**Shepherd University Professional Education Unit**

**Student Teacher Performance Assessment (Level 4)**

**ST-11-SELF SUMMATIVE**

[To be completed by the Student Teacher. Mark all Indicators that you have demonstrated. Then evaluate the entire Function. Determine an overall rating for each Standard using the Criteria for Rating, then determine a Final Overall Rating]

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| STUDENT TEACHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SEMESTER: Fall Spring (yr)\_\_\_\_\_\_\_\_\_\_\_\_  Grade/Subject Placement \_\_\_\_\_\_\_\_\_\_\_\_\_ SCHOOL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**STANDARD I: CURRICULUM AND PLANNING**:

**Function Performance Indicator Demonstrated Y/N**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. CONTENT:   **EX ME AP UN** | | | 1. Demonstrates a strong knowledge of core content and subject matter; | | | |  |
| 1. Integrates inter-disciplinary themes and skills. | | | |  |
| 1. PEDAGOGY:   **EX ME AP UN** | | | 1. Uses a variety of subject-appropriate instructional strategies; | | | |  |
| 1. Develops inter-disciplinary connections by creating lessons with integrated subject areas; | | | |  |
| 1. Designs instruction that promotes creativity, innovation, and problem-solving. | | | |  |
| 1. GOALS & OBJECTIVES:   **EX ME AP UN** | | | 1. Sets instructional goals and objectives for short-term and long-term planning; | | | |  |
| 1. Aligns instructional goals and objectives with state and local content standards and curriculum; | | | |  |
| 1. Aligns assessments with state and local content standards and curriculum. | | | |  |
| 1. INSTRUCTIONAL DESIGN:   **EX ME AP UN** | | | 1. Designs relevant and engaging learning activities that make use of appropriate resources and technology; | | | |  |
| 1. Plans for large group, small-group and individual learning as appropriate; | | | |  |
| 1. Develops instruction with a coherent sequence of relevant activities to meet objectives; | | | |  |
| 1. Allocates time appropriately for all lesson components. | | | |  |
| 1. ASSESSMENT:   **EX ME AP UN** | | | 1. Plans both formative and summative assessments to evaluate learning and guide future instruction; | | | |  |
| 1. Clearly defines successful performance expected of students; | | | |  |
| 1. Aligns assessments so that they measure the specific objectives of the lesson. | | | |  |
| **OVERALL RATING for STANDARD I** | | | | | | |
| **Category** | **Exceeds Standard** | | **Meets Standard** | **Approaches Standard** | **Unsatisfactory** | |
| Criteria for Rating | The Student Teacher demonstrates **3 or more** Functions in this Standard **at the Exceeds Standard level** using a wide variety of Performance Indicators. Other Functions are demonstrated at least at ME level. | | The Student Teacher demonstrates **3 or more** Functions in this Standard **at the Meets Standard level** using a wide variety of Performance Indicators. **Not more than one** Function is demonstrated at AP level. | The Student Teacher demonstrates **2 or more** Functions in this Standard **at the Approaches Standard level**. The number of Performance Indicators demonstrated may be limited. | The Student Teacher demonstrates **less than 3** Functions, OR demonstrates Functions **inappropriately or superficially**, OR has displayed **grossly inappropriate** performance in any Function of this Standard. | |
| Standard I Score | EX \_\_\_ | | ME \_\_\_ | AP \_\_\_ | UN \_\_\_ | |

