

**Professional Program in Education**

Student Teacher Evaluation

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| Student Teacher: | School: |
|  |  |
| Evaluator: | Date: | Grade Level: |
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**Levels of Performance**

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| --- | --- | --- | --- |
| **1 = Unsatisfactory** | **2 = Basic** | **3 = Proficient** | **4 = Distinguished** |
| Refers to student teaching that does not convey understanding of the concepts underlying the component.  | Refers to student teaching that has the necessary knowledge and skills to be effective, but its application is inconsistent. | Refers to successful student teacher practice. The student teacher consistently teaches at a proficient level. It would be expected that most student teachers would perform at this level. | Refers to advanced student teaching that involves students in innovative learning processes and creates a true community of learners. Student teachers performing at this level are advanced in the field, in communities both inside and outside of their school. |

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| Domain 1: Planning and Preparation |
| **Component** | **1** | **2** | **3** | **4** |
| **1.a Demonstrating Knowledge Of Content and Pedagogy** |  |  |  |  |
| * Adapting to the students in front of you
* Scaffolding based on student response
* Teachers using vocabulary of the discipline
* Lesson plans reflect important concepts in the discipline and knowledge of academic standards, tasks authentic to the content area and accommodate prerequisite relationships among concepts and skills
* Classroom explanations are clear and accurate
* Feedback to students that furthers learning
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| **1.b Demonstrating Knowledge of Students** |  |  |  |  |
| * Artifacts that show differentiation and cultural responsiveness
* Artifacts of student interests and backgrounds, learning style, outside of school commitments (work, family responsibilities, etc.)
* Differentiated expectations based on assessment data/aligned with IEPs
* Formal and informal information about students gathered for use in planning instruction
* Student interests and needs learned by the teacher for use in planning
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| **1.c Setting Instruction Outcomes** |  |  |  |  |
| * Same learning target, different pathways
* Students can articulate the learning target when asked
* Targets reflect clear expectations that are aligned to grade-level standards
* Use of formative practices and assessments such as entry/exit slips, conferring logs, and/or writer’s notebooks
* Outcomes of a challenging cognitive level
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| **1.d Demonstrating Knowledge Of Resources** |  |  |  |  |
| * Evidence of prior training or collaboration with colleagues
* Evidence of teacher seeking out resources (online or other people)
* District-provided instructional, assessment, and other materials used as appropriate
* A wide range of texts, internet and community resources used
* Resources are culturally responsive
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| **1.e Designing Coherent Instruction** |  |  |  |  |
| * A variety of groupings of students used
* A variety of activities and instructional strategies used that reflect high-level thinking
* Lessons that support instructional outcomes and reflect important concepts
* Opportunities for student choice
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| **1.f Designing Student Assessments (optional)** |  |  |  |  |
| * Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction
* Lesson plans indicate correspondence between assessments and instructional outcomes
* Assessment types suitable to the style of outcome
* Variety of performance opportunities for students
* Modified assessment available to individual students as needed
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| **Comments/Evidence:** |

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| Domain 2: The Classroom Environment |
| **Component** | **1** | **2** | **3** | **4** |
| **2a. Creating an environment of respect and rapport** |  |  |  |  |
| * Active listening, respectful talk, fairness and turn taking
* Response to student work: Positive reinforcement, respectful feedback, displaying or using student work
* Acknowledgement of students’ backgrounds and lives outside the classroom
* Body language indicative of warmth and caring shown by teacher and students
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| **2b. Establishing a culture for learning** |  |  |  |  |
| * High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
* Expectation of high-quality student work and for all students to participate
* Confidence in students’ ability evident in teacher’s and students’ language and behaviors
* Expectation and recognition of effort and persistence on the part of students
* Student assignments demonstrate rigor, include rubrics, teacher feedback, student work samples
* Appropriate use of technology
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| **2c. Managing classroom procedures** |  |  |  |  |
| * Smooth functioning of all routines
* little or no loss of instructional time
* students playing an important role in carrying out the routines; students know what to do and where to move
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| **2d. Managing student behavior** |  |  |  |  |
| * Clear standards of conduct, posted and referred to during a lesson
* Teacher awareness of student conduct and preventative action when needed
* Reinforcement of positive behavior; absence of misbehavior
* Culturally responsive practices
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| **2e. Organizing physical space (Optional)** |  |  |  |  |
| * Pleasant inviting atmosphere
* safe environment accessible to all students
* Furniture arrangement suitable for the learning activities
* Effective use of physical resources, including computer technology, by both teacher and students
* Availability of relevant tools, such as math manipulatives or a range of texts
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| **Comments/Evidence:** |

