Form: "Stockton Student Teacher Final Evaluation Form- Spring 17"

Draft for review only

✱ = Response is required

Final Evaluation- Use during the 6th Post Observation Conference

This serves as a summative evaluation of performance over the entire experience. Consult all previous documentation prior to completing this form.

Submission of Form

The mentor teacher and college supervisor should fill out this Final Evaluation Form *separately*. If a cooperating teacher did not receive an email with instructions, please email Jeanne DelColle at Jeanne.DelColle@stockton.edu.

School of Education

The Stockton Student Teacher Handbook and reference materials can be found at:

http://tinyurl.com/TEDUSupervisor

Please direct any questions, concerns, or technical issues to:

Stockton University
101 Vera King Farris Drive, Galloway, NJ 08205
Phone: (609) 652-4688 Fax: (609) 626-5528
E-mail: Jeanne.DelColle@stockton.edu

✱ **College Supervisor**

Enter your name

▎ *No answer specified*

✱ **Mentor Teacher**

▎ *No answer specified*

✱ **Student Teacher information**

Name

▎ *No answer specified*

Z number

▎ *No answer specified*

✱ **School information**

Name of K-12 School

▎ *No answer specified*

Grade

▎ *No answer specified*

✱ **Semester**

Please make a selection... ▼

⬡ Experience Level

○ Elementary

○ Middle

○ Secondary

○ K-12 (Art, World Language)

⬡ Model of student teaching

Check which format is being followed for the student teaching experience.

○ Traditional takeover model   ○ Co-teaching model

Final Evaluation

Danielson's Levels of Performance

Refer to the hard copy of the Danielson Framework for Teaching FfT) Evaluation Instrument 2013 Edition by Charlotte Danielson for guidance in determining your ratings. This resource includes critical attributes and examples beyond the rubrics provided on this form. It is also recommended to review all previous documentation prior to completion of this form. Ratings should reflect the levels of performance as described in the Framework and include **very few, if any, indicators of NA**.

General categories are described below. Scores should be based on what takes place most of the time versus what may be seen during a specific lesson. At times, a candidate may seem to be "approaching" a score. In such a case, the lower score should be given with commentary to discuss how a candidate can work towards the next level of performance.

1=Unsatisfactory—Performance is below the minimal licensing standard and required additional development
2=Basic Level of Performance—Performance is basic competency for teachers early in their careers.
3=Proficient Level of Performance—Performance is consistently of good quality—as expected of a proficient tenured teacher.
4=Distinguished Level of Performance—Performance is consistently of a very high quality—at levels seen from a master teacher. **(Not for use in Student Teacher assessment)**

Alignment to EdTPA & InTASC

The Danielson Framework is aligned to the state mandated performance assessment, EdTPA (effective 9/17) and national model core teaching standards of the Interstate Teacher Assessment and Support Consortium (InTASC). InTASC is further aligned to the New Jersey Professional Standards for Teachers (NJPTS). Alignments are provided for each area of evaluation of the Danielson Framework. For more details on standards refer to the Student Teaching Handbook. Note: The "R" noted for EdTPA refers to the rubric that corresponds with the content of the Danielson component.

DOMAIN I: Planning and preparation

Refer to the Framework For Teaching Evaluation Instrument, 2013 Edition, for specifics on levels of performance for each component of domain.

⬡ 1a Demonstrating knowledge of content & pedagogy

Alignment:
EdTPA
Planning for content understandings- R1
Planning to support varied student needs- R2
InTASC 1& 4

1- In planning and practice, the teacher **makes content errors** or does not correct errors made by students. The teacher displays **little understanding of prerequisite knowledge** important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

2- The teacher is **familiar with** the important concepts in the discipline but displays a **lack of awareness of how these concepts relate to one another**. The teacher indicates **some awareness** of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a **limited range of pedagogical approaches** to the discipline or to the students.

3- The teacher **displays solid knowledge** of the important concepts in the discipline and how these relate to one another. The teacher demonstrates **accurate understanding of prerequisite relationships among topics**. The teacher's plans and practice reflect **familiarity with a wide range of effective pedagogical approaches** in the subject.