**STANDARD II: THE LEARNER AND THE LEARNING ENVIRONMENT**

**Function Performance Indicator Demonstrated Y/N**

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| 1. DEVELOPMENTALLY   APPROPRIATE ACTIVITIES:  **EX ME AP UN** | | | 1. Considers the needs of individual learners based on their cognitive, social, and emotional development; | | | |  |
| 1. Designs developmentally appropriate and differentiated instruction. | | | |  |
| 1. RESPECTFUL ENVIRONMENT:   **EX ME AP UN** | | | 1. Creates an environment of respect and rapport among students and between students and teacher; | | | |  |
| 1. Clearly defines expectations for academics and behavior; | | | |  |
| 1. Communicates interest in students as individuals; | | | |  |
| 1. Encourages positive engagement among students. | | | |  |
| 1. CULTURE FOR LEARNING:   **EX ME AP UN** | | | 1. Establishes a culture for students to develop pride in and responsibility for their learning; | | | |  |
| 1. Encourages student collaboration in learning activities; | | | |  |
| 1. Holds high academic expectations of all students; | | | |  |
| 1. Encourages active student participation in authentic tasks; | | | |  |
| 1. Maximizes academic engaged time. | | | |  |
| 1. MANAGING TIME & RESOURCES:   **EX ME AP UN** | | | 1. Assures a smoothly functioning learning environment and appropriate student classroom participation by enforcing rules, routines, and procedures; | | | |  |
| 1. Minimizes transitions that diminish learning time; | | | |  |
| 1. Maintains all supplies and materials ready and available when needed. | | | |  |
| 1. MANAGING STUDENT BEHAVIOR:   **EX ME AP UN** | | | 1. Collaborates with Co-op. Teacher to implement agreed-on behavior plan with clearly defined actions and consequences to assure a focus on learning; | | | |  |
| 1. Implements plan consistently by providing clear expectations to students; | | | |  |
| 1. Encourages students to monitor own behavior; | | | |  |
| 1. Responds to student behavior in respectful ways that preserve student dignity; | | | |  |
| 1. Redirects student behavior effectively. | | | |  |
| 1. ORGANIZATION & SAFETY:   **EX ME AP UN** | | | 1. Provides a safe, orderly learning environment; | | | |  |
| 1. Communicates safety rules and procedures to students clearly, both in physical and virtual learning spaces; | | | |  |
| 1. Arranges learning environment to maximize the monitoring of student behavior; | | | |  |
| 1. Arranges the learning environment appropriately when needed for large-group, small-group, and individual learning. | | | |  |
| **OVERALL RATING for STANDARD II** | | | | | | |
| **Category** | **Exceeds Standard** | | **Meets Standard** | **Approaches Standard** | **Unsatisfactory** | |
| Criteria for Rating | The Student Teacher demonstrates **3 or more** Functions in this Standard **at the Exceeds Standard level** using a variety of Performance Indicators. Other Functions are demonstrated at ME level. | | The Student Teacher demonstrates **4 or more** Functions in this Standard **at the Meets Standard level** using a variety of Performance Indicators. **Not more than one** Function is demonstrated at AP level. | The Student Teacher demonstrates **2 or more** Functions in this Standard **at the Approaches Standard level**. The number of Performance Indicators demonstrated may be limited. | The Student Teacher demonstrates **less than 4** Functions, OR demonstrates one or more Function **inappropriately or superficially**, OR has displayed **grossly inappropriate** performance in any Function of this Standard. | |
| Standard II Score | EX \_\_\_ | | ME \_\_\_ | AP \_\_\_ | UN \_\_\_ | |

**STANDARD III: TEACHING**

**Function Performance Indicator Demonstrated Y/N**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. IMPORTANCE OF CONTENT:   **EX ME AP UN** | | | 1. Provides content-focused and content-rich instruction; | | | |  |
| 1. Sequences instruction to clarify concepts being taught; | | | |  |
| 1. Makes learning relevant and meaningful to students; | | | |  |
| 1. Connects lesson content to authentic 21st century application; | | | |  |
| 1. Effectively uses a wide variety of content-appropriate instructional strategies utilizing technology that enhances learning; | | | |  |
| 1. Engages students in collaboration, critical thinking, and problem-solving with the subject matter. | | | |  |
| 1. COMMUNICATING WITH STUDENTS:   **EX ME AP UN** | | | 1. Maintains a culture of positive, supportive classroom communication among students and between student and teacher; | | | |  |
| 1. Provides individual and/or group scaffolding of concepts and skills as appropriate to foster student mastery of learning objectives; | | | |  |
| 1. Clearly communicates the belief that all students can learn; | | | |  |
| 1. Explains directions and procedures clearly and sequentially; | | | |  |
| 1. Considers special needs of individual students when giving directions, modeling steps, and checking for understanding; | | | |  |
| 1. Promotes literacy: models effective use of oral and written language; provides opportunities for students to develop oral and written communication skills. | | | |  |
| 1. QUESTIONING & DISCUSSION TECHNIQUES:   **EX ME AP UN** | | | 1. Asks questions that engage students, including effective use of response/wait time; | | | |  |
| 1. Asks questions and initiates discussions that promote understanding of concepts and higher-order thinking; | | | |  |
| 1. Initiates discussions using techniques that engage many or most students in active participation; | | | |  |
| 1. Establishes procedures and expectations for productive discussions. | | | |  |
| 1. STUDENT ENGAGEMENT:   **EX ME AP UN** | | | 1. Delivers instruction that motivates and engages students in deep understanding of concepts; provides relevant and challenging work; | | | |  |
| 1. Encourages exploration of content beyond textbook and lecture; | | | |  |
| 1. Creates flexible and varied instructional groups to encourage student engagement in meaningful learning; | | | |  |
| 1. Encourages collaboration and communication among students; | | | |  |
| 1. Allows student choice, as appropriate, to encourage motivation and engagement; uses appropriate lesson pace to motivate and engage students. | | | |  |
| 1. INSTRUCTION BASED ON ASSESSMENT:   **EX ME AP UN** | | | 1. Uses formative and summative assessment results in planning instruction; | | | |  |
| 1. Clearly aligns assessments with content standards and instructional objectives; | | | |  |
| 1. Records assessment data to use for instructional decision-making; | | | |  |
| 1. Provides on-going, formative feedback to students; | | | |  |
| 1. Analyzes summative/benchmark assessment data to monitor student progress; | | | |  |
| 1. Provides students with rubrics, checklists, and other self-assessment tools; | | | |  |
| 1. Encourages and facilitates student goal-setting and self-monitoring for learning. | | | |  |
| 1. FLEXIBILITY / RESPONSIVENESS:   **EX ME AP UN** | | | 1. Adjusts instruction based on needs of the students and in response to *teachable* *moments*; | | | |  |
| 1. Uses lesson plans and textbooks flexibly as guides to learning; | | | |  |
| 1. Demonstrates knowledge of students’ personal interests, cultures, and language diversity; | | | |  |
| 1. Incorporates students’ interests, culture, and language diversity into instructional choices; | | | |  |
| 1. Monitors individual students’ learning to provide additional instruction or resources as needed. | | | |  |
| **OVERALL RATING for STANDARD III** | | | | | | |
| Category | **Exceeds Standard** | | **Meets Standard** | **Approaches Standard** | **Unsatisfactory** | |
| Criteria for Rating | The Student Teacher demonstrates **3 or more** Functions in this Standard **at the Exceeds Standard level** using a wide variety of Performance Indicators. Other Functions are demonstrated at ME level. | | The Student Teacher demonstrates **4 or more** Functions in this Standard **at the Meets Standard level** using a wide variety of Performance Indicators. **Not more than one** Function is demonstrated at AP level. | The Student Teacher demonstrates **2 or more** Functions in this Standard **at the Approaches Standard level**. The number of Performance Indicators demonstrated may be limited. | The Student Teacher demonstrates **less than 4** Functions, OR demonstrates Functions **inappropriately or superficially**, OR has displayed **grossly inappropriate** performance in any Function of this Standard. | |
| Standard III Score | EX \_\_\_ | | ME \_\_\_ | AP \_\_\_ | UN \_\_\_ | |

