**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**

|  |  |  |
| --- | --- | --- |
| 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:**