

Emporia State University Supervisor Assessment of Student Teacher or Intern Grading Procedures

The indicators used on the Emporia State University Student Teacher/Intern assessment form assess the culminating phase of the pre-service experience and have been aligned with the Teachers College Conceptual Framework and state professional standards. Students are expected to engage in effective practice, respond to uncertainty and change, apply interdisciplinary knowledge, rely on self-reflection, provide service to society, and belong to professional community. Student teachers/interns will be assessed according to their levels of achievement and provided with written documentation regarding their progress.

When marking an indicator, the cooperating teacher(s), mentor(s) and university supervisor(s) will mark: **Target, Acceptable, Needs Improvement, or Not Applicable.**

Target - Demonstrates implementation of the indicators at the level of a successful beginning teacher.

Acceptable - Demonstrates implementation of the indicators as would be expected for a student teacher.

Needs Improvement - Demonstrates a lack of knowledge and/or ineffective implementation of indicators.

Not Applicable - Is marked **only** when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher is not yet teaching or is teaching using the teachers' lesson plan or a scripted plan.

The following explanations provide a detailed definition of student teacher performance levels:

Target – The student teacher/intern clearly demonstrates implementation of a majority of the indicators at the level of a successful beginning teacher. Examples should be provided in the Comment section. Few problems occur. He/She is self-directed and always assumes responsibility. The student teacher/intern is very successful, demonstrating exceptional skills, and earns from 70 to 100 points.

Acceptable – The student teacher/intern clearly demonstrates implementations of a majority of the indicators as would be expected for a student teacher, who is still learning. He/She usually assumes responsibility and successfully demonstrates effective skills. The student teacher/intern is readily aware of problems, and those problems are usually corrected by the student teacher/intern. Sometimes he/she is self-directed.

Needs Improvement – The student teacher/intern demonstrates lack of knowledge and/or ineffective implementation on a substantial number of indicators. The student teacher/intern is not routinely aware of difficulties and demonstrates ineffective skills. The person seldom assumes responsibility.

Not Applicable – Is marked **only** when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher/intern is not yet teaching or is teaching using the teachers' lesson plan or a scripted plan. This category should not be consistently marked.

The scale below indicates the number of points required to earn a specific at the end of the semester:

Target = 2 points per indicator

Acceptable = 1 point per indicator

Needs Improvement = no (0) points

Not applicable = no points gained or lost. If “Not Applicable,” the total number of indicators used to compute percentages will be reduced accordingly.

FINAL GRADES: POINTS POSSIBLE

A 70 – 100

B 50 – 69

C 40 – 49

D 30 – 39

F 29 or less

EMPORIA STATE UNIVERSITY
University Supervisor Assessment of Student Teacher/Intern

Date: _____ Supervisor: _____
 Student Teacher/Intern: _____ Assessment: ___ Routine ___ Final _____ Conference with Student Teacher/Intern
If Final, recommended grade _____
 Subject/Grade Level: _____ *Observation/Assessment: 1 2 3 4 5* _____ Conference with Cooperating/Mentor Teacher
 Cooperating Teacher/Mentor: _____ Duration of Visit: _____ Joint Conference with Student Teacher/
 Intern and Cooperating/Mentor Teacher
 District No./School: _____ Time/Date Next Visit: _____

Student Teacher/Intern Signature*: _____ Cooperating /Mentor Teacher Signature*: _____

**Signatures are not required when the assessment is submitted on-line. Supervisor may sign a hard copy for student teachers/interns to use re job hunting.*

Student Teacher/Intern Preparation: <i>All lesson plans are:</i> (Check all that apply)	<i>PRT Guidebook (Ed. Supervisor; not Alt. Route):</i> ___ Satisfactory Progress ___ Unsatisfactory Progress ___ Completed ___ N/A <i>TWS Progress (Ed. Supervisor):</i> ___ Satisfactory Progress ___ Unsatisfactory Progress ___ Completed ___ N/A <i>Written reflections (journal/plans)</i> ___ Satisfactory Progress ___ Unsatisfactory Progress	
___ Available ___ Organized & sequential ___ Adequate		

Check the appropriate box to indicate the level of achievement during the student teaching/internship experiences covered by this assessment. If “Target” or “Needs Improvement” is checked, provide at least one comment per subsection to support the indicator(s) marked.

Topic of lesson:

(Parts I through IV to be completed while observing a lesson. Observation results and general progress should be discussed with both the student teacher/intern and the cooperating/mentor teacher.)

PART I: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 1)

A. Lesson Planning (Also consider indicators 46 & 49)

		Not Applicable	Target	Acceptable	Needs Improvement
1. Prepares clear, logical sequential lesson					
2. Selects a variety of materials and has them readily available for the lesson					
3. Prepares a lesson appropriate for students’ developmental needs					
4. Prepares several different instructional strategies					
5. Selects activities which encourage critical thinking, problem solving, and decision making					
6. Creates interdisciplinary learning experiences that employ reading and thinking strategies					
7. Plans opportunities for students to demonstrate understanding throughout the lesson					

Comments:

(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)

	Not Applicable	Target	Acceptable	Needs Improvement
8. Exhibits knowledge of content and essential concepts				
9. Manages and makes effective use of materials and space				
10. Promotes student involvement, e.g., through individual and cooperative learning activities				
11. Uses available classroom technology appropriate for lesson				

Comments:

(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)