Level of performance:

◯ 1　　◯ 2　　◯ 3

✳ **1b Demonstrating knowledge of students**

Alignment:
EdTPA
Planning to support varied student needs R2,
Using knowledge of students to inform teaching and learning R3,
identifying & supporting language demands R4
InTASC 1, 2 & 7

1- The teacher displays **minimal understanding of how students learn**—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

2- The teacher displays **generally accurate knowledge of how students learn** and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet **may apply this knowledge not to individual students** but to the class as a whole.

3- The teacher **understands the active nature of student learning** and attains information about levels of development for groups of students. The teacher also **purposefully acquires knowledge** from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

Level of performance:

◯ 1　　◯ 2　　◯ 3

✳ **1c- Setting instructional outcomes**

Alignment:
EdTPA
Planning for content understanding- R1
Planning assessments to monitor & support student learning- R5
InTASC 1

1- The outcomes represent **low expectations for students** and **lack of rigor**, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

2- Outcomes represent **moderately high expectations and rigor**. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.

3- Most outcomes represent **rigorous and important learning in the discipline** and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

Level of Performance

○ 1   ○ 2   ○ 3

✳ **1d- Demonstrating knowledge of resources**

Alignment:
EdTPA
Planning to support varied student needs- R2
Using knowledge of students to inform teaching & learning- R3
Identify and supporting language demands- R4
Planning assessments to monitor & support student learning- R5
InTASC (n/a)

1- The teacher is **unaware of resources** to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.
2- The teacher displays **some awareness of resources beyond those provided by the school or district** for classroom use and for extending one's professional skill but does not seek to expand this knowledge.
3- The teacher displays **awareness of resources beyond those provided by the school or district**, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

Level of performance:

○ 1   ○ 2   ○ 3

✳ **1e Designing coherent instruction**

Alignment
EdTPA
Planning for content learning- R1
Planning to support varied student needs- R2
Using knowledge of students to inform teaching and learning- R3
InTASC 1, 4 & 7

1- Learning activities are **poorly aligned** with the instructional outcomes, **do not follow an organized progression**, are **not designed to engage students** in active intellectual activity, and have unrealistic time allocations. Instructional groups are **not suitable** to the activities and offer no variety.
2- **Some** of the learning activities and materials **are aligned** with the instructional outcomes and represent **moderate cognitive challenge**, but with **no differentiation** for different students. Instructional groups **partially support the activities**, with some variety. The lesson or unit has a recognizable structure; but the **progression of activities is uneven**, with only some reasonable time allocations.
3- **Most** of the learning activities are aligned with the instructional outcomes and follow an organized progression **suitable to groups of students**. The learning activities have **reasonable time allocations**; they represent **significant cognitive challenge**, with **some differentiation** for different groups of students and varied use of instructional groups.

Level of performance:

○ 1   ○ 2   ○ 3

✳ **1f Designing student assessments**

Alignment:
EdTPA
Planning assessment to monitor and support student learning- R5
Student use of feedback- R13
Using assessment to inform instruction- R15
InTASC 6

1- Assessment procedures are **not congruent** with instructional outcomes and **lack criteria** by which student performance will be assessed. The teacher has **no plan** to incorporate formative assessment in the lesson or unit.
2- Assessment procedures are **partially congruent** with instructional outcomes. Assessment criteria and standards have been **developed, but they are not clear**. The teacher's approach to using formative assessment is **rudimentary**, including only some of the instructional outcomes.
3- **All** the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been **adapted for groups of students**. Assessment criteria and standards are **clear**. The teacher has a **well-developed strategy** for using formative assessment and has designed particular approaches to be used.

Level of performance:

○ 1   ○ 2   ○ 3

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✳ Domain I: Planning and Preparation comments

Strengths, Areas for Improvement, and Goals for Future

▎ *No answer specified*

DOMAIN II: Classroom Environment

Refer to the Framework For Teaching Evaluation Instrument, 2013 Edition, for specifics on levels of performance for each component of domain.

