Student Teaching Evaluation Report

Secondary Education

UNIVERSITY SUPERVISOR COPY

FINAL COURSE EVALUATION: ED4400 STUDENT TEACHING

Student Teacher: _____

Student Teacher's Program Code:_____

Semester: _____Year:_____

Student Teaching Evaluation Report (STER) — Performance Based Evaluation

A four-part instrument is used to evaluate Mansfield University student teachers.

SECTION A: Evidence of Ability to Teach

Section A consists of an evaluation of student teachers' classroom performance based on the Professional Standards for Specialized Professional Associations (SPA) in Secondary Education that are recognized by the National Council for the Accreditation of Teacher Education (NCATE); it is also based on Pennsylvania Department of Education (PDE) Competencies and the Mansfield University student teaching competencies and performance indicators that are based on the four domains and twenty-two elements described in Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching.* See pages 9-21 for the scoring instructions and performance indicators for Section A.

SECTION B: Evidence of Content Knowledge and Process (Social Studies Only)

Section B consists of an evaluation of student teachers' knowledge of secondary education content. This section is not applicable to any student teachers other than those for social studies at this time. See pages 22-24 for scoring instructions and performance indicators for Section B.

SECTION C: Evidence of Ability to Reflect on Teaching (Evaluated by University Supervisor only)

Section C consists of evaluations of a series of written exercises that require student teachers to reflect on their professional development as teachers. Reflection is a vital component in the process of continual growth, as stated in the MU Teacher Education Unit Conceptual Framework, "Teacher as Reflective Decision-Maker." Section C exercises appear on page 25.

SECTION D: Evidence of Ability to Promote P-12 Student Learning (Evaluated by University Supervisor only)

Section D consists of a written description of a unit of instruction and documented evidence of P-12 students' learning as a result of the student teacher's instruction. The scoring instructions and student teacher guidelines appear on pages 26-29. A three page rubric follows the instructions and guidelines.

Notes on Grading Process

Because each student teacher is placed in two settings, University Supervisors assign midterm grades as "Satisfactory" or "Unsatisfactory" based on the University Supervisor's professional judgment of the student teacher's knowledge, skills, and dispositions as demonstrated in the first student teaching assignment. Final ED 4400 Student Teaching grades are also determined by the University Supervisor; the final grade is based on the accumulated evidence of the student's performance from the entire student teaching experience and total earned points on the STER. For the final ED 4400 Student Teaching course grade, University Supervisors use the Cooperating Teachers' scores from Sections A and B in both placements to inform their evaluations on those sections. They do not necessarily average the two placements' scores.

NOTE: In some cases, the Cooperating Teacher may have indicated that there was insufficient opportunity to observe a particular student teacher's competency on one of the sections' elements. Hopefully, when opportunities were insufficient on any given element in one placement, the other Cooperating Teacher will have had the opportunity to make an observation on that same element. In the event that neither placement afforded sufficient opportunity to observe the same element, University Supervisors may choose to reduce the overall denominator by six points for an element in Section A and/or by four points for an element in Section B. The final page of this STER is used to summarize scores and report the final grade. If the denominator is reduced, the University Supervisor will cross out the total "out of" points and adjust the total possible points accordingly so that the student teacher is not penalized for an opportunity they did not have.

SPECIALIZED PROFESSIONAL ASSOCIATION STANDARDS

2003 NCTM Standards (Mathematics)
1. Knowledge of Problem Solving. Candidates know, understand and apply the process of mathematical problem solving.
1.1 Apply and adapt a variety of appropriate strategies to solve problems.
1.2 Solve problems that arise in mathematics and those involving mathematics in other contexts.
1.3 Build new mathematical knowledge through problem solving.
1.4 Monitor and reflect on the process of mathematical problem solving.
2. Knowledge of Reasoning and Proof, Candidates reason, construct, and evaluate mathematical arguments and develop as appreciation for mathematical rigor and inquiry.
2.1 Recognize reasoning and proof as fundamental aspects of mathematics.
2.2 Make and investigate mathematical conjectures.
2.3 Develop and evaluate mathematical arguments and proofs.
2.4 Select and use various types of reasoning and methods of proof.
3. Knowledge of Mathematical Communication. Candidates communicate their mathematical thinking orally and in writing to peers, faculty and others.
3.1 Communicate their mathematical thinking coherently and clearly to peers, faculty, and others.
3.2 Use the language of mathematics to express ideas precisely.
3.3 Organize mathematical thinking through communication.
3.4 Analyze and evaluate the mathematical thinking and strategies of others.
4. Knowledge of Mathematical Connections. Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
4.1 Recognize and use connections among mathematical ideas.
4.2 Recognize and apply mathematics in contexts outside of mathematics.
4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.
5. Knowledge of Mathematical Representation. Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.
5.1 Use representations to model and interpret physical, social, and mathematical phenomena.
5.2 Create and use representations to organize, record, and communicate mathematical ideas.
5.3 Select, apply, and translate among mathematical representations to solve problems.
6. Knowledge of Technology. Candidates embrace technology as an essential tool for teaching and learning mathematics.
6.1 Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.
7. Dispositions. Candidates support a positive disposition toward mathematical processes and mathematical learning.
7.1 Attention to equity
7.2 Use of stimulating curricula
7.3 Effective teaching
7.4 Commitment to learning with understanding
7.5 Use of various assessments
7.6 Use of various teaching tools including technology
8. Knowledge of Mathematics Pedagogy. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.
8.1 Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages.
8.2 Selects and uses appropriate concrete materials for learning mathematics.
8.3 Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.
8.4 Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.
8.5 Participates in professional mathematics organizations and uses their print and on-line resources.

8.6 Demonstrates knowledge of research results in the teaching and learning of mathematics.
8.7 Uses knowledge of different types of instructional strategies in planning mathematics lessons.
8.8 Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.
8.9 Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas.
9. Knowledge of Number and Operations. Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.
9.1 Analyze and explain the mathematics that underlies the procedures used for operations involving integers, rational, real, and complex numbers.
9.2 Use properties involving number and operations, mental computation, and computational estimation.
9.3 Provide equivalent representations of fractions, decimals, and percents.
9.4 Create, solve, and apply proportions.
9.5 Apply the fundamental ideas of number theory.
9.6 Make sense of large and small numbers and use scientific notation.
9.7 Compare and contrast properties of numbers and number systems.
9.8 Represent, use, and apply complex numbers.
9.9 Recognize matrices and vectors as systems that have some of the properties of the real number system.
9.10 Demonstrate knowledge of the historical development of number and number systems including contributions from diverse cultures.
10. Knowledge of Different Perspectives on Algebra. Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.
10.1 Analyze patterns, relations, and functions of one and two variables.
10.2 Apply fundamental ideas of linear algebra.
10.3 Apply the major concepts of abstract algebra to justify algebraic operations and formally analyze algebraic structures.
10.4 Use mathematical models to represent and understand quantitative relationships.
10.5 Use technological tools to explore algebraic ideas and representations of information and in solving problems.
10.6 Demonstrate knowledge of the historical development of algebra including contributions from diverse cultures.
11. Knowledge of Geometries. Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.
11.1Demonstrate knowledge of core concepts and principles of Euclidean and non- Euclidean geometries in two and three dimensions from both formal and informal perspectives.
11.2 Exhibit knowledge of the role of axiomatic systems and proofs in geometry.
11.3 Analyze characteristics and relationships of geometric shapes and structures.
11.4 Build and manipulate representations of two- and three- dimensional objects and visualize objects from different perspectives.
11.5 Specify locations and describe spatial relationships using coordinate geometry, vectors, and other representational systems.
11.6 Apply transformations and use symmetry, similarity, and congruence to analyze mathematical situations.
11.7 Use concrete models, drawings, and dynamic geometric software to explore geometric ideas and their applications in real-world contexts.
11.8 Demonstrate knowledge of the historical development of Euclidean and non- Euclidean geometries including contributions from diverse cultures.
12. Knowledge of Calculus, Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of the calculus.
12.1 Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts.
12.2 Apply concepts of function, geometry, and trigonometry in solving problems involving calculus.
12.3 Use concepts of calculus and mathematical modeling to represent and solve problems taken from real-world contexts.
12.4 Use technological tools to explore and represent fundamental concepts of calculus.