**STANDARD IV: PROFESSIONAL RESPONSIBILITY FOR SELF-RENEWAL**

**Function Performance Indicator Demonstrated Y/N**

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| 1. PROFESSIONAL LEARNING:   **EX ME AP UN** | | | 1. Engages in continuous learning to develop as a professional educator; | | | |  |
| 1. Participates in professional learning opportunities; engages with new materials, resources, strategies, and digital tools. | | | |  |
| 1. PROFESSIONAL   COLLABORATION:  **EX ME AP UN** | | | 1. Actively engages with colleagues in school placement and/or university campus to develop effective teaching strategies; | | | |  |
| 1. Participates in regular discussions with Cooperating Teacher focused on improving teaching practice and student achievement. | | | |  |
| 1. REFLECTION ON PRACTICE:   **EX ME AP UN** | | | 1. Engages in critical self-evaluation of own teaching practice and articulates adjustments needed for improvement; | | | |  |
| 1. Demonstrates willingness to learn from experiences. | | | |  |
| 1. PROFESSIONAL CONTRIBUTION:   **ME AP UN** | | | Demonstrates **awareness** of a teacher’s responsibility to contribute to on-going development of the teaching profession; demonstrates **awareness** of a teacher’s role in engagement in new ideas to improve teaching effectiveness and learning for students beyond his/her own classroom. | | | |  |
| **OVERALL RATING for STANDARD IV** | | | | | | |
| Category | **Exceeds Standard** | | **Meets Standard** | **Approaches Standard** | **Unsatisfactory** | |
| Criteria for Rating | The Student Teacher demonstrates **2 or more** Functions in this Standard **at the Exceeds Standard level** using a variety of Performance Indicators. Other Functions are demonstrated at ME level. | | The Student Teacher demonstrates **3 or more** Functions in this Standard **at the Meets Standard level** using a variety of Performance Indicators. **Not more than one** Function is demonstrated at AP level. | The Student Teacher demonstrates **2 or more** Functions in this Standard **at the Approaches Standard level**. The number of Performance Indicators demonstrated may be limited. | The Student Teacher demonstrates **less than 3** Functions, OR demonstrates Functions **inappropriately or superficially**, OR has displayed **grossly inappropriate** performance in any Function of this Standard. | |
| Standard IV Score | EX \_\_\_ | | ME \_\_\_ | AP \_\_\_ | UN \_\_\_ | |