✳ 2a Creating an environment of respect and rapport

Alignment:
EdTPA
Learning environment- R6
InTASC 3

1- Patterns of classroom interactions, both between teacher and students and among students, are **mostly negative, inappropriate, or insensitive** to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher **does not deal with disrespectful behavior**.
2- Patterns of classroom interactions, both between teacher and students and among students, are **generally appropriate** but may reflect **occasional inconsistencies**, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher **attempts to respond to disrespectful behavior**, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.
3- Teacher-student interactions are friendly and **demonstrate general caring and respect.** Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher **responds successfully to disrespectful behavior** among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

Level of performance:

○ 1   ○ 2   ○ 3

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✳ 2b Establishing a culture for learning

Alignment:
EdTPA
Learning environment- R6
InTASC (n/a)

1- The classroom culture is characterized by a **lack of teacher or student commitment** to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are **not expected or valued**. Medium to **low expectations for student achievement are the norm**, with high expectations for learning reserved for only one or two students.
2- The classroom culture is characterized by **little commitment to learning** by the teacher or students. The teacher appears to be **only "going through the motions,"** and students indicate that they are **interested in the completion of a task** rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. **High expectations for learning are reserved** for those students thought to have a natural aptitude for the subject.
3- The classroom culture is a place where **learning is valued** by all; high expectations for both learning and hard work are the **norm** for most students. Students **understand their role as learners** and consistently expend effort to learn. Classroom interactions **support learning**, hard work, and the precise use of language.

Level of performance:

○ 1   ○ 2   ○ 3

✸ 2c Managing classroom procedures

Alignment:
EdTPA
Learning environment- R6
InTASC (n/a)

1- **Much instructional time is lost** due to inefficient classroom routines and procedures. There is **little or no evidence of the teacher's management** of instructional groups and transitions and/or handling of materials and supplies effectively. There is **little evidence that students know or follow established routines** , or that volunteers and paraprofessionals have clearly defined tasks.

2- **Some instructional time is lost** due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are **inconsistent** , leading to some disruption of learning. With **regular guidance and prompting** , students follow established routines, and volunteers and paraprofessionals perform their duties.

3- There is **little loss of instructional time** due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are **consistently successful** . With **minimal guidance and prompting** , students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.

Level of performance:

○ 1   ○ 2   ○ 3

✸ 2d Managing student behavior

Alignment:
EdTPA
Learning environment- R6
InTASC (n/a)

1- There appear to be **no established standards** of conduct, or students challenge them. There is **little or no teacher monitoring** of student behavior, and response to students' misbehavior is **repressive or disrespectful** of student dignity.

2- Standards of conduct appear to have been **established**, but their **implementation is inconsistent**. The teacher tries, with **uneven results**, to monitor student behavior and respond to student misbehavior.

3- Student behavior is **generally appropriate**. The teacher monitors student behavior against **established standards of conduct**. Teacher response to student misbehavior is **consistent, proportionate, and respectful** to students and is **effective**.

Level of performance:

○ 1   ○ 2   ○ 3

✸ 2e Organizing physical space

Alignment:
EdTPA
Learning environment- R6
InTASC (n/a)

1- The classroom environment is **unsafe**, or learning is not accessible to many. There is **poor alignment** between the arrangement of furniture and resources, including computer technology, and the lesson activities.

2- The classroom is **safe**, and essential learning is **accessible to most students**. The teacher makes **modest use of physical resources**, including computer technology. The teacher **attempts to adjust the classroom** furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

3- The classroom is **safe**, and students have **equal access** to learning activities; the teacher ensures that the **furniture arrangement is appropriate** to the learning activities and uses physical resources, including computer technology, **effectively**.

Level of performance:

○ 1   ○ 2   ○ 3

DOMAIN III: Instruction

Refer to the Framework For Teaching Evaluation Instrument, 2013 Edition, for specifics on levels of performance for each component of domain.