12.5 Demonstrate knowledge of the historical development of calculus including contributions from diverse cultures.
13. Knowledge of Discrete Mathematics. Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.
13.1 Demonstrate knowledge of basic elements of discrete mathematics such as graph theory, recurrence relations, finite difference approaches, linear programming, and combinatorics.
13.2 Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations.
13.3 Use technological tools to solve problems involving the use of discrete structures and the application of algorithms.
13.4 Demonstrate knowledge of the historical development of discrete mathematics including contributions from diverse cultures.
14. Knowledge of Data Analysis, Statistics and Probability. Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.
14.1 Design investigations, collect data, and use a variety of ways to display data and interpret data representations that may include bivariate data, conditional probability and geometric probability.
14.2 Use appropriate methods such as random sampling or random assignment of treatments to estimate population characteristics, test conjectured relationships among variables, and analyze data.
14.3 Use appropriate statistical methods and technological tools to describe shape and analyze spread and center.
14.4 Use statistical inference to draw conclusions from data.
14.5 Identify misuses of statistics and invalid conclusions from probability.
14.6 Draw conclusions involving uncertainty by using hands-on and computer-based simulation for estimating probabilities and gathering data to make inferences and conclusions.
14.7 Determine and interpret confidence intervals.
14.8 Demonstrate knowledge of the historical development of statistics and probability including contributions from diverse cultures.
15. Knowledge of Measurement. Candidates apply and use measurement concepts and tools.
15.1 Recognize the common representations and uses of measurement and choose tools and units for measuring.
15.2 Apply appropriate techniques, tools, and formulas to determine measurements and their application in a variety of contexts.
15.3 Completes error analysis through determining the reliability of the numbers obtained from measures.
15.4 Demonstrate knowledge of the historical development of measurement and measurement systems including contributions from diverse cultures.
16. Candidates complete field-based experiences in mathematics classrooms.
16.1 Engage in a sequence of planned opportunities prior to student teaching that includes observing and participating in both middle and secondary mathematics classrooms under the supervision of experienced and highly qualified teachers.
16.2 Experienced full-time student teaching secondary-level mathematics that is supervised by experienced and highly qualified teacher and a university or college supervisor with mathematics teaching experience.
16.3 Field-Based Experience. Demonstrate the ability to increase students' knowledge of mathematics.

2012 NSTA Standards (Science)
Standard 1: Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.
1a) Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.
1b) Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.
1c) Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.
Standard 2: Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.
2a) Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.
2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.
2c) Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.
Standard 3: Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources-- including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.
3a) Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.
3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.
3c) Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.
3d) Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.
Standard 4: Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.
4a) Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.
4b) Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with

established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.
4c) Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
Standard 5: Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.
5a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.
5b) Provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.
5c) Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.
Standard 6: Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.
6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.
6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

2004 NCSS Standards (Social Studies)
1.1 Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.
1.2 Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.
1.3 People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.
1.4 Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.
1.5 Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.
1.6 Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.
1.7 Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.
1.8 Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.
1.9 Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.
1.10 Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.
2.1 History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.
2.2 Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.
2.3 Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.
2.4 Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.
2.5 Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology
3.1 Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.
3.2 Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

2003 NCTE Standards (English)
1.0 Structure of the Basic Program (Not an SLO, In Context Section)
Category 2.0 Attitudes for English Language Arts. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.
2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.
2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.
Category 3.0 Knowledge of English Language Arts. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.
3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.
3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
3.3 Candidates demonstrate their knowledge of reading processes.
3.4 Candidates demonstrate knowledge of different composing processes.
3.5 Candidates demonstrate knowledge of, and use for, an extensive range of literature.
3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.
3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.
Category 4.0 Pedagogy for English Language Arts. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.
4.1 Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.
4.2 Candidates align curriculum goals and teaching strategies with organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.
4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.
4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.
4.6 Candidates engage students in critical analysis of different media and communications technologies.
4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.
4.8 Candidates engage students in making meaning from texts through personal response.
4.9 Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.
4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

SECTION A: Evidence of Ability to Teach

Cooperating teachers and University Supervisors evaluate student teachers on their abilities to meet the competencies described on the following pages. More detailed descriptions of each of the domains and components can be found in Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. Using the performance levels described in the Danielson rubrics, the targeted expectation for student teacher performance is "Very Good" (5). Student teachers are encouraged to aspire to "Outstanding" (6) performance and "Developing" (4) performance is considered minimally acceptable. Performance indicators are included throughout Section A to describe ways of identifying each competency in classroom practice.

Evaluations should be based on the student teacher's performance **in comparison to other student teachers or to novice teachers** rather than in comparison to the advanced skills of an experienced teacher. The scoring guidelines below should be used to evaluate Section A performance.

Instructions:

On the following pages, you will see 22 elements; they are aligned to SPA Standards and an MU conceptual framework competency. Read the standard, the competency, and then look at the list of performance indicators. Evaluate the student teacher's performance on these competencies, based on your observations of the student teacher's classroom performance, using the guidelines below. Mark the appropriate box in beneath each element's description, and provide a brief note explaining why you chose the score that you did.

When you are finished with your evaluation, please transfer your scores to the last page of this booklet.

SECTION A SCORING GUIDELINES

I/O- **Insufficient Opportunity.** In some placements, there may be insufficient opportunity to observe student teacher competency on any given performance indicator. Only check this box when opportunities are lacking. *Do not check this box as an indicator of poor performance*.

6- Outstanding. Student teacher consistently and independently demonstrates exemplary teaching performance in respect to the competency.

5- Very Good. Student teacher often independently demonstrates strong teaching performance in respect to the competency.

4- Developing. Student teacher demonstrates a lack of consistent teaching performance and needs input from the cooperating teacher in respect to the competency.

3- Fair. Student teacher often fails to demonstrate performance that meets the competency.

2- Poor. Student teacher consistently demonstrates a lack of ability to meet the competency.

1- Unacceptable. Student teacher consistently demonstrates a lack of effort and ability to meet the competency.

