**Shepherd University Professional Education Unit**

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

**ST-11-US SUMMATIVE**

**[To be completed by the University or Education Supervisor using the 2012 Student Teacher Assessment Manual. Evaluate each Function and Standard based on Observations throughout the semester.**

**Mark all Indicators observed. Include overall comments.]**

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

**STANDARD I: CURRICULUM AND PLANNING**:

 **Observed Y/N**

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| **Function**  | **Performance Indicator**  | **Ob 1** | **Ob 2** | **Ob 3** | **Ob 4** | **Ob 5** |
| 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 content standards and local curriculum;
 |  |  |  |  |  |
| 1. Aligns assessments with state content standards and local 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 with goals and objectives of the lesson.
 |  |  |  |  |  |
| **Comments for Standard I** |

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

 **Observed Y/N**

|  |  |  |  |  |  |  |
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| **Function**  | **Performance Indicator**  | **Ob 1** | **Ob 2** | **Ob 3** | **Ob 4** | **Ob 5** |
| 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.
 |  |  |  |  |  |
| **Comments for Standard II** |

**STANDARD III: TEACHING**

 **Observed Y/N**

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| **Function**  | **Performance Indicator**  | **Ob 1** | **Ob 2** | **Ob 3** | **Ob 4** | **Ob 5** |
| 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 N** | 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 of 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.
 |  |  |  |  |  |
| **Comments on Standard III** |

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

 **Observed Y/N**

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| --- | --- | --- | --- | --- | --- | --- |
| **Function**  | **Performance Indicator**  | **Ob 1** | **Ob 2** | **Ob 3** | **Ob 4** | **Ob 5** |
| 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. |  |  |  |  |  |
| **Comments on Standard IV** |

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

 **Documented**

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| **Function**  | **Performance Indicator**  | **Y/N** |
| 1. SCHOOL MISSION:

 **ME AP UN** | Demonstrates **awareness** of the School Mission; recognizes the importance of school-level 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-level 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-level 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.
 |  |
| **Comments on Standard V**  |

**Overall Comments:**