

## Student Teaching

### Summative Assessment and Evaluation

Student Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date \_\_\_\_\_

### Key

As a pre-service teacher:

**E** (exceeded expectations) **M** (met expectations) **N** (needs improvement) **U** (unable to observe)

### PREPARATION

- \_\_\_ Lesson plans are complete with procedures included
- \_\_\_ Objectives clearly state appropriate student learning outcomes
- \_\_\_ Assessments are aligned with objectives and learning activities
- \_\_\_ Some assessments, formal or informal, are planned for each lesson
- \_\_\_ Materials and resources are prepared and gathered prior to teaching the lesson
- \_\_\_ Content of the lesson is thoroughly understood by the student teacher
- \_\_\_ Lesson plans and materials (handouts, games, quizzes, tests, etc.) are provided to the co-op in advance of lesson presentation
- \_\_\_ Group and partner work is thoroughly planned (group composition, objectives, assignments, activities, materials, grading procedure, etc.)
- \_\_\_ Backup plan is ready if original plan fails

### COMMENTS:

## **INSTRUCTION AND ASSESSMENT**

- Links new concepts to prior knowledge
- Gives clear, precise directions
- Presents accurate information to students
- Models /demonstrates expected learning
- Uses appropriate and effective questions
- Models and communicates enthusiasm for and interest in the content
- Requires students to do much of the content-related speaking and problem-solving
- Requires students to demonstrate thinking on all levels of Bloom's taxonomy
- Uses developmentally appropriate practices
- Uses instructional time effectively and productively
- Monitors and adjusts instruction and activities to meet learners' needs
- Uses a variety of instructional media and tools, such as pictures, graphic organizers, technology, etc.
- Monitors groups and individuals effectively as they work in class
- Demonstrates flexibility
- Provides specific, timely feedback to students that supports their learning
- Uses a variety of formative and summative assessments
- Selects or creates assessment tools aligned with objectives and learning opportunities
- Uses assessment data to adjust instructional strategies

## **COMMENTS:**

## **CLASSROOM ENVIRONMENT**

- Communicates academic and behavioral expectations clearly
- Speaks clearly at a comfortable volume in a friendly tone
- Provides positive feedback for desired behavior, directly or indirectly
- Addresses unwanted behavior promptly and effectively, directly and indirectly
- Monitors student behavior effectively
- Consistently employs behavior management strategies
- Develops and maintains appropriate relationships with all students
- Commands whole-class attention and cooperation when needed
- Uses appropriate language and terminology
- Provides productive transitional times
- Establishes and maintains a safe, respectful, nurturing learning environment
- Anticipates and responds to unexpected events and/or misunderstandings

## **COMMENTS:**

**PROFESSIONALISM**

- \_\_\_\_\_ Makes student learning the greatest priority
- \_\_\_\_\_ Treats all students with respect and kindness
- \_\_\_\_\_ Accepts responsibility for personal behavior as well as for student welfare
- \_\_\_\_\_ Works cooperatively with peers, teachers, parents, administrators and other personnel
- \_\_\_\_\_ Displays integrity and ethical values in speech and actions
- \_\_\_\_\_ Completes assignments and submits requirements in a timely manner
- \_\_\_\_\_ Is flexible and responsive to the suggestions of others
- \_\_\_\_\_ Is in the classroom at the required times
- \_\_\_\_\_ Appearance is appropriate
- \_\_\_\_\_ Attends parent conferences, in-service days, and other school events

**COMMENTS:**

Student teacher's goals for professional development:

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Signatures:

Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Pre-service Teacher \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_