SECTION A: Evidence of Ability to Teach

Domain 1: Planning and Preparation

1.A. Demonstrating Content Knowledge and Pedagogy

NCTM Std: 8.4, 8.6, 8.7; NCTE Std: 4.1

Conceptual Framework Competency 1. A: Mansfield University student teachers will be able to:

- Plan and prepare effective instruction that demonstrates knowledge of content and pedagogy and leads to student learning

MU Performance Indicators:

- Lesson plans, unit plans, and IEPs demonstrate a command of the content being taught
- Lesson plans, unit plans, and IEPs are linked to academic student standards and to the school curriculum
- Planning evidences varied teaching techniques representing current best practice
- Teacher anticipates lesson areas where student misconceptions may interfere with learning

PDE Field Experience Performance Indicators:

- Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.(PDE A.1)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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1.B. Demonstrating Knowledge of Students

NCTM Std: 7.1-7.3, 8.1; NCTE Std: 2.1, 2.2

Conceptual Framework Competency 1. B: Mansfield University student teachers will be able to:

- Plan and prepare effective instruction that demonstrates knowledge of individual students' characteristics and abilities and is adapted to meet the learning needs of all students.

MU Performance Indicators:

- Planning evidences use of knowledge of student characteristic and differences to inform instruction
- Planning demonstrates that the teacher knew and considered students' prior skills and knowledge in planning instruction
- Lesson plans, unit plans, and IEPs capitalize on student interests and cultural heritage
- Planning is adapted to address the learning needs of all students

PDE Field Experience Performance Indicators:

- Plans instruction that is responsive to the age and / or related characteristics of their students. (PDE A.3)
- Supports the growth and development of all students, particularly those traditionally underserved. (PDE F.4)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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1.C. Setting Instructional Outcomes

NCTM Std: 7.1-7.4, 8.1; NCTE Std: 2.1, 4.3

Conceptual Framework Competency 1. C: Mansfield University student teachers will be able to:

- Develop clearly stated instructional goals that demonstrate high expectations for student learning, address the unique abilities of all students, and lead to sound assessment.

MU Performance Indicators:

- Instructional goals represent high expectations for students reflect important learning and academic standards
- Instructional goals are clearly stated, leading to student learning, and permit sound assessment
- Instructional goals appropriately address the range and needs of all students in the class
- Instructional goals represent several different types of learning and opportunities for integration within and across disciplines

PDE Field Experience Performance Indicators:

- Applies interpretation of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students. (PDE E.4)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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1.D. Demonstrating Knowledge of Resources

NCTM Std: 7.1, 7.6, 8.2, 8.5, 8.9; NCTE Std: 4.1

Conceptual Framework Competency 1. D: Mansfield University student teachers will be able to:

- Plan and prepare effective instruction that utilizes available school, district, and community resources (including library and technology) to enhance instruction and lead to student learning.

MU Performance Indicators:

- Planning incorporates varied school and district resources for teaching
- Planning evidences use of technology resources to prepare and enhance instruction
- Planning evidences teacher initiative in using library and community resources
- Teacher demonstrates knowledge of student services available to address the learning needs of all students

PDE Field Experience Performance Indicators:

- Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals. (PDE A.5)
- Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally-, and ability- appropriate. (PDE B.3)
- Uses instructional technology and assesses its impact on student learning. (PDE C.4)
- Assess existing resources and creates and / or accesses additional instructional resources appropriate for learners under their responsibility. Assess existing resources and creates and / or accesses additional instructional resources appropriate for learners under their responsibility. (PDE A.6)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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1.E. Designing Coherent Instruction

NCTM Std: 7.2-7.4, 8.2; NCTE Std: 4.1, 4.2, 4.5

Conceptual Framework Competency 1. E: Mansfield University student teachers will be able to:

- Design coherent instruction based on academic learning standards and the district curriculum that uses varied grouping strategies, materials, and resources to support student learning.

MU Performance Indicators:

- Planned learning activities relate to instructional goals and academic standards
- Instructional materials and resources support meaningful learning
- Teacher plans lessons and units that use varied grouping schemes to promote student learning
- Individual lessons show organizational structure and units and IEPs show a clear progression of student learning

PDE Field Experience Performance Indicators:

- Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards. (PDE A.2)
- Uses a variety of age-, gender-, individually-, culturally-, ability-, and skill- appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment. (PDE C.3)
- Applies interpretation to inform planning and instruction for groups and individual students. (PDE E.3)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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1.F. Designing Student Assessments

NCTM Std: 7.5, 8.3, 8.4; NCTE Std: 4.10

Conceptual Framework Competency 1. F: Mansfield University student teachers will be able to:

- Use a wide range of formal and informal assessment tools and techniques to assess student learning and use results to guide planning and on-going instruction.

MU Performance Indicators:

- Student assessment is aligned with instructional goals and academic standards
- Assessment criteria for assignments are clear and have been communicated effectively to students
- Results of student assessments are used to help guide planning of ongoing instruction
- Assessments means are varied and provide multiple evidences of student learning

PDE Field Experience Performance Indicators:

- Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs. (PDE A.4)
- Uses a variety of formal and informal assessments to measure student responsiveness to instruction. (PDE C.7)
- Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor. (PDE E.1)
- Constructs assessments to match cognitive, affective, behavioral and / or psychomotor curricular goals. (PDE E.5)
- Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy) (PDE E.6)
- Makes norm-referenced and criterion-referenced interpretations of assessment results. (PDE E.2)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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SECTION A: Evidence of Ability to Teach

Domain 2: The Classroom Environment

2.A. Creating an Environment of Respect and Rapport

NCTM Std: 7.1; NCTE Std: 2.1, 4.4

Conceptual Framework Competency 2. A: Mansfield University student teachers will be able to:

- Nurture relationships with students that are professional and caring and develop a classroom environment in which students treat one another with consideration.

MU Performance Indicators:

- Teacher's interactions with students are professional, caring, and respectful
- Students demonstrate respect for the teacher
- Students' interactions with their peers are appropriate and positive
- Students' contributions to classroom learning are valued and praised

PDE Field Experience Performance Indicators:

- Maintains and promotes a culture which values the development of meaningful, caring and respectful relationships between teacher and students, and among students. (PDE B.1)
- Promotes a positive learning environment that values and fosters respect for all students. (PDE F.2)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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2.B. Establishing a Culture for Learning

NCTM Std: 7.3. 7.4; NCTE Std: 2.1

Conceptual Framework Competency 2. B: Mansfield University student teachers will be able to:

- Establish a positive classroom environment that encourages, promotes, and results in student achievement.

MU Performance Indicators:

- Teacher demonstrates enthusiasm for the content of instruction
- Teacher communicates high expectations for student achievement and students display pride in their work
- The atmosphere of the classroom is conducive to teaching and learning
- Students willingly participate in classroom activities and try to do high quality work

PDE Field Experience Performance Indicators:

- Creates and maintains a prepared environment as a necessary element to support optimal learning opportunities. (PDE B.2)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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2.C. Managing Classroom Procedures

NCTM Std: 8.1, 8.7; NCTE Std: 4.2

Conceptual Framework Competency 2. C: Mansfield University student teachers will be able to:

- Develop and maintain effective classroom procedures for managing groups, instructional transitions, materials, non-instructional duties, and work of paraprofessionals and volunteers.

MU Performance Indicators:

- Group tasks are well-designed and groups are organized and managed to promote student learning
- Transitions between activities are handled well with minimal loss of instructional time
- Teacher establishes effective routines for managing non-instructional duties (such as lunch counts) and instructional materials and supplies
- Teacher coordinates the efforts of volunteers and paraprofessionals to ensure productive use of their services

PDE Field Experience Performance Indicators:

- Developed and / or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities. (PDE B.6)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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2.D. Managing Student Behavior

Conceptual Framework Competency 2. D: Mansfield University student teachers will be able to:

- Set clear expectations for positive student behaviors and recognize and react to misbehaviors with timely, effective, and appropriate responses.

