

Teacher Education Program



BRIDGEWATER COLLEGE

Bridgewater, Virginia

Summative Assessment of Student Teaching PROFILE OF STUDENT TEACHING PERFORMANCE:

A CONTINUUM OF PROFESSIONAL DEVELOPMENT

The cooperating teacher and college supervisor should each complete this form at the midpoint and the final week of student teaching and provide copies for each other.			
Student Teacher:		Cooperating Teacher:	
School:	School Division:	Grade/Subject	
Please check the appropriate boxes: Year: _____ Semester: _____ 15-week Fall _____ 15-week Spring _____			
Please check one: Midterm Evaluation _____		Please check one: Cooperating Teacher _____ College Supervisor _____	
Final Evaluation _____			

A. KNOWLEDGE OF CONTENT The student teacher...

A1: DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS)	3.0 <input type="checkbox"/>
3.0 explicitly references AND clearly aligns appropriate content standards with planned activities and assessments.	2.5 <input type="checkbox"/>
2.0 explicitly references appropriate content standards in daily plans.	2.0 <input type="checkbox"/>
1.0 inaccurately and vaguely references OR does not reference appropriate content standards.	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

A2. IDENTIFIES KEY PRINCIPLES AND CONCEPTS OF SUBJECT MATTER	3.0 <input type="checkbox"/>
3.0 clearly identifies key principles and concepts in daily plans AND effectively uses them to organize instruction, develop learning activities, or assess student work.	2.5 <input type="checkbox"/>
2.0 clearly identifies key principles and concepts in the student teacher's daily plans.	2.0 <input type="checkbox"/>
1.0 inaccurately and unclearly identifies OR does not identify key principles and concepts in daily plans.	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

A3. USES EXAMPLES TO SUPPORT BASIC PRINCIPLES OF CONTENT	3.0 <input type="checkbox"/>
3.0 uses appropriate AND varied examples to illustrate basic content principles.	2.5 <input type="checkbox"/>
2.0 uses some appropriate examples to illustrate basic content principles.	2.0 <input type="checkbox"/>
1.0 uses inappropriate examples OR no examples to illustrate basic content principles.	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

A4. LINKS CONTENT TO STUDENTS' PRIOR EXPERIENCES AND TO RELATED SUBJECT AREAS	3.0 <input type="checkbox"/>
3.0 references content to both the students' prior experiences AND related subject areas.	2.5 <input type="checkbox"/>
2.0 references content to EITHER the students' prior experiences OR related subject areas.	2.0 <input type="checkbox"/>
1.0 references content to NEITHER the students' prior experiences NOR related subject areas.	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

B. PREPARATION FOR INSTRUCTION The student teacher ...

B1 IS FAMILIAR WITH RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE AND SKILLS	3.0 <input type="checkbox"/>
3.0 demonstrates detailed understanding of the background, experiences, and skill level of all students in the class.	2.5 <input type="checkbox"/>
2.0 demonstrates basic understanding of the background, experiences, and skill level of most students in the class.	2.0 <input type="checkbox"/>
1.0 demonstrates limited understanding of the background, experiences, and skill level of most students in the class.	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

B2. PLANS FOR THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (I.E., TAG/GT, ESL, SPECIAL NEEDS, AMONG OTHERS)	3.0 <input type="checkbox"/>
3.0 effectively plans differentiated instruction based on the varying needs of the majority of individuals in the class.	2.5 <input type="checkbox"/>
2.0 plans to differentiate instruction based on the varying needs of some individuals in the class.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
1.0 does not attempt to differentiate instruction based on the varying needs of individuals in the class.	1.0 <input type="checkbox"/>

B3. FORMULATES CLEAR AND APPROPRIATE LEARNING OUTCOMES	3.0 <input type="checkbox"/>
3.0 develops differentiated learning outcomes AND states these clearly on the lesson plan.	2.5 <input type="checkbox"/>
2.0 develops appropriate learning outcomes for the class AND states these clearly on the lesson plan.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
1.0 develops inappropriate learning outcomes OR fails to state appropriate outcomes clearly on the lesson plan.	1.0 <input type="checkbox"/>