⊕ **3a Communicating with students**

Alignment:
EdTPA
Engaging students in learning- R7
Analyzing students language use and content understanding- R14
InTASC 5

1- The instructional purpose of the lesson is **unclear to students**, and the directions and procedures are **confusing**. The teacher's explanation of the content contains **major errors** and **does not include any explanation**of strategies students might use. The teacher's spoken or written language **contains errors** of grammar or syntax. The teacher's academic vocabulary is **inappropriate, vague, or used incorrectly**, leaving students confused.

2- The teacher's attempt to explain the instructional purpose has only **limited success**, and/or directions and procedures **must be clarified** after initial student confusion. The teacher's explanation of the content may **contain minor errors**; some portions are clear, others difficult to follow. The teacher's explanation **does not invite students to engage intellectually** or to understand strategies they might use when working independently. The teacher's spoken language is **correct** but uses **vocabulary that is either limited or not fully appropriate** to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

3- The instructional purpose of the lesson is **clearly communicated** to students, including where it is situated within broader learning; directions and procedures are **explained clearly and may be modeled**. The teacher's explanation of content is **scaffolded, clear, and accurate** and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and **invites student intellectual engagement**. The teacher's spoken and written language is **clear and correct** and is suitable to students' ages and interests. The teacher's use of academic vocabulary is **precise** and serves to **extend student understanding**.

Level of performance:

◯ 1   ◯ 2   ◯ 3

⊕ **3b Using questioning and discussion techniques**

Alignment:
EdTPA
Engaging students in learning- R7
Deepening student learning- R8
InTASC 8

1- The teacher's questions are of **low cognitive challenge**, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly **recitation style**, with the teacher mediating all questions and answers; the teacher accepts all contributions **without asking students to explain their reasoning**. Only a **few students participate** in the discussion.

2- The teacher's questions **lead students through a single path of inquiry**, with answers seemingly determined in advance. Alternatively, the teacher **attempts to ask some questions** designed to engage students in thinking, but **only a few students are involved**. The teacher **attempts to engage all students** in the discussion, to encourage them to respond to one another, and to explain their thinking, with **uneven results.**

3- While the teacher **may use some low-level questions**, he/she poses questions designed to **promote student thinking** and understanding. The teacher creates a **genuine discussion among students**, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher **challenges students** to justify their thinking and **successfully engages most students** in the discussion, employing a range of strategies to ensure that most students are heard.

Level of performance:

○ 1 ○ 2 ○ 3

✱ 3c Engaging student in learning

Alignment:
EdTPA
Engaging students in learning- R7
InTASC 1,3,4,5 & 8

1- The learning tasks/activities, materials, and resources are **poorly aligned with the instructional outcomes**, or require only **rote responses**, with only one approach possible. The groupings of students are **unsuitable** to the activities. The lesson has **no clearly defined structure**, or the pace of the lesson is **too slow or rushed**.
2- The learning tasks and activities are **partially aligned with the instructional outcomes** but require only **minimal thinking by students** and little opportunity for them to explain their thinking, allowing **most students to be passive** or merely compliant. The groupings of students are **moderately suitable** to the activities. The lesson has a **recognizable structure**; however, the pacing of the lesson **may not provide students the time needed** to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."
3- The learning tasks and activities are **fully aligned with the instructional outcomes** and are designed to **challenge student thinking**, inviting students to make their thinking visible. This technique results in active intellectual **engagement by most students** with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are **suitable to the activities**. The lesson has a **clearly defined structure**, and the pacing of the lesson is **appropriate**, providing most students the time needed to be intellectually engaged.

Level of performance:

○ 1 ○ 2 ○ 3

✱ 3d Using assessment in instruction

Alignment:
EdTPA
Analysis of student learning- R11
Providing feedback to guide learning- R12
Student use of feedback- R13
Using assessment to inform instruction- R15
InTASC 6

1- Students **do not appear to be aware** of the assessment criteria, and there is **little or no monitoring** of student learning; feedback is **absent or of poor quality**. Students **do not engage in self- or peer assessment**.
2- Students appear to be only **partially aware** of the assessment criteria, and the teacher monitors student learning **for the class as a whole**. Questions and assessments are **rarely used** to diagnose evidence of learning. Feedback to students is **general**, and **few students assess their own work**.
3- Students appear to be **aware** of the assessment criteria, and the teacher monitors student learning **for groups of students**. Questions and assessments are **regularly used** to diagnose evidence of learning. Teacher feedback to groups of students is **accurate and specific**; **some students engage in self-assessment**.