MU Performance Indicators:

- Expectations for behavior are clearly communicated to students and are consistently applied
- Teacher monitors classroom behaviors and encourages students to self-monitor their own behaviors
- Teacher responses to student misbehavior is consistent, professional, and appropriate to the individual and the situation
- Classroom routines and teacher actions encourage positive classroom behaviors

PDE Field Experience Performance Indicators:

- Developed and / or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities. (PDE B.6)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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2.E. Organizing Physical Space

Conceptual Framework Competency 2. E: Mansfield University student teachers will be able to:

- Develop and maintain effective classroom procedures for managing groups, instructional transitions, materials, non-instructional duties, and work of paraprofessionals and volunteers.

MU Performance Indicators:

- Within school and district constraints, teacher organizes a physically inviting classroom conducive to student learning
- Teacher organizes and maintains a physically safe classroom
- Teaching tools (such as flip charts, VCR's and computers) are used effectively and contribute to student learning
- Teacher's furniture arrangements in the classroom are conducive to student learning

PDE Field Experience Performance Indicators:

- Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners. (PDE B.4)
- Applies safety precautions and procedures. (PDE D.7)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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SECTION A: Evidence of Ability to Teach

Domain 3: Instruction

3.A. Communicating with Students

NCTM Std: 7.3; NCTE Std: 4.5

Conceptual Framework Competency 3. A: Mansfield University student teachers will be able to:

- Use oral and written language effectively to support instruction, including abilities to give clear directions and explanations of content.

MU Performance Indicators:

- Teacher clearly conveys directions and procedures that are understood by students
- Teacher models appropriate and effective oral and written language use
- Teacher communicates content on level that is understood by the students
- Teacher's instructional uses of voice and vocabulary are effective

PDE Field Experience Performance Indicators:

- Uses effective verbal and non-verbal communication techniques. (PDE C.1)
- Clearly communicates instructional goals, procedures and content. (PDE C.10)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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3.B. Using Questioning and Discussion Techniques

NCTM Std: 7.3, 7.4. 8.8; NCTE Std: 2.4, 4.2, 4.5

Conceptual Framework Competency 3. B: Mansfield University student teachers will be able to:

- Teach using varied, effective questioning and discussion techniques that stimulate students' thinking and encourage active participation.

MU Performance Indicators:

- Teacher's questions are varied and encourage the students to think
- Teacher uses wait time in questioning to encourage thoughtful student responses
- Teacher employs effective discussion techniques to involve all students in the discussion
- Teacher's questioning and discussion skills help promote active student learning

PDE Field Experience Performance Indicators:

- Uses effective questioning and discussion techniques. (PDE C.2)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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3.C. Engaging Students in Learning

NCTM Std: 7.2-7.4, 8.1, 8.2, 8.7; NCTE Std: 2.1, 2.4, 4.2, 4.5

Conceptual Framework Competency 3. C: Mansfield University student teachers will be able to:

- Engage students in learning by effective uses of teaching techniques, grouping strategies, activities and assignments, and instructional materials and resources.

MU Performance Indicators:

- Teacher presents content in ways that help students understand and learning
- Teacher designs and adapts activities and assignments to ensure they are meaningful, challenging, and appropriate to the learners
- Grouping practices support learning and promote active student engagement
- Teacher's instruction is well-paced and uses instructional materials and resources to enhance or support student learning

PDE Field Experience Performance Indicators:

- Uses active student engagement during instructional delivery. (PDE C.6)
- Appropriately responds to unique characteristics and learning needs of diverse learners in the classroom. (PDE F.1)
- Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance. (PDE F.3)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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3.D. Using Assessment in Instruction

NCTM Std: 7.5, 8.3; NCTE Std: 4.10

Conceptual Framework Competency 3. D: Mansfield University student teachers will be able to:

- Provide accurate, substantive, constructive, specific, and timely feedback to individuals and groups of students to promote student learning.

MU Performance Indicators:

- Feedback provided to students helps promote student learning
- Teacher feedback to significant assignments is individual in nature and includes substantial, constructive information
- Teacher helps students understand the progress they are making towards reaching instructional goals
- Positive reinforcement and corrective feedback to student work is provided in a timely manner

PDE Field Experience Performance Indicators:

- Provides appropriate progress feedback to students in a timely manner. (PDE C.5)
- Positive reinforcement and corrective feedback to student work is provided in a timely manner

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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3.E. Demonstrating Flexibility and Responsiveness

NCTM Std: 7.1-7.3, 8.1, 8.8; NCTE Std: 2.1, 2.3

Conceptual Framework Competency 3. E: Mansfield University student teachers will be able to:

- Demonstrate instructional flexibility and responsiveness by making in-process teaching adjustments and adapting instruction to support the learning of all students.

MU Performance Indicators:

- Teacher recognizes when students are experiencing learning difficulties and makes appropriate instructional adjustments
- Teacher makes good use of instructional time but is able to take advantage of "teachable moments" when they arise
- Students' needs, interests, and questions help shape instruction
- Teacher finds ways to help individual students learn the content being taught

PDE Field Experience Performance Indicators:

- Constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary. (PDE C.8)
- Actively seek, and is responsive to, constructive feedback offered by the cooperative teacher and university supervisor. (PDE C.9)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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SECTION A: Evidence of Ability to Teach

Domain 4: Professional Responsibilities

4.A. Reflecting on Teaching

NCTE Std: 2.3

Conceptual Framework Competency 4. A: Mansfield University student teachers will be able to:

- Reflect on their teaching to inform and guide instruction and to lead to continuing professional growth.

MU Performance Indicators:

- Teacher accurately assesses the successes and shortcomings of lessons and uses the judgments to plan subsequent instruction
- Teacher reflects on instructional practices and seeks to continually expand teaching repertoire
- Teacher modifies teaching based on past successes and failures
- Teacher demonstrates commitment to continuous teaching growth

PDE Field Experience Performance Indicators:

- Assess their own professional growth through self-reflection. (PDE E.7)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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4.B. Maintaining Accurate Records

Conceptual Framework Competency 4. B: Mansfield University student teachers will be able to:

- Maintain accurate records of student assignments, student progress, and the teacher's non-instructional duties.

MU Performance Indicators:

- Teacher demonstrates effective organizational and record-keeping abilities to monitor student progress toward instructional goals
- Teacher maintains effective, efficient record-keeping systems for student completion of assignments
- Teacher maintains effective, efficient record-keeping systems for managing non-instructional supplies (such as daily lunch counts and ordering supplies)
- Teacher performs record-keeping duties as evidenced by entries in plan books, grade books, report cards, and student's report cards

PDE Field Experience Performance Indicators:

- Communicates with the cooperating teacher regarding instructional and non-instructional recordkeeping, procedures and routines, and timelines; including but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted. (PDE D.1)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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4.C. Communicating with Families

NCTE Std: 4.10

Conceptual Framework Competency 4. C: Mansfield University student teachers will be able to:

- Communicate effectively with students' families to keep parents informed and to enlist them as partners in their children's education.

