**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:**