

Form: "Initial Progress Report"

Created by: School of Education
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***** = Response is required

Draft for review only

***** University 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

▼

***** 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

***** Continued Placement

Is this student continuing their placement from the previous term?

- Yes
- No

Initial Progress Report

This serves as a summative evaluation of the candidate's performance to date. Based on all formal observations and feedback provided by the cooperating teacher(s), rate the candidate on each area noted below using the following rating structure. Ratings are like Danielson's Framework to provide **early indicators of performance**

and should serve as a guide to the candidate offering indication of strengths and areas for improvement in preparation for the formal, midterm evaluation.

*** Lesson planning**

- 1. Limited and/or incomplete work with major issues in one or more areas related to content knowledge, lesson structure, and/or planning for all learners
- 2. A few gaps or inconsistencies in content knowledge, lesson structure, and/or planning for all learners
- 3. Solid command of content knowledge, lesson structure, and planning for all learners

Level of Performance

1
 2
 3

Comment(s)

Use this area to discuss evidence associated with the rating given.

No answer specified

*** Classroom environment**

- 1. Inadequate or limited ability to establish respect and rapport with learners
- 2. Some ability to establish respect and rapport with most learners but is inconsistent in practice
- 3. Solid and consistent ability to establish respect and rapport with all learners

Level of Performance

1
 2
 3

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Comment(s)

Use this area to discuss evidence associated with the rating given.

No answer specified

*** Classroom management**

- 1. Major struggle with or inability to manage student behavior with little to no clear management strategies
- 2. Managing of student behavior is visible but inconsistently practiced among learners with limited or incomplete management strategies
- 3. Managing of student behavior is consistent with clear management strategies in place

Level of Performance

1
 2
 3

Comment(s)

Use this area to discuss evidence associated with the rating given.

No answer specified

*** Communication with learners**

- 1. Communication is unclear, inaccurate and/or inappropriate for grade level for most lessons
- 2. Communication is inconsistent with issues in accuracy, clarity, or grade level appropriateness for some lesson
- 3. Communication is accurate, clear and grade level appropriate for all lessons

Level of Performance

1 2 3

Comment(s)

Use this area to discuss evidence associated with the rating given.

No answer specified

*** Engaging learners during instruction**

1. Activities are not (or poorly) aligned with outcomes, not designed to engage learners and not well-paced to learner needs
2. Activities are partially aligned with outcomes, attempt but not always reach engagement/active learning and/or inconsistent pacing with learners
3. Activities are aligned with outcomes, designed to be engaging/active and well-paced to the learners

Level of Performance

1 2 3

Comment(s)

Use this area to discuss evidence associated with the rating given.

No answer specified

*** Using questions during instruction**

1. Asked students very few [if any], and/or low level or confusing questions
2. Asked uneven questions of a few students and/or of varying quality
3. Asked consistent, often aligned and/or challenging questions of most students

Level of Performance

1 2 3

Comment(s)

Use this area to discuss evidence associated with the rating given.

No answer specified

*** Reflecting on teaching**

1. Misjudges whether the lesson was effective
2. Generally accurate impression and some suggestions to improve
3. Specifically accurate judgment of lesson effectiveness and specific suggestions to improve

Level of Performance

1 2 3

Comment(s)

Use this area to discuss evidence associated with the rating given.

No answer specified

*** Preparedness (including punctuality, lesson preparation, fulfilling set responsibilities, etc)**

1. Little to no preparation related to the responsibilities and expectations of the student teacher to date
2. Some but inconsistent performance related to responsibilities and expectations of the student teacher to date

date

3. Fully prepared and consistent in meeting the responsibilities and expectations of the student teacher to date

Level of Performance

 1 2 3

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Comment(s)

Use this area to discuss evidence associated with the rating given.

*No answer specified**** Collaboration & openness with other professionals**

1. Makes little to no effort to collaborate with other professionals or is unwilling to accept constructive criticism
2. Makes some effort to collaborate with other professionals and is open to constructive criticism at times but with inconsistencies observed or reported
3. Makes consistent effort to collaborate with other professionals and is open to constructive criticism with visible self-corrections made based on constructive criticisms

Level of Performance

 1 2 3
Comment(s)

Use this area to discuss evidence associated with the rating given.

*No answer specified**** Attitude & behavior**

1. Conveys an inappropriate or poor attitude towards teaching and/or inappropriate behaviors in the student teaching setting
2. Conveys an appropriate attitude and behavior most of the time with some inconsistencies observed or reported
3. Conveys a professional attitude and appropriate behavior at all times

Level of Performance

 1 2 3
Comment(s)

Use this area to discuss evidence associated with the rating given.

*No answer specified***Overall comments***** Strengths**

Summarize strengths of practice as of the 2nd observation based on ratings and comments above.

*No answer specified**** Areas for growth**

Summarize areas for growth as of the 2nd observation based on ratings and comments above.

No answer specified

Form Information

Reference: Danielson, Charlotte (2014). The Framework for Teaching Evaluation Instrument, 2013 Edition. Princeton, NJ: Danielson Group

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Final copy for use as of 9/1/2017

School of Education, Stockton University

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