MU Performance Indicators:

- Teacher recognizes the need to maintain good lines of communication with students' families
- Teacher enlists the participation of students' families in education process
- Teacher keeps parents informed about classroom and school programs
- Teacher informs parents about students' progress and responds professionally to parents' concerns

PDE Field Experience Performance Indicators:

- Engage in proactive communication with families and community contacts. (PDE B.5)
- Communicates with and engages families, caregivers and the broader community. (PDE F.5)
- Assesses communication technologies to communicate with families regarding student progress. (PDE C.11)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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4.D. Participating in a Professional Community

Conceptual Framework Competency 4. D: Mansfield University student teachers will be able to:

- Contribute to school and district programs through cooperative relationships with colleagues and active participation in school and district life.

MU Performance Indicators:

- Teacher maintains cooperative, support relationships with other professionals and paraprofessionals in the school and district
- Teacher participates in school and district events
- Teacher promotes school and district goals through instruction
- Teacher makes service contributions to school and district projects

PDE Field Experience Performance Indicators:

- Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct and contact with colleagues, families and the broader community. (PDE D.9)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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4.E. Growing and Developing Professionally

NCTM Std: 8.5; NCTE Std: 2.3, 4.1

Conceptual Framework Competency 4. E: Mansfield University student teachers will be able to:

- Continually grow and develop as professionals by enhancing their knowledge and serving the teaching profession.

MU Performance Indicators:

- Teacher seeks new knowledge about content and pedagogy to improve teaching
- Teacher stays abreast of ongoing developments in the field (including technology innovations)
- Teacher generously shares professional ideas with others
- Teacher demonstrates a disposition to being a life-long learner

PDE Field Experience Performance Indicators:

- Participates in district, college, regional, state and / or national professional development growth and development opportunities. (PDE D.3)
- Complies with school policies and procedures regarding professional dress, attendance, punctuality, and use of technology. (PDE D.8)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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4.F. Showing Professionalism

NCTE Std: 2.3

Conceptual Framework Competency 4. F: Mansfield University student teachers will be able to:

- Show their professionalism through service to students, advocacy for positive change, and support of other professionals.

Performance Indicators:

- Teacher cares about students' academic, emotional, social, and physical well-being
- Teacher advocates for issues that improve the lives of students
- Teacher contributes time and efforts in the service of students
- Teacher demonstrates an open mind and a willingness to consider others' viewpoints and is receptive to constructive feedback

PDE Field Experience Performance Indicators:

- Professional Practice & Conduct for educators, as well as local, state and federal laws and regulations. (PDE D.5)
- Exhibits integrity, ethnical behavior and professional conduct as stated in the PA Code of Professional Practice & Conduct for Educators" as well as local, state and federal laws and regulations. (PDE D.4)
- Avoids inappropriate relationships, conduct and contact with students. Complies with school policies and procedures regarding professional dress, attendance, punctuality and use of technology. (PDE D.6)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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SECTION B: Evidence of Social Studies Knowledge and Process

In this section, Cooperating Teachers and University Supervisors are given an opportunity to gather observations of student teachers' competencies in the core content areas of elementary education *while they are teaching in the classroom*. Although the University has course grades and several assessments in content methods courses that give an indication of student teachers' knowledge, use, and understanding of content from a planning perspective, this section focuses on indicators from an implementation perspective.

Instructions:

On the following pages, you will see five items. Evaluate the student teacher's performance on these competencies, based on your observations of the student teacher's classroom performance, using the guidelines below. Mark the appropriate box in beneath each element's description, and provide a brief note explaining any strengths or weaknesses. While the cooperating teachers' scores inform your evaluation, they are not definitive.

When you are finished with your evaluation, please transfer your scores to the last page of this booklet.

SECTION B SCORING GUIDELINES

I/O- **Insufficient Opportunity.** In some placements, there may be insufficient opportunity to observe student teacher competency on any given performance indicator. Only check this box when opportunities are lacking. *Do not check this box as an indicator of poor performance*.

1 -Unacceptable. Student teacher consistently demonstrates a lack of effort and ability to meet the competency. Cooperating Teachers frequently must correct the student teacher's inaccuracies.

2 -Developing. Student teacher demonstrates a lack of consistent teaching performance (knowledge, skill, and use of content for teaching) and needs guidance or correction from the Cooperating Teacher.

3 -Target. Student teacher consistently demonstrates adequate teaching performance (knowledge, skill, and use of content for teaching) in respect to the competency being evaluated; she or he rarely requires guidance or correction from the Cooperating Teacher on issues of elementary education content.

4 -Outstanding. Student teacher *always* demonstrates exemplary content performance (knowledge, skill, and use of content for teaching) in respect to the competency being evaluated; she or he does not need guidance or correction from the Cooperating Teacher in regard to elementary education content.

SECTION B: Evidence of Social Studies Knowledge and Process

First, please check the box next to the content area taught by the student teacher in this placement.

□ U.S. History	□ World History	□ Civics and Government
□ Geography	□ Economics	□ Psychology
□ Sociology	□ Anthropology	□ Other:_____

Item 1. Content Knowledge in Social Studies

Performance indicators:

- Student teacher presents accurate subject matter information.
- Student teacher demonstrates an understanding of the content and concepts of social studies.
- Student teacher uses explanations and representations that link curriculum to prior learning.
- Student teacher engages students in interpreting ideas from a variety of perspectives.
- Student teacher uses methods of inquiry that are central to the study of social studies.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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Item 2. Communication Skills in Social Studies

Performance indicators:

- Student teacher utilizes active listening skills and provides positive feedback.
- Student teacher speaks and writes clearly and accurately in Standard English.
- Student teacher interprets students' verbal and non-verbal communication.
- Student teacher clearly communicates learning goals and instructional procedures to students.
- Student teacher effectively communicates appropriate content to students.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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Item 3. Teaching Methods in Social Studies

Performance indicators:

- Student teacher incorporates a variety of methods of instruction.
- Student teacher adapts instruction to serve student learning needs.
- Student teacher increases students' learning knowledge and retention through memorization and inquiry.
- Student teacher engages students in role playing and problem solving techniques.
- Student teacher facilitates students' thinking strategies through assignments and instruction.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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Item 4. Curriculum Development in Social Studies

Performance indicators:

- Student teacher addresses school-state curriculum frameworks, benchmarks, and learning outcomes through appropriate planning
- Student teacher addresses student diversity through planning, selecting materials, and selecting/creating appropriate activities for learning
- Student teacher develops clear learning goals appropriate to student learning
- Student teacher demonstrates an appropriate pacing of the social studies lesson
- Student teacher integrates other academic disciplines into social studies lessons

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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Item 5. NCSS Standards

Performance indicators:

- Student teacher clearly identifies NCSS standards in lessons
- Student teacher has taught lessons that relate to all 10 NCSS standards throughout the placement

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

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SECTION C: Evidence of Ability to Reflect on Teaching

University Supervisors establish due dates, explain expectations, and evaluate student teachers' written reflective exercises. General guidelines for each of the four written assignments follow. The assigned possible points for each assignment are listed below each reflective evaluation.

When you are finished with your evaluation, please transfer your scores to the last page of this booklet.

Student Teaching Goals
Student teachers write a short essay in which they describe their professional goals for the student teaching experience.

