

***Midterm and Final Assessment Form  
Service Learning Project***

Physics Teacher Education Sequence  
Illinois State University  
(Version date: August 2010)

**TO THE COOPERATING TEACHER:** As part of the orientation and quality-control process for teacher education at Illinois State University, physics teacher education majors are required to participate in and successfully complete a 25-clock-hour *Service Learning Project (SLP)* as part of Physics 209. Clinical experiences consist of 14 hours of observations, and 6 hours of interactions with a cooperating teacher and classroom students.

The *SLP* allows cooperating high school physics teachers to provide input in the process of selecting suitable students for admission to Professional Studies. To this end, cooperating teachers are asked to assess clinical students' intellectual, moral, and social virtues. For the purpose of this assessment, a virtue is defined as a moderate state between excess and deficit of a trait. Generosity, for example, stands between the extremes of the spendthrift and the miser.

Another purpose of this *SLP* is to provide an opportunity for prospective physics teacher education candidates to learn what it means to be a high school physics teacher, and to determine personally if they have what it takes. Please assist with this effort by assessing and discussing with your clinical student at midterm and at the conclusion of the semester your observations and findings. These are great times to provide the clinical student with sound, practical advice that is rooted in your considerable experience, wisdom, and character as a successful high school physics teacher.

After the end of the assessment period, please return your completed and signed assessment form with final recommendation to the clinical student for delivery to the Physics 209 course instructor. If you prefer, you may mail this assessment form in a timely fashion to: Ken Wester, 4560 Physics Department, Illinois State University, Normal, IL 61790-4560. If you have questions, call (309)438-2957 or e-mail kwester@phy.ilstu.edu any time.

Name of cooperating teacher: \_\_\_\_\_

Name of clinical student: \_\_\_\_\_

Date of final evaluation: \_\_\_\_\_ (by early December)

In each of the following areas please indicate your assessment of the clinical student's intellectual, moral, and social virtues by circling one indicator on the scales provided. **Please do not skip any of the indicators or mark them "not applicable."** The rubric is as follows:

- D – ***Deficit of trait.*** The clinical student inconsistently or poorly demonstrates trait.
- V – ***Virtue in trait.*** The clinical student regularly demonstrates trait at appropriate level.
- E – ***Excess of trait.*** The clinical student demonstrates trait, but needs to tone it down.
- N – ***Not observed.*** The clinical student does not demonstrate the required trait.

## CLINICAL STUDENT'S INTELLECTUAL VIRTUES

*Please assess the clinical student's intellectual virtues using the characterizations below. Please note that it is not the purpose of this section to judge intellectual ability. Rather, the purpose of this section is to help determine whether or not the clinical student possesses and illustrates holistically the basic intellectual virtues required of a successful teaching professional.*

The clinical student demonstrates:

**Final**

- |   |         |
|---|---------|
| 1. An understanding of the central concepts of the subject matter being taught.   | D V E N |
| 2. An ability to present subject matter appropriate to the level of student learners, including the use of analogies, relevant real-world experiences and examples. | D V E N |
| 3. An ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future.                                   | D V E N |
| 4. An ability to act independently, demonstrating accountability, reliability, and sound judgment.  | D V E N |
| 5. An ability to solve problems of a varied nature.   | D V E N |

**Comments:** (final review)

• **CLINICAL STUDENT’S MORAL VIRTUES**

*Please assess the clinical student’s moral virtues using the characterizations below. Please note that it is not the purpose of this section to judge personal morality. Rather, the purpose of this section is to help determine whether or not the teacher candidate possesses and illustrates holistically the moral dispositions required of a successful teaching professional.*

The clinical student demonstrates:

**Final**

- |   |         |
|---|---------|
| 6. An ability to honor, value, and demonstrate consideration and regard for oneself and others, regardless of exceptionality (disability, race, ethnicity, national origin, gender, sexual preference, socioeconomic status, religion, etc.). | D V E N |
| 7. A reverence toward learning and a seriousness of personal, professional, and public service.   | D V E N |
| 8. Enjoyment in the act of teaching and interacting with students, peers, and superiors.  | D V E N |
| 9. A willingness to follow instructions and adapt or make necessary change.   | D V E N |
| 10. Truthfulness to oneself and to others, exhibiting moral excellence and earning the trust of others.   | D V E N |

**Comments:** (final review)

• **CLINICAL STUDENT’S SOCIAL VIRTUES**

*Please assess the clinical student’s social virtues using the characterizations below. Please note that it is not the purpose of this section to judge personality. Rather, the purpose of this section is to help determine whether or not the clinical student possesses and illustrates holistically the appropriate social skills required of a successful teaching professional.*

The clinical student demonstrates an ability to:

**Final**

11. Interact well with and follow directions from the cooperating teacher, follow school policies, respond well to recommendations, and earn the respect of the cooperating teacher.

D V E N

12. Adjust personal emotional state to suitable level of intensity in order to remain engaged with one’s surroundings.

D V E N

13. Effectively communicate with students, showing a basic understanding of students and their limitations.

D V E N

14. Interest students in the subject matter being taught; motivate the unmotivated and interest the uninterested through exciting and sometimes entertaining, but always engaging, practices; use appropriate pacing and relevant lessons to eliminate and prevent student management problems.

D V E N

15. Appear self-confident, poised, appropriately dressed, and

D V E N

**Comments:** (final review)

## FINAL RECOMMENDATIONS

*Please indicate whether or not you recommend this clinical student for admission to the Professional Studies program at Illinois State University. Please note that a negative recommendation will result in the clinical student being barred from admission to the teacher education program. If you do choose to provide a negative recommendation, please provide in writing supporting evidence for your decision.*

Please circle the appropriate recommendation below. *Note that a positive FINAL recommendation requires an 80% or above acceptable performance rating in each of the three sections of the indicators.*

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**Final Recommendation** (check appropriate box):

- I recommend that the clinical student be admitted to Professional Studies at Illinois State University.*
- I cannot recommend that the clinical student be admitted to Professional Studies at Illinois State U.*
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**Explanations:** (Please explain if you cannot recommend the teacher candidate at this time. Use the back of this page if more room is needed.)

Final

Signatures of Cooperating Teacher: \_\_\_\_\_

Signatures of Clinical Student: \_\_\_\_\_