|  |
| --- |
| **Bemidji State University****University Supervisor Summative Evaluation of Student Teaching****bsulogo** |
| Student Teacher |       | Semester |  | Date |       |
| ISD/School/City |       | Grade |       | Subject |       |
| Cooperating Teacher |       | University Supervisor |       |

# *Performance Scale:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Deficient in performance and understanding of concepts underlying components/domain. | Deficient in performance and understanding still present; *however, candidate is making efforts to improve performance.*  | Demonstrates understanding of concepts in a domain and attempts to implement elements. However, *implementation is not always achieved or successful.* | Demonstrates understanding of concepts underlying the components in a domain and *generally implements them well*. | Demonstrates specific understanding of concepts underlying components in domain *and implements elements consistently at high level*; already shows attributes of accomplished practice. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Domain 1: Planning and Preparation | **1** | **2** | **3** | **4** | **5** |
| **A. Demonstrating Knowledge of Content and Pedagogy**- Knowledge of content, prerequisite relationships, content-related pedagogyStandards: 4A, 4B, 7B and 7F |  |  |  |  |  |
| **B. Demonstrating Knowledge of Students** - Knowledge of characteristics of age group, students’ varied approaches to learning, students’ skills and knowledge, students’ interests and cultural heritage Standards: 3O, 6G and 8I |  |  |  |  |  |
| **C. Selecting Instructional Goals** **-** Value, clarity, suitability for diverse students, balance Standards: 2E, 3M, 4A and 8H |  |  |  |  |  |
| **D. Demonstrating Knowledge of Resources** **-** Resources for teaching and students Standards: 5Q and 8A |  |  |  |  |  |
| **E. Designing Coherent Instruction** - Learning activities, instructional materials and resources, instructional groups, lesson and unit structure Standards: 2F, 5R, 7F and 7G |  |  |  |  |  |
| **F. Assessing Student Learning** - Congruence with instructional goals, criteria and standards, use for planning Standards: 8F, 8G, 8H and 8I |  |  |  |  |  |
| **Domain 2: The Classroom Environment** | **1** | **2** | **3** | **4** | **5** |
| **A. Creating an Environment of Respect and Rapport** **-** Teacher interaction with students, student interaction Standards: 5H and 5I |  |  |  |  |  |
| **B. Establishing a Culture for Learning** **-** Importance of the content, student pride in work, expectations for learning and  achievement Standards: 3Q and 7B |  |  |  |  |  |
| **C. Managing Classroom Procedures** **-** Management of instructional groups, transitions, materials and supplies, performance of non-instructional duties, supervision of volunteers and paraprofessionals Standards: 5E and 5L |  |  |  |  |  |
| **D. Managing Student Behavior** **-** Expectations; monitoring & response to student misbehavior Standards: 5K and 8K |  |  |  |  |  |
| **E. Organizing Physical Space** **-** Safety and arrangement of furniture; accessibility to learning and use of physical resources Standards: 5N and 5O |  |  |  |  |  |
| **Domain 3: Instruction** | **1** | **2** | **3** | **4** | **5** |
| **A. Communicating clearly and accurately** - Directions and procedures; Oral and written language Standards: 6D and 6F |  |  |  |  |  |
| **B. Using Questioning and Discussion Techniques** **-** Quality of questions, discussion techniques, student participations Standards: 5M,6H and 6J |  |  |  |  |  |
| **C. Engaging Students in Learning** **-** Representation of content, activities and assignments, grouping of students,  instructional materials and resources, structure and pacing Standards: 4E, 5M and 7F |  |  |  |  |  |
| **D. Providing Feedback to Students** **-** Quality, accuracy, substantive, constructive, specific, timeliness Standards: 2D and 8I |  |  |  |  |  |
| **E. Demonstrating Flexibility and Responsiveness** - Lesson adjustment, response to students, persistence Standards: 4H, 4I, 8H, 8K and 9H |  |  |  |  |  |
| Domain 4: Professional Responsibilities | **1** | **2** | **3** | **4** | **5** |
| **A. Reflecting on Teaching** **-** Accuracy, use in future teachingStandards: 7G, 7H and 9J |  |  |  |  |  |
| **B. Maintaining Accurate Records** **-** Student completion of assignments, progress in learning, non-instructional recordsStandards: 8A, 8H, 8L and 10F |  |  |  |  |  |
| **C. Communicating with Families**- Information about the instructional program, individual students, engagement of  families in the instructional programStandards: 6F, 8M and 10K |  |  |  |  |  |
| **D. Contributing to the School and District** - Relationships with colleagues, service to the school, participation in school and district projectsStandards: 5H, 10F, 10J and 10I |  |  |  |  |  |
| **E. Growing and Developing Professionally** **-** Enhancement of content knowledge and pedagogical skill, service to the professionStandards: 8M and 9I |  |  |  |  |  |
| **F. Showing Professionalism** - Service to students, advocacy, decision makingStandards: 9I and 10G |  |  |  |  |  |

|  |
| --- |
| **Overall Comments**:       |

|  |  |  |  |
| --- | --- | --- | --- |
| Original Signature of University Supervisor: |  | Date |       |