



**Career and Technical Education Teacher Preparation Program  
Practicum Evaluation Cover Sheet**

Teacher Candidate: \_\_\_\_\_ School District: \_\_\_\_\_

Career and Technical Education (CTE) Director: \_\_\_\_\_

CTE Director Email Address: \_\_\_\_\_

CTE Director Phone Number: \_\_\_\_\_

The attached *Practicum Evaluation Form* indicates the level of competency demonstrated by the teacher candidate. The skills are those approved areas of competency for the general and specific skills for certification as required by the Washington Administrative Code 181-77A-165 and 181-78A-270.

The following criteria were used in the evaluation of the teacher candidate's skills in each of the listed areas:

- A rating of
- 1 means the teacher candidate does not have this competency at this time.
  - 2 means the teacher candidate has some difficulty demonstrating this competency.
  - 3 means the teacher candidate has done a satisfactory job of demonstrating this competency.
  - 4 means the teacher candidate has done a good job of demonstrating this competency.
  - 5 means the teacher candidate has done an excellent job of demonstrating this competency.

\_\_\_\_\_  
Career and Technical Education Director Signature

\_\_\_\_\_  
Date

CTE Teacher Preparation Program  
Bates Technical College  
South Campus  
2201 S 78<sup>th</sup> Street  
Tacoma, WA 98409  
253.680.7404, [cfosnaugh@bates.ctc.edu](mailto:cfosnaugh@bates.ctc.edu)

## Practicum Evaluation Form

(Please refer to cover sheet for rating criteria)  
STANDARD AND CAPACITY BREAKDOWN

Teacher Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Classroom Management and Discipline</b>	<b>Evaluation</b>					
<b><i>The teacher candidate must demonstrate ability to manage the physical environment and human dynamics of the classroom by:</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
1. Maintaining a positive, effective environment.						
2. Managing the physical environment of the classroom to meet instructional social and physical concerns.						
3. Maintaining instructional momentum.						
4. Motivating students.						
5. Knowing and applying alternative forms of corrective action to classroom behavior.						
6. Supporting verbal communication with nonverbal communication.						
7. Handling transitions effectively.						
8. Monitoring the classroom effectively.						
<b>Additional observations:</b>						
<b>Instructional Design and Methodology</b>	<b>Evaluation</b>					
<b><i>The teacher candidate must demonstrate ability to design and manage the instructional and physical environment as well as the human dynamics of the classroom by:</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
1. Designing and implementing an instructional unit that focuses on technical content and the appropriate Washington State EALRs.						
2. Consistently designing, planning , implementing and evaluating an effective lesson using the essential elements of a lesson plan design.						
3. Designing and implementing instructional activities that are logical, sequential, and purposeful.						
4. Designing and implementing alternative instruction activities to meet individual student needs						
5. Designing and implementing alternative models of instruction.						
6. Designing and implementing questions that are balanced between fact and thought.						
7. Using audiovisual materials, the computer, and other technological development for instruction.						
<b>Additional observations:</b>						

## Practicum Evaluation Form

(Please refer to cover sheet for rating criteria)  
STANDARD AND CAPACITY BREAKDOWN

Teacher Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Testing, Evaluation and Record Keeping</b>	<b>Evaluation</b>					
<b><i>The teacher candidate must demonstrate ability to use both formative (on-going) and summative (final) evaluation techniques in order to evaluate and assess programs, students, and his/her own teaching by:</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments:</b>
1. Assessing student basic-skills level in content areas.						
2. Evaluating student performance.						
3. Assessing student basic skills (essential learning) and identifying content area competencies and applications.						
4. Evaluating instructional units' effectiveness.						
5. Following the prescribed course of study.						
6. Maintaining and rendering appropriate records and reports.						
<b>Additional observations:</b>						
<b>Special Populations and Needs</b>	<b>Evaluation</b>					
<b><i>The teacher candidate must demonstrate ability to work effectively with student from diverse cultural backgrounds as well as students with disabilities and disadvantages by:</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments:</b>
1. Showing an understanding of the various values, lifestyles, history and contributions of various identifiable subgroups of society.						
2. Recognizing and dealing with dehumanizing biases of sexism, racism, prejudice and discrimination.						
3. Meeting the needs of exceptional students requiring special instruction, referrals or formal assessment.						
4. Working effectively with students from diverse populations.						
<b>Additional observations</b>						

## Practicum Evaluation Form

(Please refer to cover sheet for rating criteria)  
STANDARD AND CAPACITY BREAKDOWN

Teacher Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

<b>School, Home, and Community</b>	<b>Evaluation</b>					
<b><i>The teacher candidate must demonstrate ability to integrate education policies with the school, home, and community by:</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments:</b>
1. Participating in the designing activities that involve parents in the learning process of their children.						
2. Using community resources to enhance the school program.						
3. Working cooperatively with students, parents, colleagues, and community members in a professional manner.						
4. Applying the knowledge of school law to practices involving the school, home and community.						
<b>Additional observations:</b>						
<b>Professionalism</b>	<b>Evaluation</b>					
<b><i>The teacher candidate must demonstrate ability to work effectively with student from diverse cultural backgrounds as well as students with disabilities and disadvantages by:</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments:</b>
1. Being prepared in the theory and knowledge of the principles and methods of teaching.						
2. Being committed to education as a professional.						
3. Demonstrating awareness of his or her limitations and strengths, and evaluating for continued professional growth.						
4. Communicating a caring, patient attitude and personal commitment to educating students.						
5. Demonstrating an understanding and commitment to each student.						
6. Being knowledgeable of content area or specialization.						
7. Incorporating current education research into design, implementation, and evaluation of instruction.						
8. Using oral skills correctly and effectively.						
9. Using written skills correctly and effectively.						
10. Consistently demonstrating energy and enthusiasm in his/her teaching.						
<b>Additional observations:</b>						

## Practicum Evaluation Form

(Please refer to cover sheet for rating criteria)  
STANDARD AND CAPACITY BREAKDOWN

Teacher Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

Student Leadership, Work-based Learning, and Advisory Committees	Evaluation					Comments
<i>The teacher candidate must demonstrate ability to implement and maintain collaborative partnerships with students, colleagues, community, business, industry, and families which maximize resources and promote student self-sufficiency by:</i>	1	2	3	4	5	
1. Identifying the student leadership curriculum for all students in the program.						
2. Implementing the student leadership curriculum for all students in the program.						
3. Developing the work-based learning component in the program.						
4. Implementing the work-based learning activities for all students.						
5. Establishing industry/business partnerships for your program.						
6. Establishing a functional advisory committee.						
<b>Additional observations:</b>						