**STANDARD V: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY**

**Function Performance Indicator Demonstrated Y/N**

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| 1. SCHOOL MISSION:   **ME AP UN** | | | | Demonstrates **awareness** of the School Mission; recognizes the importance of school-wide articulation of mission and development of school-wide requirements and procedures. | | | | |  | |
| 1. SCHOOL-WIDE ACTIVITIES:     **ME AP UN** | | | | Demonstrates **awareness** of any school-wide initiatives in curriculum, instruction, and assessment; recognizes the importance of participating in school-wide initiatives on academics; participates as appropriate and approved by school. | | | | |  | |
| 1. LEARNER-CENTERED CULTURE:   **ME AP UN** | | | | Demonstrates **awareness** of any school-wide initiatives to encourage learner-centered instruction; recognizes the importance of participating in any school-wide development of learner-centered instruction; participates as appropriate and approved by school. | | | | |  | |
| 1. STUDENT SUPPORT SYSTEMS:   **ME AP UN** | | | | Demonstrates **awareness** of any school-wide support systems that enhance student learning; recognizes the importance of participating in school-wide support systems;  participate as appropriate and approved by school. | | | | |  | |
| 1. STUDENT MANAGEMENT SYSTEMS:   **ME AP UN** | | | | Demonstrates **awareness** of any school-wide student management systems; recognizes the importance of participating in school-wide student management systems; participates as appropriate and approved by school. | | | | |  | |
| 1. TEACHER LEADERSHIP   **ME AP UN** | | | | Demonstrates **awareness** of the value and importance of a teacher taking personal responsibility for active participation in department or grade level and school-wide planning for curricular change or improvement. | | | | |  | |
| 1. STRATEGIC PLANNING/   CONTINUOUS IMPROVEMENT:  **ME AP UN** | | | | Demonstrates **awareness** of the value and importance for teacher, department or grade level, and school to engage in strategic planning and continuous improvement to enhance student achievement. | | | | |  | |
| 1. SCHOOL/FAMILY CONNECTIONS:   **EX ME AP UN** | | | | 1. Demonstrates **awareness** of any school-wide initiatives to engage families; Recognizes the importance of participating in school-wide initiatives to engage families; | | | | |  | |
| 1. Participates in classroom-level engagement with families and community, i.e. parent conferences; | | | | |  | |
| 1. Initiates contact with families and community for instructional support, i.e. phone calls, conferences, guest speakers. | | | | |  | |
| 1. ETHICAL STANDARDS:   **EX ME AP UN** | | | | 1. Dresses appropriately for the school environment; | | | | |  | |
| 1. Uses appropriate and professional language with students, school faculty, staff, administrators, and parents; | | | | |  | |
| 1. Upholds standards of honesty and integrity; | | | | |  | |
| 1. Follows guidelines of conduct regarding attendance, punctuality, confidentiality, and all professional behavior. | | | | |  | |
| **OVERALL RATING for STANDARD V** | | | | | | | | | | |
| Category | | **Exceeds Standard** | | | **Meets Standard** | **Approaches Standard** | **Unsatisfactory** | | | |
| Criteria for Rating | | The Student Teacher demonstrates **either** Function H **or** Function I (or both) **at the Exceeds Standard level** using a variety of Performance Indicators. All other Functions are demonstrated at ME level. | | | The Student Teacher demonstrates **both Functions H and I plus 3 or more** other Functions **at the Meets Standard level** using a variety of Performance Indicators. | The Student Teacher demonstrates **either Function H or Function I OR 4 or more** other Functions **at the Approaches Standard level**. The number of Performance Indicators demonstrated may be limited. | The Student Teacher demonstrates Function H and/or Function I **inappropriately or superficially**, OR has displayed **grossly inappropriate** performance on any Function of this Standard. | | | |
| Standard V Score | | EX \_\_\_ | | | ME \_\_\_ | AP \_\_\_ | UN \_\_\_ | | | |
| **FINAL OVERALL RATING** | | | | | | | | |
|  | | **Criteria Required** | | | | | **Mark Your Rating** | |
| **Exceeds Standards**  (A) | | **Three or more** standards at the **Exceeds Standard** level **and**  **All other** Standards at the **Meets Standard** level (required for licensure). | | | | |  | |
| **Exceeds Standards**  (B) | | **One or two** standards at the **Exceeds Standard** level **and**  **All other** Standards at the **Meets Standard** level (required for licensure). | | | | |  | |
| **Meets Standards**  (C) | | **All five** standards at **Meets Standard** (required for licensure). | | | | |  | |
| **Approaches Standards**  (D) | | **One or more** standard at the **Approaches Standard** level.  (Not eligible for state licensure.)  **No** Standard at **Unsatisfactory**. | | | | |  | |
| **Unsatisfactory**  (F) | | **One or more** standards at **Unsatisfactory** Level. | | | | |  | |

**COMMENTS:**