PRINT | CLEAR FORM

TEACHING PRACTICUM II SELF-EVALUATION FORM

Credential Candidate: _____ Date: _____

Please complete both sections of this form based on your Teaching Practicum II experience. Note your areas of strength and areas for future focus. **This form should be submitted to your Cooperating Teacher and University Supervisor one week before the 3-way Teaching Practicum II Culminating Conference.**

CORE Competencies
CORE Competency 1 – Culture of Learning • Facilitating student behavior and equitable teaching practices
CORE Competency 2 – Essential Content • Planning and delivering lessons effectively • Planning instruction and designing learning experiences for all students
CORE Competency 3 – Academic Ownership • Maintaining high academic expectations • Building thinking skills
CORE Competency 4 – Demonstration of Learning • Leading instruction • Checking for understanding • Responding to student misunderstanding

Dispositions
Social and Ecological Justice: The candidate seeks opportunities to work and interact with those of different backgrounds, confronts use of negative stereotypes and language in interactions with others and promotes equitable practices. The candidate acts on the belief that all children can learn, sets challenging expectations, and serves as an advocate for social and ecological justice as described in the SOE conceptual framework.
Effective Communication: The candidate facilitates positive conversations with peers, professionals, families and/or community members, and adapts written and oral communication to situations. The candidate demonstrates integrity and diplomacy in communication, and uses non-verbal communication effectively.
Self-Reflection and Critical Thinking: The candidate Is committed to self-reflection and seeks out suggestions for growth. The candidate proactively identifies potential problems and a range of solutions that are applied appropriately and articulates multiple perspectives independently.
Professional Ethics: The candidate has an impeccable reputation for always being truthful and honest in dealing with others and is described as a model of integrity. The candidate maintains confidentiality and/or student anonymity, demonstrates and advocates for equitable treatment of others and initiates preventative methods to protect others from conditions that interfere with learning or are harmful to their health and safety.
Professional Development: The candidate maintains and continually revisits professional growth and is highly engaged in professional development. The candidate provides leadership and/or is an advocate for individual students or the teaching profession.
Professional Responsibility: The candidate plans in advance for requirements and deadlines and takes responsibility for meeting program, degree, and certification requirements. The candidate recognizes the importance and purpose of policies and respects their intent.