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| Domain 3: Instruction |
| **Component** | **1** | **2** | **3** | **4** |
| **3a. Communicating with Students** |  |  |  |  |
| * Clarity of lesson purpose
* Clear directions and procedures specific to the lesson activities
* Teacher uses precise language of the discipline when communicating with students
* Absence of content errors and clear explanations of concepts and strategies
* Communications are culturally responsive
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| **3b. Using questioning and discussion techniques** |  |  |  |  |
| * Questions of high cognitive challenge formulated by students and teacher
* Effective use of student responses and ideas
* Discussion, with the teachers stepping out of the central, mediating role
* High levels of student participation in discussion
* Focus on the reasoning exhibited by the students in discussion, both in give-and-take with the teacher and with their classmates
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| **3c. Engaging students in learning** |  |  |  |  |
| * Activities aligned with the goals of the lesson and layered to provide multiple entry points for students
* Student enthusiasm, interest, thinking, problem-solving, etc.
* Learning tasks that are authentic to content area; that require high-level student thinking and invite students to explain their thinking; that are culturally responsive
* Students highly motivated to work on all tasks and persistent even when the tasks are challenging
* Students actively “working” rather than watching while their teacher “works”
* Suitable pacing of the lesson: neither dragging out nor rushed, with time for closure and student reflection
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| **3d. Using assessment in instruction** |  |  |  |  |
| * Teacher pays close attention to evidence of student understanding
* Teacher poses specifically created questions to elicit evidence of student understanding
* Assessments are authentic to content area and are culturally responsive
* Teacher circulates to monitor student learning and to offer feedback
* Students assess their own work against established criteria
* Assessment tools used and differentiated: rubrics
* Formative/Summative assessment tools: frequency, descriptive feedback to students
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| **3e. Demonstrating flexibility and responsiveness** |  |  |  |  |
| * Incorporation of students’ interests and daily events into a lesson
* Teacher adjusts instruction in response to evidence of student understanding (or lack of it)
* Teacher seizing on a teachable moment
* Lesson Plans: use of formative assessment, use of multiple instructional strategies
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| **Comments/Evidence:** |

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| Domain 4: Professional Responsibilities |
| **Component** | **1** | **2** | **3** | **4** |
| **4a. Reflecting on teaching** |  |  |  |  |
| * Revisions to plans
* Notes to self, journaling
* Reflection/Analysis of what went well and what didn’t with lessons; specific examples provided
* Ability to articulate strengths and areas for improvement
* Open to suggestion and feedback on lessons
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| **4b. Maintaining accurate records (Optional)** |  |  |  |  |
| * Logs of phone calls/ parent contacts, emails
* Files containing student data (gradebook, graphs of progress, etc.)
* Routines and systems that track student completing of the assignments
* Process of maintaining accurate non-instructional needs of students
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| **4c. Communicating with families (Optional)** |  |  |  |  |
| * Interaction with parent groups or parent volunteers
* Daily assignment notebooks requiring parents to sign off on assignments
* Frequent and culturally appropriate information sent home regarding the instructional program and student progress
* Two-way communication between the teacher and families
* Opportunities for families to engage in the learning process
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| **4d. Participating in the professional community** |  |  |  |  |
| * Invitation of others into the classroom
* Regular teacher participation with colleagues to share and plan for student success including specialists and support staff
* Regular teacher participation in professional development opportunities, school initiatives and community initiatives
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| **4e. Growing and developing professionally (Optional)** |  |  |  |  |
| * Frequent teacher attendance in courses and workshops; regular academic reading
* Participation in learning networks with colleagues; freely shared insights
* Participation in professional organization supporting academic inquiry
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| **4f. Showing professionalism (Optional)** |  |  |  |  |
| * Obtaining additional resources to support students’ individual needs above and beyond normal expectations
* Mentoring/helping/Assisting other teachers
* Being inclusive with communicating concerns (open, honest, transparent dialogue)
* Having a reputation as being trustworthy and often sought as a sounding board
* Supporting students, even in the face of difficult situations or conflicting policies
* Challenging existing practice in order to put students first
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| **Comments/Evidence:** |

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| **Key Strengths:** | **Areas for Development:** |
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| **Overall Comments of Evaluator:** |
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| **Student Teacher Signature:** | **Date:** |
|  |  |
| **Evaluator Signature:** | **Date:** |
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