

Assessment of student Teaching

PROFILE OF STUDENT TEACHING PERFORMANCE

This evaluation cannot be shared with anyone outside of the university without the written consent of the student teacher.

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| The cooperating teacher and university consultant should each complete this form at the midpoint and the final week of student teaching and provide copies for each other. ***Originals should be sent to the Education Department, EMU, 1200 Park Rd, Harrisonburg, VA 22802***. |
| Student Teacher:  | Cooperating Teacher:  |
| School: | School Division: | Grade/Subject: |
| Year: \_\_\_\_\_\_\_\_\_ Please check one: Block: \_\_\_ 1 (Sept-Oct) \_\_\_ 2 (Nov-Dec) \_\_\_ 3 (Jan-Feb) \_\_\_ 4 (Mar-Apr) \_\_\_ 5 (May-Jun)  |
|
| Please check one: \_\_\_ Midterm Evaluation \_\_\_ Final Evaluation | Please check one: \_\_\_ Cooperating Teacher \_\_\_ University Consultant |

 **A. PROFESSIONAL KNOWLEDGE The student teacher…**

**DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations**

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| **✓** | **A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS).** |
| DN |  | inaccurately and inconsistently references the appropriate content standards. |
| DE |  | references appropriate content standards in daily plans; |
| ME |  | **AND…** explicitly references and clearly aligns appropriate content standards with planned activities and assessments; |
| EE |  | **AND…** clearly demonstrates and explains the appropriate sequencing of the content standards. |
|  | **A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA.**  |
| DN |  | inaccurately presents key subject matter ideas and skills. |
| DE |  | demonstrates accurate knowledge and skills of subject area; |
| ME |  | **AND**…uses representation and/or an explanation that captures key subject matter ideas and skills; |
| EE |  | **AND**…uses **multiple** representations and explanations that capture key subject matter ideas and skills.  |
|  | **A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS’ PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS.** |
| DN |  | references content to **NEITHER** the students’ past and future learning experiences **NOR** related subject areas. |
| DE |  | references content to **EITHER** the students’ past and future learning experiences **OR** related subject areas. |
| ME |  | references content to **BOTH** the students**’** past and future learning experiences **AND** related subject areas; |
| EE |  | **AND**…references content to real world experiences and applications. |

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| **Comments:**  |

**B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher …**

**DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations**

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| **✓** | **B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING.** |
| DN |  | sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning. |
| DE |  | sets acceptable and appropriate learning outcomes and achievement goals for student learning; |
| ME |  | **AND**…sets measurable learning outcomes and achievement goals for student learning **AND** states these clearly on the lesson plan; |
| EE |  | **AND**…matches learning outcomes and achievement goals to classroom assessments. |
|  | **B2. PLANS FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES.**  |
| DN |  | plans inappropriate formal and informal assessments that are not linked to learning outcomes. |
| DE |  | plans appropriate formal and informal assessments that are linked to learning outcomes; |
| ME |  | **AND**…can articulate ways formal and informal assessments should impact future learning activities; |
| EE |  | **AND**…has strategies to provide students with effective, descriptive feedback to guide their progress. |
|  | **B3. CHECKS FOR UNDERSTANDING USING A VARIETY OF ASSESSMENT TECHNIQUES TO ENHANCE STUDENT LEARNING.** |
| DN |  | makes few or no attemptsto determine student comprehension **AND** gives students little or no feedback. |
| DE |  | monitors student comprehension of content **AND** provides students withlimited feedback. |
| ME |  | uses avariety of assessment techniques to monitor comprehension of the content **AND** provides students with timely meaningful feedback; |
| EE |  | **AND**…analyzes individual and group comprehension of the content, **AND** gives all students substantive and specific feedback, **AND** makes appropriate instructional adjustments as necessary. |
|  | **B4. USES FORMAL AND INFORMAL ASSESSMENT EVIDENCE TO IDENTIFY STRATEGIES TO IMPROVE INSTRUCTION.** |
| DN |  | uses formal or informal assessments. |
| DE |  | uses formal and informal assessments; |
| ME |  | **AND**…usesassessment evidence to identify strategies to improve instruction; |
| EE |  | **AND**…usesassessment evidence to inform, guide and adjust individual students’ learning by identifying strategies to differentiate instruction. |

