does not accept suggestions or guidance from clinic teacher. Completion of observation protocols is unplanned and may disrupt classroom. 2	Conversation, comments, and questions from student indicate attention to instructional events. Open to suggestions and willing to ask for help. Asks questions to extend knowledge of students and classrooms. Observations are planned and professional. 3	Meets all previously stated expectations and actively seeks constructive criticism or suggestions for improvement. 4
Attends clinic placement/ school-related events as scheduled	Attends clinic placement/school-related experiences less than 44 hours per semester. 2	Attends clinic placement/school-related experiences at least 44 hours per semester. 3	Attends clinic placement/school-related experiences more than 44 hours per semester. 4