

Clinic Placement Mid-Semester Check-Up
EGEN 3100

Name of Clinic Student: _____

Clinic Teacher/Leader: _____

PDC (School Name): _____

School District: _____

Clinic Student's Target Certification Area: _____

Directions:

We've designed the rubric on the back of this sheet as a mid-semester formative evaluation for juniors in their first clinic placement. Our goal is to avoid any end-of-semester surprises and to provide everyone with another tool to ensure positive learning experiences and clear expectations in clinic placements. Therefore, we are asking *both* clinic teachers and clinic placement students to complete this assessment.

Clinic Teachers: Please complete and return this form to the student who will deliver it to his/her seminar leader. If you have any questions, please contact the EGEN 3100 seminar leader or Dr. Sandra Quiñones (drq@uconn.edu, Director of School-University Partnerships).

Clinic Students: Use the rubric on the back to complete a self-assessment of your performance in your clinic placement thus far *before* giving this form to your teacher. Once your teacher has completed the checklist, check to see if, at this time, you need further clarification or guidance from your teacher about your evaluation. (Recall that there is nothing wrong with having a little room to grow for the rest of the semester!) Return this form to your seminar leader no later than Friday, **October** ____.

Additional Comments or Questions:

Clinic Teacher/Leader Signature

Date

Clinic Student Signature

Date

Clinic Students: For each of the four performance categories, indicate whether you feel that you “need work,” “meet expectations,” or “exceed expectations” by checking the corresponding box marked with an S. Your self-assessment should be completed *before* the teacher’s assessment.

Clinic Teachers: For each of the four performance categories, indicate whether the student “needs work,” “meets expectations,” or “exceeds expectations” by checking the corresponding box marked with a T.

	Needs Work	Meets Expectations	Exceeds Expectations
Demonstrates responsibility and professionalism	Maintains a negative attitude about teaching and students. Difficulty arriving at school site on time, leaves early. Dresses unprofessionally and makes inappropriate comments to students.	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.	Is motivated and committed to all students, works to solve problems with polite and courteous discourse.
	<input type="checkbox"/> T <input type="checkbox"/> S	<input type="checkbox"/> T <input type="checkbox"/> S	<input type="checkbox"/> T <input type="checkbox"/> S
Transitioning from student to professional	Little interaction with clinic teacher and related school personnel. Relationships are negative, self-serving or unprofessional.	Seeks opportunities to work with colleagues to learn and grow professionally. With teacher guidance, supports student learning opportunities.	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.
	<input type="checkbox"/> T <input type="checkbox"/> S	<input type="checkbox"/> T <input type="checkbox"/> S	<input type="checkbox"/> T <input type="checkbox"/> S
Exhibits a growing awareness of students needs and instructional strategies	Does not appear to be interested in learning more about student needs and instruction.	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.)	Participates in and/or implements instruction based on diagnostic procedures. Attends parent conferences and/or other professional meetings in which student progress is discussed.
	<input type="checkbox"/> T <input type="checkbox"/> S	<input type="checkbox"/> T <input type="checkbox"/> S	<input type="checkbox"/> T <input type="checkbox"/> S
Utilizes observation and reflection activities	Does not accept suggestions or guidance from clinic teacher. Completion of observation protocols is unplanned and may disrupt classroom.	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.	Actively seeks constructive criticism or suggestions for improvement.
	<input type="checkbox"/> T <input type="checkbox"/> S	<input type="checkbox"/> T <input type="checkbox"/> S	<input type="checkbox"/> T <input type="checkbox"/> S