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| **Comments:**  |

 **C. INSTRUCTIONAL PLANNING The student teacher…**

**DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations**

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| **✓** | **C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS’ BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS.** |
| DN |  | is unfamiliar with the background, experiences, and skill level of most students in the class. |
| DE |  | is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class; |
| ME |  | **AND**…uses relevant aspects of students’ background, knowledge, experience, and skills of most students in the class. |
| EE |  | demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class **AND** plans using what they know about learners including developmental levels, prior learning, and interests. |
|  | **C2. PLANS DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS).** |
| DN |  | plans undifferentiated instruction. |
| DE |  | plans differentiated instruction to address the unique characteristics of some individuals in the class. |
| ME |  | effectively plans differentiated instructionto address the unique characteristics of most individuals in the class; |
| EE |  | **AND**…seeks resources from instructional specialists to refine plans to meet learner needs. |
|  | **C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES.** |
| DN |  | plans inappropriate methods and activities to meet the learning outcomes. |
| DE |  | plans appropriatemethods and activities to meet the learning outcomes; |
| ME |  | **AND**…plans varied methods and activities to meet the learning outcomes; |
| EE |  | **AND**…uses data to plan appropriate, varied methods and activities to meet the learning outcomes.  |

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|  | **C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING.**  |
| DN |  | rarely integrates instructional technology in planning. |
| DE |  | sometimes integrates instructional technology in planning; |
| ME |  | regularlyintegrates appropriate instructional technology in planning to meet learning outcomes; |
| EE |  | **AND**…integrates a variety of instructional technology in planning, **AND** clearly identifies alternative plans in the event technology fails. |
|  | **C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING.** |
| DN |  | integrates only non-essential content in planning. |
| DE |  | integrates essential content in some planning. |
| ME |  | integrates essential content in all planning; |
| EE |  | **AND**…planning is expanded to elaborate on identified essential content to enhance student learning. |
|  | **C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY.** |
| DN |  | plans time unrealistically for pacing and transitions.  |
| DE |  | plans time realistically for pacing; however, transition time is not apparent. |
| ME |  | plans time realistically for pacing **AND** transitions. |
| EE |  | plans include realistic pacing allowing for content mastery **AND** meaningful transitions that promote student learning. |

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| **Comments:**  |

 **D. LEARNING ENVIRONMENT The student teacher …**

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| **✓** | **D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT.** |
| DN |  | maintains an unsafe physical and psychological environment. |
| DE |  | attempts to maintain a safe physical and psychological environment. |
| ME |  | effectively creates a safe physical and psychological environment; |
| EE |  | **AND** explains the purpose for these choices to students. |
|  | **D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK.** |
| DN |  | ignores evidence that a climate of trust and teamwork is lacking. |
| DE |  | attempts to create a climate of trust and teamwork by being fair and respectful. |
| ME |  | purposefully creates a climate of trust and teamwork by being enthusiastic, fair, caring, and respectful to all students; |
| EE |  | **AND**…fosters regular student collaboration. |
|  | **D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR.** |
| DN |  | ignores students’ needs and behavior. |
| DE |  | attempts to maintain positive classroom behavior. |
| ME |  | responds effectively and consistently to students’ needs and behavior **AND** can explain why the model they are using for positive classroom behavior is effective. |
| EE |  | demonstrates theability to changeand adapt classroom management plans based on students’ changing needs and behavior **AND** explain why changes were made. |

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|  | **D4. DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS.** |
| DN |  | Infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.  |
| DE |  | can identify the different cultural backgrounds **AND** acknowledge different perspectives represented in the classroom; |
| ME |  | **AND**…respects and responds to the varying cultural backgrounds and differing perspectives of learners in the classroom; |
| EE |  | **AND**… incorporates these differences into their teaching and use of content examples.  |

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| **Comments:**  |

**E. INSTRUCTIONAL DELIVERY The student teacher …**

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| **✓** | **E1. Presents procedures and outcomes clearly to students and checks for student understanding.** |
| DN |  | presents unclear **OR** inaccurateinformation about the learning objectives or the procedures for instructional activities. |
| DE |  | provides students withclear, accurateinformation about the learning objectives and procedures for instructional activities; |
| ME |  | **AND**…ensuresthat all studentsunderstand the learning objectives **AND** can carry out those procedures; |
| EE |  | **AND**…consistently presents clear procedures and outcomes, **AND** effectively checks for student understanding. |
|  | **E2. Presents content accurately and effectively.** |
| DN |  | uses ineffective strategies when presenting content to students. |
| DE |  | uses effective strategies to present content to students; |
| ME |  | **AND**…makes content relevant to students’ prior experiences; |
| EE |  | **AND**…continually presents material clearly and explicitly with well-chosen examples. |
|  | **E3. Engages and maintains students in active learning.** |
| DN |  | keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets. |
| DE |  | attempts to keep students actively involved, but some students are disengaged. |
| ME |  | keeps students actively involved by adapting instruction in the moment, based on student learning needs; |
| EE |  | **AND**…keeps all students challenged and highly engaged as active learners and problem solvers. |
|  | **E4. Engages learners in a range of learning EXPERIENCES USING technology.** |
| DN |  | rarely uses technology to support student learning. |
| DE |  | provides students with guided practice in using technology to support student learning; |
| ME |  | **AND**…engages students in learning experiences with technology that is appropriate and challenging; |
| EE |  | **AND**...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.  |
|  | **E5. Facilitates students’ use of higher level thinking skills in instruction.** |
| DN |  | instruction includes only lower level thinking skills, (e.g. using only low level questions). |
| DE |  | instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques. |
| ME |  | prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities; |
| EE |  | **AND**…assesses their growth and development in use of higher level thinking skills. |