B. Teaching the Lesson (also consider indicators 46, 48, 49 & 50)

8. Exhibits knowledge of content and essential concepts				
9. Manages and makes effective use of materials and space				
10. Promotes student involvement, e.g., through individual and cooperative learning activities				
11. Uses available classroom technology appropriate for lesson				

PART II: THE PROFESSIONAL RESPONDS TO UNCERTAINTY AND CHANGE

(also consider indicators 26 & 37)

12. Uses questioning effectively in different ways for particular purposes				
13. Makes effective use of instructional time, e.g., introduction, transitions, and closure				
14. Adapts plans as needed				

PART III: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 2)

A. Communicating

15. Conveys information, ideas, concepts, and directions effectively				
16. Uses appropriate oral and written communications				
17. Uses appropriate voice intonation and volume				
18. Uses humor and/or enthusiasm effectively				
19. Uses varied, specific, and accurate feedback				
20. Communicates high academic expectations				
21. Knows and addresses students by name				

B. Managing the Classroom Environment

22. Encourages interaction in a mutually respectful and friendly manner				
23. Communicates high behavioral expectations and maintains an orderly student-centered environment conducive to learning, health, and safety				
24. Analyzes the classroom environment proactively to prevent undesirable behavior				
25. Keeps students on task, reinforces appropriate behavior				
26. Handles disruptions fairly and firmly with verbal and non-verbal techniques				
27. Exhibits ability to complete multiple tasks simultaneously				

PART IV: THE PROFESSIONAL APPLIES INTERDISCIPLINARY KNOWLEDGE

A. Demonstrating Content Knowledge

28. Presents lesson applicable to content objectives or justifies changes in the lesson				
29. Provides appropriate practice for the content outcomes				
30. Demonstrates knowledge of lesson content, incl. accurately answering student questions				
31. Provides real world examples or application of the material				
32. Uses terminology/vocabulary appropriate to the content				
33. Presents content in the appropriate sequence, including review if applicable				

34. Uses teaching strategies appropriate to the content area				
35. Collects evidence that students have learned the content				
36. Ensures students have requisite skills necessary for understanding and applying content				
37. Presents or clarifies lesson objectives to the learners				

(PARTS V & VI TO BE COMPLETED BY UNIVERSITY SUPERVISOR IN CONSULTATION WITH THE COOPERATING/MENTOR TEACHER AND STUDENT TEACHER/INTERN. While the cooperating/mentor teacher is the person who is best able to provide the knowledge for completion of Parts V and VI, it is the responsibility of the university supervisor to complete the section based on teacher input during the site visit.)

PART V: THE PROFESSIONAL RELIES ON SELF-REFLECTION

A. Reflecting and Inquiring

	Not Applicable	Target	Acceptable	Needs Improvement
38. Seeks and accepts feedback from a variety of sources, including other professionals and students, for insight and direction				
39. Is open to new ideas and continually refines practice through self-examination				
40. Uses reflective practices in planning, monitoring, assessing, and instructing				
41. Actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning				
42. Reflects on lessons taught including written reflections on lesson plans				

Comments:
(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)

PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY (indicators 43, 44, 46, 49, 50) and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (indicators 45, 47, 48)

A. Demonstrating Professional Behavior and Addressing Diversity

43. Demonstrates professional behavior				
<ul style="list-style-type: none"> • Presents a professional appearance • Is consistently punctual • Accepts responsibility, completes duties promptly and accurately 				
44. Demonstrates ethical behavior				
<ul style="list-style-type: none"> • Demonstrates good judgment • Follows district and building policies and procedures • Uses discretion in confidential situations • Is honest and trustworthy 				
45. Models values and dispositions commonly expected of teachers				
<ul style="list-style-type: none"> • Demonstrates an appropriate attitude • Receptive to feedback from the Coop/Mentor Teacher and University Supervisor • Demonstrates belief that all students can learn 				
46. Attends to diversity				
<ul style="list-style-type: none"> • Uses a variety of instructional strategies/materials appropriate for diverse learners • Plans assessments to allow students to demonstrate knowledge in a variety of ways • Responds to diverse needs of all students (e.g., cultural, gender, academic, SES, ELL) 				

Comments:
 (Please note specific strengths & needs.
 Specify improvements needed. Give
 examples of how candidate meets the
 Target performance level.)

Not Applicable	Target	Acceptable	Needs Improvement
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PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (CONTINUED)

47. Participates in professional activities <ul style="list-style-type: none"> Attends school faculty meetings Participates in school sponsored activities such as workshops, in-service programs, and committees Participates non-school activities such as state and national meetings, workshops, and committees 				
48. Works and communicates effectively with others <ul style="list-style-type: none"> Relates to other professionals and parents in a respectful manner Relates to students in a professional and caring manner Is flexible in working with students and colleagues 				
49. When appropriate, makes adaptations for "exceptional" students <ul style="list-style-type: none"> Uses available classroom devices to remove barriers for diverse populations Provides adaptation for students on IEP's Provides enrichment or remediation opportunities when needed 				
50. Demonstrates appropriate communication skills <ul style="list-style-type: none"> Uses standard written and oral English Speaks and enunciates words clearly Uses appropriate speaking voice (volume) 				

NOTE: The student teacher/intern is responsible for distributing copies of the evaluation to the supervisor(s) and to the cooperating/mentor teacher(s).

UPDATED FOR 2009/2010