Points Possible: **4** Points Earned _____

Student Teaching Journal
Student teachers maintain a weekly journal in which they reflect on their experiences. Although each University Supervisor will explain journal writing expectations and due dates to students, journals often include an overall summary of each week's teaching, descriptions of significant events and teaching episodes, reflections concerning professional growth, and teaching questions or concerns.

Points Possible **8** Points Earned _____

Videotape of Teaching and Written Analysis
Student teachers arrange to videotape themselves teaching an entire class or smaller group of students and write a self-analysis of their demonstrated teaching skills and decision-making. The videotape may be made in either student teaching assignment. The student teacher must obtain written permission from the parents/guardians of the students who are videotaped. The cooperating teacher and University Supervisor should previously approve all written permission materials sent home to parents that describe the videotaping. In the event that the school does not allow students to be videotaped, student teachers should consult with the University Supervisor to receive an alternative written assignment.

Points Possible **6** Points Earned _____

Summary Report and Professional Development Plan
Toward the end of the student teaching experience, student teachers write a short essay in which they reflect on the overall student teaching experience and describe a professional development plan for the future. Students are encouraged to candidly assess their professional skills and teaching growth, describe the learning that took place during the student teaching experience, and map a plan for continuing professional development. In writing the summary report, students are also encouraged to revisit the student teaching goals that they described at the beginning of the student teaching experience and evaluate their progress toward meeting those goals.

Points Possible **8** Points Earned _____

SECTION D: Evidence of Ability to Promote P-12 Student Learning

The P-12 Student Learning Project

Through this project, student teachers provide written evidence of their ability to positively influence their P-12 students' learning. Each student teacher writes student learning objectives, conducts a pre-assessment of student knowledge, designs and teaches a unit of instruction, and conducts a post-assessment of P-12 student learning objectives. University Supervisors establish due dates, clarify expectations, and evaluate student teachers' written reports and analyses of the instruction.

An overview of the P-12 Student Learning Project is below. Comprehensive instructions appear on the following pages. The rubric used to score student teachers on the P-12 Student Learning Project has been aligned to Specialized Professional Association (SPA) Standards, and it appears after the comprehensive instructions.

Note: In the past, guidelines for this project stated that student teachers could either design a unit of instruction or a unit of behavioral intervention; this is no longer the case. In the secondary education placement, all student teachers must design a unit of instruction because this provides evidence for the program's accreditation.

Overview

1) Student teachers consult with their cooperating teachers to select a unit of the curriculum to teach. The length of the unit may vary from several days to several weeks depending upon the classroom curriculum.

2) Student teachers write instructional objectives for P-12 student learning that can be assessed.

3) Student teachers assess their students' prior knowledge before beginning to teach the unit and establish baseline data for measuring learning. This is a pre-test of unit content.

4) The unit of instruction is then implemented; making notes of the implementation process may be of value when writing the discussion portion of the project.

5) After teaching the unit of instruction, student teachers develop a post-assessment to provide evidence of student learning. The assessment could be a paper-and-pencil test or a performance-based assessment (e.g., student projects, student essays or journals, lab reports, etc.). Students should include copies of post-assessments and any rubrics developed to assess student performance.

6) Student teachers write a description and analysis of the results of the learning assessments using comparisons of students pre- and post-assessments. Results are displayed using tables, graphs, summary statistics, or other graphical depictions of the student teachers' choice.

7) Student teachers write a discussion of the assessment results and describe the ways in which their students' learning was clearly demonstrated.

8) The University Supervisor evaluates the P-12 Student Learning Project based on the rubric.

The P-12 Student Learning Project

Comprehensive Instructions

It's not enough to say, "I taught it, so my students must have learned it." The purpose of this reflective exercise is to demonstrate convincingly that your teaching resulted in student learning. You will demonstrate P-12 student learning in the form of a written paper with multiple parts, and these parts should be written as each step is taken. **For students <u>not</u> seeking dual certification in special education**, the P-12 Student Learning Project can be completed in either the first student teaching assignment or the second assignment, but many student teachers choose to include it in their first assignments so that they can have an opportunity of re-doing it if they are not satisfied with their first attempts. University Supervisors may require the Project to be completed twice; consult with your University Supervisor to be well-informed of your requirements. **For students <u>who are</u> seeking additional certification in special education**, this P-12 Student Learning Project, based on a unit of instruction, must be completed in your elementary education placement; you will complete an additional P-12 Student Learning Project, based on a behavioral intervention, in your special education placement. *Do not use this secondary education placement to complete a P-12 Student Learning Project that is based on a behavioral intervention.*

In consultation with your cooperating teacher and University Supervisor, you will select a unit to plan, pre-assess, teach, and post-assess. You will document the experience in a written paper.

The project includes the following five components. 1) Choosing a Focus. What will be the focus of your P-12 Student Learning Project and what is the importance of the unit you will teach? What measurable instructional objectives will guide your teaching and assessment? 2) Include some pre-test measure of the students' level of knowledge prior to your unit of instruction. 3) Then, document what was taught and the steps you took to try to make sure that all of your learners achieved the objectives that you designed (with descriptions of how you adapted the instruction to meet the needs of diverse learners, including learners with special needs). 4) Next, design a post-test measure of student performance that demonstrates what they learned from your teaching. 5) Finally, consider how to best represent the results of both group and individual achievement using a graph or chart. Analyze the results in thoughtful, reflective detail.

This project will be included in your portfolio as an artifact, so write it carefully with attention to detail (content, organization, editing/proofreading). Because it will be included in your portfolio and may be read by others, you must also be careful to protect student confidentiality. One means of maintaining student confidentiality is to use a letter or number system (for example, Student A or Student 1). In writing the paper, attempt to strike an optimistic, student-oriented tone that affirms the belief that student achievement is a teacher’s responsibility.

Prior to beginning the P12 Student Learning Project, it is highly advisable that you thoroughly and thoughtfully review the P-12 Student Learning Project Rubric. This rubric is aligned to SPA Standards and will be used to evaluate your performance. Think of it as an additional set of detailed instructions.

Include the five subheadings that appear on the following pages to lend organization to your P-12 Student Learning Project.

Written Paper Guidelines

1) Introduction. Describe the unit you will teach. Explain why the focus of your P-12 Student Learning Project represents something important for students to learn or be able to do. Present instructional objectives for your teaching unit. State your objectives in measurable terms. How will you objectively and conclusively know that your objectives were achieved?

   Units can be designed for whole class or small group teaching. Most units feature a succession of linked lessons delivered over a time period ranging from several days to several weeks, depending on the grade level and curriculum. An example of this type of unit would be a three week science unit based on electricity. However, units may also focus on content or skills taught repetitively over time. For example, in a kindergarten classroom, a student teacher might base a P-12 Student Learning Project on the students' mastery of counting to 30 and the names of the days of the week and months of the year being taught through the calendar portion of the daily morning meeting.

2) Pre-Assessment. Prior to teaching the unit, the student teacher must pre-assess the students' levels of knowledge, skills, or behaviors. The pre-assessment has two purposes. It will give you important information to help you in planning your unit. And, it will give you baseline data against which to measure student learning after the unit has been taught.