B4. PLANS APPROPRIATE METHODS TO MEET THE LEARNING OUTCOMES (I.E., TECHNOLOGY, COOPERATIVE LEARNING, ETC.)	3.0 <input type="checkbox"/>
3.0 plans appropriate AND varied methods, activities, and technology to support student learning.	2.5 <input type="checkbox"/>
2.0 plans appropriate methods, activities, and technology to support student learning.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
1.0 plans inappropriate methods, activities, or technology to support student learning.	1.0 <input type="checkbox"/>

B5. PLANS ASSESSMENTS OF LEARNING OUTCOMES	3.0 <input type="checkbox"/>
3.0 plans appropriate assessments AND can articulate ways assessments should impact future learning activities.	2.5 <input type="checkbox"/>
2.0 plans appropriate assessments that are linked to learning outcomes.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
1.0 does not include assessments in the lesson plan OR includes assessments that are inappropriate.	1.0 <input type="checkbox"/>

C. INSTRUCTIONAL PERFORMANCE The student teacher...

C1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT	3.0 <input type="checkbox"/>
3.0 creates a physically and psychologically safe environment AND can explain the purpose for these choices.	2.5 <input type="checkbox"/>
2.0 plans for the physical and psychological safety of students.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
1.0 does not consider the physical and psychological safety of students.	1.0 <input type="checkbox"/>

C2. CREATES A CLIMATE OF FAIRNESS AND RESPECT	3.0 <input type="checkbox"/>
3.0 actively encourages fairness and respect among students AND creates a climate that provides access to appropriate learning opportunities for all students.	2.5 <input type="checkbox"/>
2.0 treats students fairly and respectfully.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
1.0 does not treat students fairly and respectfully OR allows the climate to interfere with access to appropriate learning opportunities for all students.	1.0 <input type="checkbox"/>

C3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR	3.0 <input type="checkbox"/>
3.0 demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior.	2.5 <input type="checkbox"/>
2.0 effectively and consistently responds to students' needs and behavior.	2.0 <input type="checkbox"/>
	1.5 <input type="checkbox"/>
1.0 is unable to effectively and consistently respond to students' needs and behavior.	1.0 <input type="checkbox"/>

C4. MAKES PROCEDURES AND OUTCOMES CLEAR TO STUDENTS	
3.0	ensures that all students understand the learning objectives and can carry out the procedures for instructional activities.
2.0	provides students with clear, accurate information about the learning objectives and procedures for instructional activities.
1.0	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

C5. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY	
3.0	uses effective content delivery strategies, makes content relevant to students' prior experiences, and uses technology appropriately for presentation of content.
2.0	uses effective strategies to present content to students.
1.0	does not use strategies effectively to present content to students.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

C6. MODELS APPROPRIATE LANGUAGE USAGE	
3.0	uses standard English in speech and writing while respecting students' cultural and dialectical differences.
2.0	uses standard English in speech and writing.
1.0	does not use standard English in speech or writing.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

C7. PROVIDES APPROPRIATE ACCOMMODATIONS FOR DIVERSE LEARNERS	
3.0	effectively differentiates instruction based on the varying needs of the majority of individuals in the class.
2.0	differentiates instruction based on the varying needs of some individuals in the class.
1.0	does not differentiate instruction based on the varying needs of individuals in the class.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

C8 . PROVIDES OPPORTUNITIES FOR CONTENT APPLICATION	
3.0	uses activities or strategies that are specifically designed to actively encourage students to think independently, creatively, or critically about content.
2.0	guides students to think independently, creatively, or critically about content.
1.0	does not provide opportunities for students to think independently, creatively, or critically about content.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