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|  | **E6. Differentiates instruction and provides appropriate accommodations to meet the needs of diverse learners.** |
| DN |  | provides undifferentiated instruction for students. |
| DE |  | attempts to accommodate student learning needs but with mixed success. |
| ME |  | differentiates and scaffolds instruction to accommodate most students’ learning needs. |
| EE |  | successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners. |
|  | **E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY.**  |
| DN |  | uses instructional time inappropriately and/or on activities of little instructional value. |
| DE |  | inconsistently uses instructional and transition time effectively.  |
| ME |  | consistently uses instructional and transition time effectively for content mastery; |
| EE |  | **AND**…performs non-instructional procedures efficiently. |

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| **Comments:**  |

**F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher …**

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| **✓** | **F1. Provides specific evidence to document student learning.** |
| DN |  | provides unclear evidence to document student learning. |
| DE |  | collects and reviews some datato document student learning. |
| ME |  | consistently analyzes and interprets assessment data to document student learning over time. |
| EE |  | **AND** uses a variety of assessment data to document student learning and develop interim learning goals. |
|  | **F2. Takes responsibility for student learning by using ongoing analysis and reflection.** |
| DN |  | puts the responsibility of learning on the student.  |
| DE |  | acknowledges responsibility for student learning.  |
| ME |  | takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection; |
| EE |  | **AND**…sets and implements professional goals to improve student learning. |
|  | **F3. Seeks and uses information from professional sources (e.g. cooperating teacher, colleagues, and/or research) to improve instruction.** |
| DN |  | relies solely on own knowledge to improve instruction. |
| DE |  | seeksinformation from the cooperating teacher **AND** attempts to use it to improve instruction. |
| ME |  | seeks information from professional resources **AND** uses it to improve instruction. |
| EE |  | seeks information from varied professional resources **AND** uses it effectively to improve instruction. |

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| **Comments:**  |

**G. PROFESSIONALISM The student teacher …**

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| **✓** | **G1. Demonstrates the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.** |
| DN |  | acts in an ethically questionably manner and does not follow federal and state laws and school policies. |
| DE |  | inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.). |
| ME |  | consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.); |
| EE |  | **AND**…intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines. |
|  | **G2. Takes initiative to grow and develop through interactions that enhance practice and support**  **student learning.** |
| DN |  | infrequently participates in school-based learning experiences. |
| DE |  | takes ownership of professional growth by participating in school-based professional learning experiences;  |
| ME |  | **AND**…practices the new strategies learned to support student learning; |
| EE |  | **AND**…actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning. |
|  | **G3. communicates effectively through oral and written language.** |
| DN |  | frequently makes errors in grammar, usage, and spelling in professional contexts. |
| DE |  | periodically makes errors in grammar, usage, and spelling in professional contexts. |
| ME |  | uses correct grammar, usage, and spelling in professional contexts; |
| EE |  | **AND**…speaks and writes correctly and fluidly in professional contexts. |
|  | **G4. Builds relationships and collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.** |
| DN |  | makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families. |
| DE |  | attempts to build relationships and collaborate with colleagues, administrators, and families. |
| ME |  | collaborates with colleagues, administrators, and families to support the specific learning needs of students; |
| EE |  | **AND**…communicates effectively to build strong relationships **AND** seeks out collaborative relationships with community members and other professionals to promote learner growth and development. |
|  | **G5. Accesses resources to deepen an understanding of cultural, ethnic, gender and learning differences to build stronger relationships and create more relevant learning experiences.** |
| DN |  | demonstrates ignorance towards cultural, ethnic, gender, and learning differences of students. |
| DE |  | occasionally demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.  |
| ME |  | consistently demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;  |
| EE |  | **AND**… incorporates learners’ experiences, cultures and community resources into instruction.  |

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| **Comments:**  |

**Suggestions for Continuing Professional Development**

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| **Areas of Strength:**  |
| **Areas for Growth:**  |
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Student Teacher Signature Date University Consultant or Cooperating Teacher Signature Date