   Although it is not the only way to assess students, many student teachers find that a form of pre-test and post-test design works well to measure student achievement. When teaching units, most student teachers choose to assess learning by designing tests, structured interviews, or performance tasks (such as recording individual student performance to flashcard presentations). But, the pre-tests and post-tests do not necessarily have to involve tests. They might also include other alternative forms of demonstrated student learning. It will be up to you to decide what you will assess and how you can best design the assessments.

   Include actual copies of your pre-assessments and post-assessments. Also include any checklists or rubrics used in evaluating student performance. (You may find that they can be briefly described in the text of your written paper and then included in their entirety in an appendix.)

3) Instructional Unit. Describe the content and methodology of your unit. The description of the unit may take whatever form you would like. Some student teachers include actual lesson plans that guided the teaching of the unit. Others carefully describe their teaching using a paragraph style.

   Your unit should be clearly centered on promoting student learning. Units should be designed using the assumption that all students can learn when appropriately taught. So, it will be important for you to describe the ways in which you adapted instruction to meet the learning abilities and needs of your students including, but not limited to, your students with special needs and English Language Learners. Describe your unit in sufficient detail so that a reader can clearly understand the duration of the unit, what you taught, and the various methodologies, materials, technologies, and grouping strategies you employed.

4) Post-Assessment. As was the case with the pre-assessment, describe your post-assessment of student learning and include an actual copy of any tests, structured interviews, etc. that you used to assess the outcomes of your teaching. When a pre-test and post-test design is employed, it is acceptable to use a single test given both before and after unit teaching to measure student learning.

5) Results and Analysis. The results and analysis section is the most important section of the entire P-12 Student Learning written paper, so carefully consider the ways in which you can best demonstrate the student learning that resulted from your teaching. You will need to present your students' pre- and post-teaching performances in ways that will permit comparisons and which demonstrate their learning growth.

   Many student teachers use frequency charts, pie charts, and/or bar graphs to report score gains of the group and the score gains of each individual student. It will be up to you to decide how you can do this most clearly and convincingly. Then, in paragraph form you should analyze the data and discuss the results. How well did your students learn and how do you know?

   It will also be important to discuss any instances where the group or selected students either failed to learn or did not meet your expectations. Why might that have happened or what factors might have contributed to the lower than expected results? What could you have done differently to have seen a better result? If students under-performed, then describe what you might have done to re-teach the material or assist students in coming up to mastery levels. Even if you did not have time or an opportunity to actually implement the re-teaching, present a plan that details what you might have done. We never want to say, "Oh well, most of my students learned it, so that's good enough."

Include a closing paragraph in which you briefly summarize your P-12 Student Learning project and highlight the ways in which your results clearly demonstrate that you positively affected student learning.

P-12 Student Learning Project Rubric

This rubric will be used to evaluate your P-12 Project and will result in your score for Section D of the Student Teacher Evaluation Report.
It is highly advisable that you review this rubric before beginning the Project. While you are completing the Project, use the rubric as a way to assess your own performance before you submit the Project to your University Supervisor.

Lesson Planning Phases & Criteria	SPA Std	Performance Rating and Maximum Points			
		Unacceptable	Developing	Acceptable	Outstanding
		0.5	1	1.5	2
A. Instructional Objectives Using what you know of student learning theory, state what students will be able to do as the outcome of your unit. Objectives should reference unit concepts and learning opportunities that support individual students' development, acquisition of knowledge, and motivation. State specific behaviors that are observable and measureable so that they can be assessed.	NCTM 8.4 NCTE 4.10	The goals and objectives cannot be observed and/or measured; or, outcomes are vague and could be interpreted in several different ways (i.e., outcome stated is in subjective terms). Outcomes omit reference to one or more of the targeted learning activities and do not require understanding of unit concepts.	The goals and objectives are observable, but some subjectivity may still create difficulty in assessing whether or not the outcome was met. Link to student learning theory is not clear. Targeted learning opportunities are referenced but may only require superficial understanding of unit concepts.	Outcomes are written in objective terms that are specific, observable, and measurable. They include details and conditions to define the anticipated student performance and reference the targeted learning opportunities and unit concepts. The candidate refers to student learning theory (Bloom, e.g.), but may be tokenistic in its use.	Additionally, knowledge of student learning theory is explicitly used to inform the goals and objectives, as evidenced by candidate's ability to craft clear and measurable objectives and titles that are related to the lesson's "big idea."
B. Devise and Conduct a Pre-Assessment Devise a pre-assessment plan that includes 1) an instrument that will provide data about each student's intellectual, social, emotional, and physical development relative to unit goals and objectives, and 2) a plan for analyzing the data.	NCTM 7.5, 8.3 NCTE 4.10	1 A pre-assessment plan may be presented, but there is a weak or no correlation to the targeted areas of student development. The plan is not presented in detail. It does not specify (1) What data will be collected or (2) How data will be analyzed. Instrument may be included but is not effective in measuring objectives and suffers from lack of proofreading.	2 A plan for measuring the objective is given, but it lacks detail in addressing student development in the targeted areas. It includes what data will be collected but presents only a vague plan for analysis. The instrument is included but should be proofread to catch minimal errors.	3 A realistic plan for measuring the objectives is made, including how it addresses student development in the targeted areas. It references what data will be collected but it lacks clarity and/or detail in describing how data will be analyzed for use in planning the unit. The instrument may include one or two errors or error types in spelling/mechanics or evidence of proofreading for typographical errors.	4 A realistic plan for measuring the objectives is made and addresses student development in the targeted areas. It references both (1) What data will be collected and (2) How data will be analyzed for use in planning the unit. The instrument is free of typos.

C. Design & Implement Instruction Design a unit plan of instruction that integrates and applies the analysis of data from your pre-assessment and knowledge from the following areas of your study: students, learning theory, connections across the curriculum, curricular goals, and community.	NCTM 7.4, 8.1, 8.7 NCTE 4.1 4.2 4.10	1.5 The Unit may or may not be planned for one week, but individual plans do not follow the template in all major requirements. Little or no attention is paid to the targeted areas of study and there is little or no connection between the plan and the pre-assessment analysis. The Unit Plan contains several errors in spelling/mechanics or evidence of proofreading for typographical errors.	3 The Unit is planned for at least one week in length and individual lesson plans address the objectives of the unit. However, minor components of the lesson plan requirements may be missing or weak. Rationales are complete and reflect positive decision-making skills, but lack reference to formal learning theory. The Unit Plan may include a few errors or error types in spelling/mechanics or evidence of proofreading for typographical errors.	4.5 The Unit is planned for at least one week in length and contains plans that address each targeted area of study, including a rationale for each, and show articulation among the components. The individual plans are designed according to the lesson plan template. The Unit Plan may include one or two errors or error types in spelling/mechanics or evidence of proofreading for typographical errors.	6 Additionally, the rationales demonstrate a sophisticated grasp of learning theory as well as the ability to apply theory to practice. Connections across the curriculum and to the community are authentic; and articulation among all components is strong. The Unit Plan is free of errors in spelling/mechanics/typing.
D. Design and Conduct Post- Assessment Devise a post-assessment plan that includes 1) an instrument that will provide data about each student's intellectual, social, emotional, and physical development relative to unit goals and objectives, 2) a plan for analyzing the data.	NCTM 8.3 NCTE 4.10	0.5 A post-assessment instrument is presented but does not measure all of the objectives or satisfactorily address the target areas. There is no comparison between the pre- and post-assessment or a rationale for decision-making. The plan for analysis is missing or impractical. Several errors/error types are made in spelling/mechanics/typing.	1 A plan for measuring the objectives is presented but is overall weak in addressing the targeted areas. The paragraph comparing the post-unit assessment to the pre-unit assessment does not include a rationale for decisions made in creating the post-assessment. The plan includes what data will be collected but is weak in articulation of the data analysis procedure. The instrument may contain one or two errors/error types in spelling/mechanics/typing.	1.5 A realistic plan for measuring the objectives is presented but it is inconsistent in addressing areas of student development. The candidate includes a paragraph comparing the post-unit assessment to the pre-unit assessment. The rationale for decisions made in creating the post-assessment is given but lacks compelling references to principles of effective design. The plan includes what data will be collected and how data will be presented and analyzed. The instrument may contain one or two errors/error types in spelling/mechanics/typing.	2 A realistic plan for measuring the objectives is presented and clearly addresses student development in the targeted areas. The candidate makes explicit reference to the principles of effective design in the rationale for the decisions made in preparing the post-assessment. The comparison between the pre- and post-assessment makes reference to the candidate's knowledge of formal assessment strategies. The plan includes what data will be collected and how it will be presented and analyzed. The assessment instrument is free of typos.

