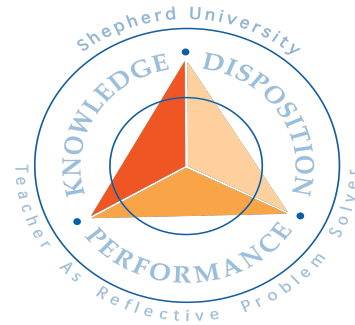


Performance Review

ST-11 Summative Evaluation

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## Evaluations

Cooperating teachers are encouraged to provide regular observations, evaluations, and feedback for the teacher candidate. Two formal evaluations are submitted by cooperating teachers during the student teaching assignment.

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## Performance Review

- Performance reviews are to be completed by the cooperating teacher (via Tk20) at weeks 4 and 10.
- Highlight particular strengths and weaknesses of the teacher candidate in the following areas:
  - Planning
  - Classroom Management
  - Teaching
  - Assessment
  - Reflection and Personal Analysis
- Be sure to indicate the things you need to see in order for the teacher candidate to earn a score of 'meets expectations' for all indicators at the time of the ST-11 summative evaluation.

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## ST-11 Summative Evaluation

- Summative evaluations are to be completed by the cooperating teacher (via Tk20) by the final day of the student teaching assignment.
- Communicate concerns to the supervisor.
- Routine feedback is important in providing opportunities for the student teacher to grow and develop in the areas needed to be successful.
- For indicators in standard 4 and 5 require only an awareness level, cooperating teachers may need to question the student teacher directly.
- If any one of the five standards is not deemed acceptable, the student teacher will not be recommended by Shepherd University for certification by the State of West Virginia.

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## The ST-11 Standards Framework

- ✓ Curriculum and Planning
- ✓ The Learner and the Learning Environment
- ✓ Teaching
- ✓ Professional Responsibility for Self-Renewal
- ✓ Professional Responsibilities for School and Community

# ST-11 Functions and Performance Indicators

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## Shepherd University Professional Education Unit Student Teacher Performance Assessment (Level 4)

### ST-11-US SUMMATIVE

Evaluate each Function and Standard using the ST-11 Rubric based on Observations throughout the semester. [Mark all Indicators observed. Include overall comments.]

STUDENT TEACHER \_\_\_\_\_ SEMESTER: Fall Spring (yx) \_\_\_\_\_

Grade/Subject Placement \_\_\_\_\_ SCHOOL \_\_\_\_\_

SUPERVISOR / EVALUATOR \_\_\_\_\_

#### STANDARD I: CURRICULUM AND PLANNING:

Function	Performance Indicator	Observed Y/N
A. CONTENT:  EX ME AP UN	1. Demonstrates a strong knowledge of core content and subject matter;	
	2. Integrates inter-disciplinary themes and skills.	
B. PEDAGOGY:  EX ME AP UN	1. Uses a variety of subject-appropriate instructional strategies;	
	2. Develops inter-disciplinary connections by creating lessons with integrated subject areas;	
	3. Designs instruction that promotes creativity, innovation, and problem-solving.	
C. GOALS & OBJECTIVES:  EX ME AP UN	1. Sets instructional goals and objectives for short-term and long-term planning;	
	2. Aligns instructional goals and objectives with state content standards and local curriculum;	
	3. Aligns assessments with state content standards and local curriculum.	
D. INSTRUCTIONAL DESIGN:  EX ME AP UN	1. Designs relevant and engaging learning activities that make use of appropriate resources and technology;	
	2. Plans for large group, small-group and individual learning as appropriate;	
	3. Develops instruction with a coherent sequence of relevant activities to meet objectives;	

## ST-11 Cooperating Teacher Summative Evaluation

# The ST-11 Summative Evaluation Rubric

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EX	Exceeds Expectations
ME	Meets Expectations
AP	Approaches Expectations
UN	Unsatisfactory

## ST-11 Summative Evaluation Rubric

### URRICULUM AND PLANNING

Exceeds Standard (All of Meets Standard +)	Meets Standard	Approaches Standard
Demonstrates a strong knowledge of core content and subject matter; Researched topic for additional information	Demonstrates knowledge of core content and subject matter;	Demonstrates minimal knowledge of content and subject matter;
Consistently and appropriately plans integrated lessons using interdisciplinary themes and/or skills that are aligned to standards.	Integrates interdisciplinary themes and/or skills.	Rarely or inconsistently integrates interdisciplinary themes and/or skills.
Consistently plans a variety of subject-appropriate instructional strategies;	Plans include some variety of subject-appropriate instructional strategies;	Plans lessons with a minimum of instructional strategies;
Consistently and appropriately develops inter-disciplinary connections by creating lessons with integrated subject areas that are aligned to standards;	Develops inter-disciplinary connections by creating lessons with integrated subject areas;	Attempt at integration is inappropriate for objectives and does not lead to students' understanding of content;
Designs differentiated instruction that appropriately promotes creativity, innovation, and problem-solving.	Designs instruction that promotes creativity, innovation, and problem-solving.	No indication of creativity, innovation, or problem-solving in plans.
Sets and adjusts instructional goals and objectives for short-term and long-term planning; And Objectives reflect skills to be learned.	Sets instructional goals and objectives for short-term and long-term planning; And Objectives reflect at least one skill to be learned.	Goals and objectives are for short-term; And Goals and objectives consist of list of activities only.



# Using the Rubric to Guide Formative Feedback

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Formative Feedback can be directly linked to the ST-11 Rubric

h	Attempt at integration is inappropriate for objectives and does not lead to students' understanding of content;	
	No indication of creativity, innovation, or problem-solving in plans.	
es ng;	Goals and objectives are for short-term; And	
be	Goals and objectives co list of activities only.	
ds	Goals and objectives do n align with state or local co standards;	
at		
	list of activities only.	
and ent standards	Goals and objectives do n align with state or local co standards;	
state content culum;		
aging learning dent use of ources and	Instruction does not eng students; And Limited use of technology;	
		Textbook is the p... resource

2/17 TO complete Graphix Organizer doesn't tell what you are teaching kids to do.

2/17 TO complete Graphix Organizer doesn't tell what you are teaching kids to do.

3/1 Much better objectives id. 3 ...  
Create scenario ...  
Think - about long term what skills are you teaching them?

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# The Feedback Loop

- Critical to scaffolding new skills
- Increasing effectiveness
- Self-analysis





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# Feedback Suggestions

- Daily Verbal Feedback
- Dialogic Journal
- Conferences



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# Supervisor Evaluations

- All student teachers are assigned at least one supervisor for the student teaching assignment.
- Student teachers are observed by university assigned supervisors at least five times throughout the fourteen week student teaching assignment.
- Supervisors must complete the ST-11 evaluation via Tk20 following each observation.
- Supervisors must also complete the ST-11 summative evaluation prior to the end of the student teaching assignment.

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## Concerns

- Occasionally, a teacher candidate does not show the professional knowledge, skills, and/or dispositions expected in a field placement and improvements are not made in response to feedback.
- When you have a concern about the performance of a teacher candidate, contact the supervisor as soon as possible.
- It is our goal for all graduates of Shepherd's Educator Preparation Program to be high quality teachers. You see your candidate in action more than anyone else and we rely on you to alert us in a timely manner when there are concerns.
- More information on policies regarding unsatisfactory performance can be found in the SU Practicum Policy Manual.