Level of performance:
InTASC 6

○ 1 ○ 2 ○ 3

✱ 3e Demonstrating flexibility and responsiveness

Alignment:
EdTPA
Analyzing teacher effectiveness- R10
InTASC 8

1- The teacher **ignores students' questions**; when students have difficulty learning, the teacher **blames** them or their home environment for their lack of success. The teacher makes **no attempt to adjust** the lesson even when students don't understand the content.

2- The teacher **accepts responsibility** for the success of all students but has only a **limited repertoire of strategies** to use. Adjustment of the lesson in response to assessment is **minimal or ineffective**.

3- The teacher **successfully accommodates** students' questions and interests. Drawing on a **broad repertoire of strategies**, the teacher **persists in seeking approaches** for students who have difficulty learning. If impromptu measures are needed, the teacher **makes a minor adjustment** to the lesson and does so **smoothly**.

Level of performance:

⚪ 1   ⚪ 2   ⚪ 3

✴ **DOMAIN III: Instruction comments**

Strengths, Areas for Improvement, and Goals for Future

▍ *No answer specified*

DOMAIN IV: Professionalism

Refer to the Framework For Teaching Evaluation Instrument, 2013 Edition, for specifics on levels of performance for each component of domain.

✴ **4a Reflecting on teaching**

Alignment:
EdTPA
Analyzing teacher effectiveness- R10
Using assessment to inform instruction- R15
InTASC 9

1- The teacher **does not know** whether a lesson was effective or achieved its instructional outcomes, or the teacher **profoundly misjudges** the success of a lesson. The teacher has **no suggestions** for how a lesson could be improved.

2- The teacher has a **generally accurate impression** of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes **general suggestions** about how a lesson could be improved.

3- The teacher makes an **accurate assessment** of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can **cite general references** to support the judgment. The teacher makes a **few specific suggestions** of what could be tried another time the lesson is taught.

Level of performance:

⚪ 1   ⚪ 2   ⚪ 3

✴ **4b Maintaining accurate records**

Alignment
EdTPA (n/a)
InTASC (n/a)

1- The teacher's system for maintaining information on student completion of assignments and student progress in learning is **nonexistent or in disarray**. The teacher's records for noninstructional activities are in disarray, the result being **errors and confusion**.

2- The teacher's system for maintaining information on student completion of assignments and student progress in learning is **rudimentary and only partially effective**. The teacher's records for noninstructional activities are **adequate but inefficient** and, unless given frequent oversight by the teacher, **prone to errors**.

3- The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is **fully effective**.

Level of performance:

⚪ 1   ⚪ 2   ⚪ 3   ⚪ N/A

✴ **4c Communicating with families**

1- The teacher provides **little information** about the instructional program to families; the teacher's communication about students' progress is **minimal**. The teacher **does not respond**, or responds insensitively, to parental concerns.

2- The teacher makes **sporadic attempts to communicate** with families about the instructional program and about the progress of individual students but **does not attempt to engage families** in the instructional program. Moreover, the communication that does take place **may not be culturally sensitive** to those families.

3- The teacher provides **frequent and appropriate** information to families about the instructional program and conveys information about individual student progress in a **culturally sensitive manner**. The teacher makes **some attempts to engage** families in the instructional program.

○ 1   ○ 2   ○ 3   ○ N/A

✴ 4d Participating in the professional community

1- The teacher's relationships with colleagues are **negative or self-serving**. The teacher **avoids participation** in a professional culture of inquiry, **resisting opportunities** to become involved. The teacher **avoids becoming involved** in school events or school and district projects.

2- The teacher maintains **cordial relationships with colleagues** to fulfill duties that the school or district requires. The teacher **participates** in the school's culture of professional inquiry when invited to do so. The teacher **participates** in school events and school and district projects **when specifically asked**.