E. Provide and Analyze Assessment Results Use graphs, pie charts, frequency charts, or other means to present the data on the intellectual, social, emotional, and physical development of each child. Describe what the data say about the following: 1) the differences between the pre-test and post-test results; 2) individual and group results on the post-test; 3) the effectiveness of the post-test to assess objectives of the unit.	NCTM 8.3 NCTE 2.3 4.2 4.10	0.5 Graphs are not included or choice/presentation of graphic poorly represents the results of the post-assessment. Analysis is missing required components and is weak in assessing the effectiveness of the post-test.	1 Graphics are included, but provide incomplete information about the results in the targeted areas. Analysis is presented on all required data results but lacks depth in the descriptions. The effectiveness of the post-test is analyzed, but is more subjective than objective.	1.5 Graphics are included and represent the results of the post-assessment, although improvements could be made. Graphics provide an accurate view of the results as well as information about targeted areas of student development. Analysis is presented on all required data results, including an objective analysis of the post-test.	2 Graphics unambiguously represent a comprehensive view of the results and provide valuable information about student development in the targeted areas. Analysis clearly describes in detail all required data results, using examples from the data in the description.
F. Discuss Results Write what the results tell you about your instruction of the unit, drawing on your knowledge of research on teaching, professional ethics, and resources available for professional learning. Describe the effects of your professional decisions and actions on students, families and other professionals in the learning community. Include a plan for how you will use the analysis to strengthen future instructional opportunities. Finish with a reflection on the importance of actively seeking out opportunities to grow professionally.	NCTM 8.3 NCTE 2.3 4.2 4.10	2 Attempts at reflection are not present or are not based on evidence provided by the results. Reflection does not include reference to relevant research professional ethics, and/or the effect of resources available for professional learning. A plan for using the results to strengthen future instruction is not present or does not include connections to the intellectual, social, emotional, and physical development of each student. No development plan is given or is unreasonable or impractical.	4 Statements are presented but do not show depth of reflection or consistently refer to the results for supporting details. A plan is provided for using the results to strengthen future instruction, but attempts to make connections to the intellectual, social, emotional, and physical development of each student are not well-developed. A professional development plan is given but not related directly to the Unit Plan instruction.	6 Reflective statements are presented on the implications of the results of instruction. Attempts are made at objectivity, and thoroughness, and specific details from the results support most of the reflective statements. The writing contains some reference to the relevant research. The candidate provides a plan for using the results to strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student. The professional development plan is provided, but may not be as reasonable or practical as can be managed.	8 Reflective statements are presented on the implications of the results of instruction in an objective and thorough critique. Specific details from the results are used to support the reflective statements. Integrated into the writing is relevant research on teaching, professional ethics, and/or the effect of resources available for professional learning. In addition, a plan for using the results to strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student, including a plan for reasonable and practical professional development that targets knowledge and skills that are relevant to the Unit.

Student Teacher Evaluation Report Summary
FINAL: Completed by University Supervisor

Student Teacher Name: _____

SECTION A SUMMARY

Domain 1: Planning and Preparation
_____ (6) Demonstrating Content Knowledge and Pedagogy
_____ (6) Demonstrating Knowledge of Students
_____ (6) Selecting Instructional Goals
_____ (6) Demonstrating Knowledge of Resources
_____ (6) Designing Coherent Instruction
_____ (6) Assessing Student Learning

Domain 2: The Classroom Environment
_____ (6) Creating an Environment for Learning
_____ (6) Establishing a Culture for Learning
_____ (6) Managing Classroom Procedures
_____ (6) Managing Student Behavior
_____ (6) Organizing Physical Space

Domain 3: Instruction
_____ (6) Communicating Clearly and Accurately
_____ (6) Using Questioning and Discussion Techniques
_____ (6) Engaging Students in Learning
_____ (6) Providing Feedback to Students
_____ (6) Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
_____ (6) Reflecting on Teaching
_____ (6) Maintaining Accurate Records
_____ (6) Communicating with Families
_____ (6) Contributing to the School and District
_____ (6) Growing and Developing Professionally
_____ (6) Showing Professionalism

SECTION B SUMMARY
SOCIAL STUDIES ONLY

Placement 1	**Placement 2**
_____ (4) Item 1.	_____ (4) Item 1.
_____ (4) Item 2.	_____ (4) Item 2.
_____ (4) Item 3.	_____ (4) Item 3.
_____ (4) Item 4.	_____ (4) Item 4.
_____ (4) Item 5.	_____ (4) Item 5.

SECTION C SUMMARY
_____ (4) Goals
_____ (8) Journal
_____ (6) Videotape & Reflection
_____ (8) Prof. Dev. Plan

SECTION D SUMMARY
_____ (2) A. Objectives
_____ (4) B. Pre-assessment
_____ (6) C. Instructional Unit
_____ (2) D. Post-assessment
_____ (2) E. Results
_____ (8) F. Discussion

SECTION & FINAL TOTALS
_____ Section A Points (Out of 132)
_____ Section B Points (Out of 40) **S.S. only**
_____ Section C Points (Out of 26)
_____ Section D Points (Out of 24)
_____ Total Points (Out of 222 or 182)
_____ **FINAL LETTER GRADE**

Grading Scale ***SOCIAL STUDIES***		**Grading Scale** **ALL OTHER SECONDARY**	
A = 206-222	*C+ = 170-176*	A = 169-182	C+ = 140-144
A- = 199-205	*C = 161-169*	A- = 163-168	C = 132-139
B+ = 193-198	*C-= 155-160*	B+ = 158-162	C-= 127-131
B = 184-192	*D = 133-154*	B = 151-157	D = 109-126
B-= 177-183	*F = below 133*	B-= 145-150	F = below 109

As documented in the Teacher Education Field Experience Handbook, a 10 point deduction will be reflected in the final grade for missed mandatory Student Teacher Workshops without prior approval or appropriate documentation.

_____
Student Teacher Signature

_____
Date

_____
University Supervisor Signature

_____
Date