

The Florida State University -- Preparing Educational Leaders
Final Student Teacher Evaluation and Impact on Student Learning Analysis Form (Summative/Cumulative)

Student Teacher _____ ID# _____ Date _____ Time _____

University Supervisor _____ Cooperating Teacher _____

Subject _____ Grade Level(s) _____ School _____ District/County _____

Directions: For this final evaluation review the student teacher's overall performance this semester using the **FSU Rubrics for Biweekly and Final Student Teacher Evaluation of the 12 Florida Educator Accomplished Practices (FEAPS)**. During any one of your biweekly evaluations you may not have seen all 12 Accomplished Practices demonstrated. However, this evaluation requires that you provide your feedback as to how the student should be rated as a beginning teacher on each of the 12 Accomplished Practices during their entire student teaching experience.

(NOTE: The Intern must receive either an Accomplished or Exemplary rating on each of the 12 FEAPS to graduate)

Did this Student Teacher demonstrate a Positive Impact on P12 Student Learning during this internship?
(Student Teacher must provide supporting evidence and analysis of P12 Student Learning) ____YES ____NO

B - Beginning: The student teacher demonstrates a basic understanding and commitment to this FEAP.

D - Developing: The intern is showing adequate progression toward the demonstration of this practice. There has been continual improvement.

A- Accomplished: The student teacher demonstrates the skills consistently in an acceptable manner at the Preprofessional Level

E – Exemplary: Classroom performance consistently exceeds expectation at Preprofessional level

Florida Educator Accomplished Practices	Rating	Comments on strengths and/or ways to improve
Assessment -- FSU Unit Indicators: <ul style="list-style-type: none"> - 1.1 Analyzes and identifies students' cognitive, social, emotional, and physical needs in order to design instruction. - 1.2 Employs traditional and alternative assessment strategies in determining students' mastery of specific outcomes. - 1.3 Modifies instruction based upon assessed student performance. 		Note. Student Teacher must provide evidence and analysis of Positive Impact on P12 student learning (evidence and analysis documentation must be attached).
Communication -- FSU Unit Indicators: <ul style="list-style-type: none"> - 2.1. Identifies and uses appropriate techniques for effective classroom instruction (e.g. listening, modeling/demonstrating, using examples and non-examples, checking for understanding, getting students' attention, probing, summarizing student comments, set induction, and closure. - 2.2. Encourages students in a positive and supportive manner while communicating to all students high expectations for learning. - 2.3. Uses communication techniques (e.g. conferences, telephone calls, letters, newsletters, e-mails, and websites) effectively with students, colleagues, school/community specialists, administrators, and families. 		
Continuous Improvement -- FSU Unit Indicators: <ul style="list-style-type: none"> - 3.1. Uses data from his/her own learning environment as a basis for designing and evaluating innovative or experimental teaching practices that meet demands of particular learning conditions. - 3.2. Seeks to increase her/his own professional growth by establishing professional relationships with peers and colleagues and participating in training and other professional development experiences. 		
Critical Thinking -- FSU Unit Indicators: <ul style="list-style-type: none"> - 4.1. Provides opportunities for students to learn higher-order thinking skills and problem solving strategies. - 4.2. Uses strategies, materials, and technologies that she/he will use to expand students' critical and creative thinking abilities and problem solving. - 4.3. Poses problems, dilemmas, and questions of various levels in lessons. 		
Diversity -- FSU Unit Indicators: <ul style="list-style-type: none"> - 5.1. Establishes a learning environment in which all students are accepted, valued and treated equitably. - 5.2. Selects a variety of appropriate and culturally sensitive materials and resources for use in the learning process. - 5.3. Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry. 		

Accomplished Practices	Rating	Comments on strengths and/or ways to improve
Ethics -- FSU Unit Indicators: <ul style="list-style-type: none"> - 6.1. Applies the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situations. - 6.2. Identifies statutory rules and procedures that govern the education profession. 		
Human Development & Learning -- FSU Unit Indicators: <ul style="list-style-type: none"> - 7.1. Identifies academic, physical, and social developmental levels of students. - 7.2. Organizes instruction to help students' link new knowledge to previously acquired knowledge. - 7.3. Varies activities to accommodate different student learning needs, developmental levels, and experiential backgrounds. - 7.4. Employs knowledge of learning theories, subject matter structure, curriculum development, and student development processes in planning instruction. 		
Subject Matter Knowledge -- FSU Unit Indicators: <ul style="list-style-type: none"> - 8.1. Communicates knowledge of subject matter in a manner that enables all students to learn. - 8.2. Identifies and uses references, materials, and technologies appropriate to the subject and the learners' abilities. - 8.3. Identifies strategies that encourage the integration of the subject with other disciplines. - 8.4. Identifies appropriate corrective strategies for determining when reading comprehension is preventing the mastery of subject material. 		
Learning Environments -- FSU Unit Indicators: <ul style="list-style-type: none"> - 9.1. Identifies procedures for student and campus safety, including emergencies. - 9.2. Establishes appropriate physical environment for facilitation of student learning - 9.3. Identifies a repertoire of techniques for establishing smooth, efficient, and well-paced routines. - 9.4. Identifies strategies for establishing rules and standards of behavior. 		
Planning -- FSU Unit Indicators: <ul style="list-style-type: none"> - 10.1. Determines instructional long-term goals and short-term objectives appropriate to student needs. - 10.2. Identifies materials based on instructional objectives and student learning needs and performance levels. - 10.3. Identifies activities (learning and evaluation) that support the knowledge, skills, and attitudes to be learned in a given subject area. 		
Role of the Teacher -- FSU Unit Indicators: <ul style="list-style-type: none"> - 11.1. Identifies student behavior indicating possible emotional distress, substance abuse, abuse or neglect, and suicidal tendencies; and the identification of the rights, legal responsibilities, and procedures for reporting such incidences. - 11.2. Identifies and uses community, school, and family resources in order to support and reinforce classroom goals, objectives, and standards. - 11.3. Applies knowledge of the contents and maintenance of permanent student records. - 11.4. Identifies the role of teachers on collaborative teams (e.g., IEP, 504, AIP, and child study). 		
Technology -- FSU Indicators: <ul style="list-style-type: none"> - 12.1. Identifies and uses appropriate technologies to prepare materials, deliver instruction, assess student achievement, and manage classroom. - 12.2. Identifies policies and procedures for the safe and ethical use of the Internet, networks, and other electronic media . Uses appropriate technology on a personal basis. - 12.3. Identifies strategies for instructing students in the use of technologies. 		

Student Teacher Signature _____

University Supervisor _____

Date _____

Cooperating Teacher Signature _____

*The Final Evaluation form must be completed cooperatively between the University Supervisor and the Supervising Teacher and involve the Student Teacher.
Revised: June 16, 2011