3- The teacher's relationships with colleagues are characterized by **mutual support and cooperation**; the teacher **actively participates** in a culture of professional inquiry. The teacher **volunteers to participate** in school events and in school and district projects, making a **substantial contribution**.

Level of performance:

○ 1   ○ 2   ○ 3   ○ N/A

✴ 4e- Growing professionally

1- The teacher engages in **no professional development** activities to enhance knowledge or skill. The teacher **resists feedback** on teaching performance from either supervisors or more experienced colleagues. The teacher makes **no effort to share** knowledge with others or to assume professional responsibilities.

2- The teacher **participates to a limited extent** in professional activities when they are convenient. The teacher **engages in a limited way** with colleagues and supervisors in professional conversation about practice, including **some feedback** on teaching performance. The teacher **finds limited ways to assist** other teachers and contribute to the profession.

3- The teacher **seeks out opportunities** for professional development to enhance content knowledge and pedagogical skill. The teacher **actively engages** with colleagues and supervisors in professional conversation about practice, **including feedback** about practice. The teacher **participates actively in assisting** other educators and looks for ways to contribute to the profession.

Level of performance:

○ 1   ○ 2   ○ 3

✴ 4f Showing professionalism

1- The teacher **displays dishonesty** in interactions with colleagues, students, and the public. The teacher is **not**

alert to students' needs and contributes to school practices that result in **some students being ill served** by the school. The teacher makes decisions and recommendations that are based on **self-serving interests**. The teacher **does not comply** with school and district regulations.

2- The teacher is **honest** in interactions with colleagues, students, and the public. The teacher's attempts to serve students are **inconsistent**, and **unknowingly contribute** to some students being ill served by the school. The teacher's decisions and recommendations are based on **limited** though genuinely professional considerations. The teacher **must be reminded** by supervisors about complying with school and district regulations.

3- The teacher displays **high standards** of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is **active** in serving students, working to ensure that **all students** receive a fair opportunity to succeed. The teacher **maintains an open mind** in team or departmental decision making. The teacher **complies fully** with school and district regulations.

Level of performance:

( ) 1   ( ) 2   ( ) 3

✴ **DOMAIN IV: Professionalism comments**

Strengths, Areas for Improvement, and Goals for Future

▍ *No answer specified*

Mandatory Final Summary Performance Review

Use during the 6th post observation conference

Student Teaching Grading Policies

Assigning the final grade for student teaching is the responsibility of the supervisor. The grade should reflect the supervisor's professional judgment of the student teacher's overall performance during the semester and include consideration of input from the cooperating teacher.

A Range (A or A-)- Indicates that the student teacher has **consistently** met all expectations of the program, supervisor, and cooperating teacher throughout the course of the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

B Range (B, B+, or B-)- Indicates that the student teacher has **generally, but with some inconsistencies**, met the expectations of the program, supervisor, and cooperating teacher during the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

The minimum grade requirement for successfully completing Student Teaching is a B minus (B-). Should a student's grade fall below a B-, a full semester of Student Teaching must be repeated to be recommended for certification (again at a level of B- or higher). The School of Education reserves the right to determine whether or not the student will be permitted to repeat Student Teaching. As with all other Professional Education Requirements, once admitted into the Teacher Education Program, a student may not register for a course in the Professional Education Requirements more than 2 times (Introductory, Intermediate, or Student Teaching). This includes both Student Teaching and the Student Teaching Seminar.

✴ **Strengths**

▍ *No answer specified*

✴ **Areas Needing Improvement**

▍ *No answer specified*

✴ **College Supervisor Only- Final Grade Assignment**

The college supervisor should select the final grade based on all documentation and evidence from all previous performance reviews and input from the mentor teacher. (For mentor teacher, select N/A option from drop down menu.)

*Reminder- the minimum requirement for successfully completing student teaching is a B minus (B-). Should a student's grade fall below a B-, a full semester of Student Teaching must be repeated to be recommended for certification (again at a level of B- or higher).

Please make a selection... ▼

Form Information

Draft for review only