**Shepherd University Professional Education Unit**

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

**ST-11-CT SUMMATIVE**

[To be completed by the Cooperating Teacher using the 2012 Student Teacher Assessment Manual. Check all Indicators that are observed, and include comments at the end.]

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

**STANDARD I: CURRICULUM AND PLANNING**:

**Function Performance Indicator ObservedY/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 \_\_\_ | |
| Accepta-bility | Has the Student Teacher demonstrated this **Standard** at an acceptable level to be awarded teacher licensure? YES NO | | | | | |

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

**Function Performance Indicator Observed 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 \_\_\_ | |
| Accepta-bility | Has the Student Teacher demonstrated this **Standard** at an acceptable level to be awarded teacher licensure? YES NO | | | | | |

**STANDARD III: TEACHING**

**Function Performance Indicator Observed Y/N**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 \_\_\_ | |
| Acceptability | Has the Student Teacher demonstrated this **Standard** at an acceptable level to be awarded teacher licensure? YES NO | | | | | |

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

**Function Performance Indicator Observed Y/N**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 \_\_\_ | |
| Accepta-bility | Has the Student Teacher demonstrated this **Standard** at an acceptable level to be awarded teacher licensure? YES NO | | | | | |

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

**Function Performance Indicator Observed Y/N**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 \_\_\_ | | | |
| Acceptability | | Has the Student Teacher demonstrated this **Standard** at an acceptable level to be awarded teacher licensure? YES NO | | | | | | | | |
| **FINAL OVERALL RATING** | | | | | | | | |
|  | | **Criteria Required** | | | | | **Grade Recommendation** | |
| **Exceeds Standards** | | **Three or more** standards at the **Exceeds Standard** level **and**  **All other** Standards at the **Meets Standard** level (required for licensure). | | | | | A | |
| **Exceeds Standards** | | **One or two** standards at the **Exceeds Standard** level **and**  **All other** standards at the **Meets Standard** level (required for licensure). | | | | | B | |
| **Meets Standards** | | **All five** standards at **Meets Standard** (required for licensure). | | | | | C | |
| **Approaches Standards** | | **One or more** standards at the **Approaches Standard** level.  (Not eligible for state licensure.)  **No** Standard at **Unsatisfactory**. | | | | | D | |
| **Unsatisfactory** | | **One or more** standards at **Unsatisfactory** Level. | | | | | F | |
| **Acceptability** | | Has the Student Teacher demonstrated **all Standards** at an acceptable level to be awarded teacher licensure? YES NO | | | | | | |

**COMMENTS:**