C9. CHECKS FOR UNDERSTANDING USING A VARIETY OF FORMAL OR INFORMAL ASSESSMENT TECHNIQUES	
3.0	uses a variety of assessment techniques to monitor and analyze individual and group comprehension of the content, makes appropriate instructional adjustments as necessary AND gives all students meaningful, substantive, and specific feedback.
2.0	monitors student comprehension of content AND provide students with limited feedback.
1.0	makes few attempts to determine student comprehension AND gives students little feedback.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

C10. USES INSTRUCTIONAL TIME EFFECTIVELY	
3.0	provides students with activities of instructional value for the entire time, paces them appropriately, AND performs non-instructional procedures efficiently.
2.0	paces instruction appropriately for most of the students AND does not spend an excessive amount of time on non-instructional procedural matters.
1.0	paces instruction inappropriately to the content and /or the students AND spends substantial amounts of instructional time on activities of little instructional value.

3.0	<input type="checkbox"/>
2.5	<input type="checkbox"/>
2.0	<input type="checkbox"/>
1.5	<input type="checkbox"/>
1.0	<input type="checkbox"/>

D. REFLECTION AND EVALUATION – IMPACT ON STUDENT LEARNING The student teacher ...

D1. PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING	3.0 <input type="checkbox"/>
3.0 provides appropriate AND detailed evidence to document student learning.	2.5 <input type="checkbox"/>
2.0 provides some appropriate evidence to document student learning.	2.0 <input type="checkbox"/>
1.0 provides no evidence to document student learning.	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>
D2. ACCURATELY DESCRIBES STRENGTHS AND WEAKNESSES OF HIS/HER TEACHING SKILLS IN RELATION TO STUDENT LEARNING	3.0 <input type="checkbox"/>
3.0 uses evidence of student learning to self-assess teaching strengths and weaknesses.	2.5 <input type="checkbox"/>
2.0 uses some evidence of student learning to self-assess teaching strengths and weaknesses.	2.0 <input type="checkbox"/>
1.0 does not use evidence of student learning to self-assess teaching strengths and weaknesses.	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>
D3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (I.E., COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION	3.0 <input type="checkbox"/>
3.0 seeks information from varied professional resources AND uses it effectively to improve instruction.	2.5 <input type="checkbox"/>
2.0 seeks information from the cooperating teacher AND attempts to use it to improve instruction.	2.0 <input type="checkbox"/>
1.0 neither seeks NOR uses information from professional sources to improve instruction.	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>
D4. INDICATES STRATEGIES TO IMPROVE INSTRUCTION	3.0 <input type="checkbox"/>
3.0 develops specific and varied strategies to improve instruction.	2.5 <input type="checkbox"/>
2.0 develops general proposals to improve instruction.	2.0 <input type="checkbox"/>
1.0 develops no proposals to improve instruction.	1.5 <input type="checkbox"/>
	1.0 <input type="checkbox"/>

E. PROFESSIONALISM

The student teacher demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities. (Rate using the following scale: 3 – Exemplary; 2- Acceptable; 1-Not Acceptable.)

- | | |
|--|--|
| <input type="checkbox"/> Is responsible and dependable | <input type="checkbox"/> Demonstrates enthusiasm for teaching |
| <input type="checkbox"/> Shows initiative | <input type="checkbox"/> Has compassion for students |
| <input type="checkbox"/> Is punctual and regular in attendance | <input type="checkbox"/> Dresses appropriately |
| <input type="checkbox"/> Exhibits the ability to make decisions | <input type="checkbox"/> Demonstrates professional behavior with students, |
| <input type="checkbox"/> Sets appropriate priorities and meets deadlines | families, and school personnel |
| <input type="checkbox"/> Displays mature judgment and self-control | <input type="checkbox"/> Maintains confidentiality |

Suggestions for Continuing Professional Development: Areas of Strength and Areas for Growth

_____ *Student Teacher* _____ *Date* _____ *College Supervisor or Cooperating Teacher* _____ *Date*

(white copy – Supervisor yellow copy – Student Teacher pink copy – Cooperating Teacher)