

**Southern Oregon University, MAT Program  
Proficiency Assessment Form**

Student Name \_\_\_\_\_ Student Signature \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ Coop. Teach. Signature \_\_\_\_\_  
 Univ. Faculty \_\_\_\_\_ Faculty Signature \_\_\_\_\_  
 School \_\_\_\_\_ Grade Level \_\_\_\_\_ Subject Area \_\_\_\_\_

Note: This evaluation was completed collaboratively with the SOU faculty, cooperating teacher and student teacher on \_\_\_\_\_ (date).

For each of the Proficiency areas, the following behaviors should be used as guidelines.

**Beginning (B):** Performance is inconsistent; may not have had adequate opportunity to apply.

**Exploring (E):** The behaviors in the proficiency area are occasionally applied; application may be inconsistent, but potential is evident; sometimes reflects upon teaching practices.

**Developing (D):** The behaviors in the proficiency area are occasionally and/or frequently applied.

**Refining/Applying (R/A):** The behaviors in the proficiency area are usually applied, can integrate skills and knowledge into cohesive whole; minor weaknesses do not distract from overall quality; critically examines practice.

<b>Proficiency 1. The candidate plans instruction that supports student progress in learning and is appropriate for the developmental level of the student. The candidate is able to:</b>	<b>B</b>	<b>E</b>	<b>D</b>	<b>R/A</b>
a) Select or write learning goals for units of instruction that are consistent with the school's long-term goals. State content standards, district standards, research on how students learn and the physical and mental maturity of students.				
b) Determine the current performance level of the students with respect to learning goals				
c) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and evaluating the progress of students				
d) Determine content, skills, and processes that assist students to accomplish desired outcomes and design learning activities that lead to mastery				
e) Select and organize materials and equipment needed to teach the unit				
f) Adapt lesson plans for exceptional learners and students with varying cultural, social and linguistic backgrounds				
g) Estimate time required for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving				

Comments: \_\_\_\_\_

Goal Setting: \_\_\_\_\_

<b>Proficiency 2. The candidate establishes a classroom climate conducive to learning. The candidate is able to:</b>	<b>B</b>	<b>E</b>	<b>D</b>	<b>R/A</b>
a) Affirm the dignity and worth of all students and provide positive support needed by students to be effective learners.				
b) Communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the developmental level of students and are consistent with laws governing student rights and responsibilities				
c) Establish classroom rules that apply to all students' principles of gender equity and racial justice and apply principles of least restrictive environment for students with disabilities				
d) Establish and maintain classroom rules and procedures that model appropriate social behavior and provide reinforcement when it occurs				
e) Establish and maintain classroom rules and procedures that take into account the influence of the physical, social, and emotional climates of students' homes and the community				
f) Monitor student conduct and take appropriate action when misbehavior occurs				
g) Interact courteously with students and parents and resolve conflicts in a professional manner, respecting the cultural context of the community				
h) Use classroom time effectively				
i) Manage instructional transitions decisively and without loss of instructional time				
j) Arrange instructional materials in advance of class				
k) Coordinate the use of instructional assistants, parent volunteers, student assistants and other support personnel to achieve instructional objectives				

Comments: \_\_\_\_\_

Goal Setting: \_\_\_\_\_

Student Name \_\_\_\_\_ Term/Year \_\_\_\_\_

**B: Beginning**                      **E: Exploring**                      **D: Developing**                      **R/A: Refining/Applying**

<b>Proficiency 3. The candidate engages students in planned learning activities. The candidate is able to:</b>	<b>B</b>	<b>E</b>	<b>D</b>	<b>R/A</b>
a) Choose organizational structures appropriate to the objectives of instruction				
b) Communicate learning outcomes to be achieved and focus on student interest on tasks to be accomplished				
c) Implement instructional plans that employ knowledge of subject matter and basic skills				
d) Use a variety of research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures and encourage parental participation.				
e) Emphasize instructional techniques that promote critical thinking and problem solving and encourage divergent and convergent thinking				
f) Monitor the engagement of students in learning activities and the progress they are making to determine if modification is necessary so that all students accomplish the objectives				

Comments: \_\_\_\_\_

Goal Setting: \_\_\_\_\_

<b>Proficiency 4. The candidate evaluates, acts upon and reports student progress in learning. The candidate is able to:</b>	<b>B</b>	<b>E</b>	<b>D</b>	<b>R/A</b>
a) Use assessment procedures that are valid and reliable to determine the progress of all students				
b) Document student progress and inform students, supervisors and parents about progress in learning				
c) Refine plans for instruction or establish alternative goals when appropriate				
d) Collaborate with parents, colleagues and community members to provide assistance to students and their families to promote student learning				
e) Assemble, reflect upon, interpret and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning further intervention				

Comments: \_\_\_\_\_

Goal Setting: \_\_\_\_\_

<b>Proficiency 5. The candidate exhibits professional behaviors, ethics and values. The candidate is able to:</b>	<b>B</b>	<b>E</b>	<b>D</b>	<b>R/A</b>
a) Be dependable, conscientious and punctual				
b) Meet work schedule demands				
c) Be aware of appropriate dress				
d) Act in accordance with school policies and practices				
e) Respect cultural patterns and expectations				
f) Interact constructively with colleagues, administrators, supervisors, educational assistant and parents				
g) Perform advisory functions for students in formal and informal settings				
h) Function as a member of an interdisciplinary team to achieve curriculum goals and state and district standards				
i) Exhibit energy, drive and determination to make the best possible environment for teaching and learning				
j) Exhibit energy, drive and determination to become a professional educator				

Comments: \_\_\_\_\_

Goal Setting: \_\_\_\_\_

Satisfactory completion of \_\_\_\_\_ term student teaching assignment. Faculty \_\_\_\_\_ Date: \_\_\_\_\_