Salish Kootenai College

Education Department   Teacher Education Program
Student Teaching Evaluation Form

Form completed by Cooperating Mentor Teacher (CMT) and College Supervisor (CS).
May also be used for self-evaluation

Explanation of levels of proficiency in the INTASC standards and indicators

- **1 = Unacceptable** – The student teacher exhibits some knowledge, skills or dispositions that are inappropriate or ineffective for K-12 student learning. Remediation is necessary if the student teacher is to remain in student teaching. In order to successfully complete the student teaching experience, the final evaluation must contain <u>no</u> "unacceptable" ratings.

- **2 = Developing** – The student teacher is developing the knowledge, skills or dispositions for effective K-12 student learning, but has not yet attained a level of proficiency appropriate for a first-year teacher. How well the student teacher follows through on recommendations for improvement will be evaluated at a later date. In order to successfully complete the student teaching experience, the overall INTASC principle must be rated proficient, and no more than 1 of the indicators under each principle can be rated "developing."

- **3 = Proficient** – The student teacher exhibits knowledge, skills or dispositions that are proven to be appropriate and effective for K-12 student learning. The level of proficiency is that expected of a first-year teacher. Each INTASC principle is assessed overall, and several indicators under each principle are assessed separately. Student teachers must attain proficiency in each of the ten INTASC principles overall. To successfully pass student teaching, no more than <u>one</u> of the indicators listed below an INTASC principle can be at the "developing" level, and no indicators can be at the "unacceptable" level.

- **4 = Exemplary** – The student teacher exhibits knowledge, skills or dispositions that are proven to be appropriate and effective for K-12 student learning, and has demonstrated that effectiveness at a level of proficiency beyond what is expected of a first-year teacher.*

Note: Each INTASC principle is assessed overall as an average of indicator scores; indicators listed under each principle are assessed separately.

* "Exemplary" ratings for student teachers are generally understood to be infrequent and indicative of advanced capabilities; observers are encouraged to assign rating scores with reflection and discretion.

Student Teacher: _____

School/City: _____

Observer Name: _____

☐ Coop. Mentor Teacher
☐ College Supervisor
☐ Candidate Self-evaluation

Salish Kootenai College
Elementary Student Teaching Evaluation Form

☐ Mid-point
☐ Final

Based on the national INTASC standards

1= Unacceptable 2= Developing 3=Proficient 4=Exemplary

Bold items refer to the overall INTASC principle. Other items are specific indicators that support the principle. The overall principle is rated as an average of the indicator scores. Please circle any indicators ("1a", "4c", etc.) that have accompanying comments, and include these comments on the Student Teaching Evaluation Comment Form (attached).

INTASC Principle 1 – Content Knowledge	1	2	3	4
Principle 1: The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (K, S, D) *(If there are areas of content weakness, please address these specifically in the comments section.)*				
1a. The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.(K)				
1b. The candidate can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. (S)				
1c. The candidate exhibits concern for, and involvement with their own professional growth and improvement as an educator and lifelong learner. (D)				

INTASC Principle 2 – Development	1	2	3	4
Principle 2: The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. (K, S, D)				
2a. The candidate understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote students learning. (K)				
2b. The candidate understands that students' physical, social, emotional, moral and cognitive development may be individually variable. They know how this may influence learning and how to address these factors when making instructional decisions. (K)				
2c. The candidate assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.(S)				
2d. The candidate brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms. (D)				

1= Unacceptable 2= Developing   3=Proficient   4=Exemplary

INTASC Principle 3 – Respect for Diversity	1	2	3	4
Principle 3: The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (K, S, D)				
3a. The candidate knows about areas of exceptionality in learning-including giftedness, learning disabilities, visual and perceptual difficulties, and special physical or mental challenges. (K)				
3b. The candidate understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, economic conditions, and community values. (K)				
3c. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction. (K)				
3d. The candidate brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms. (S)				
3e. The candidate identifies and designs instruction using multiple strategies appropriate to the student's stage of development, learning styles, multi-intelligence, strengths, and particular learning differences and needs. (S)				
3f. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others. (D)				
3g. The candidate promotes tolerance and diversity as positive attributes and applies these in learning experiences. (D)				

INTASC Principle 4 – Instructional Strategies	1	2	3	4
Principle 4: The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (K, S)				
4a. The candidate understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated. (K)				
4b. The candidate knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources. (K)				
4c. The candidate creates opportunities to develop critical thinking skills by requiring students to use ideas, theories, and problem solving techniques and apply them to new situations. (S)				
4d. The candidate constantly monitors and adjusts strategies in response to learner feedback. (S)				

INTASC Principle 5 – Motivation and Learning Environment	1	2	3	4
Principle 5: The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (K, S, D)				
5a The candidate understands the principles of effective classroom management. (K)				
5b. The candidate can use knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work. (S)				
5c. The candidate analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. (S)				
5d. The candidate shows that s/he values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of				

learning. (D)				

1= Unacceptable 2= Developing   3=Proficient   4=Exemplary

INTASC Principle 6 – Communication	1	2	3	4
Principle 6: The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (K, S, D)				
6a. The candidate understands communication theory language development, and the roles that differences in language, culture, and gender have in learning. (K)				
6b. The candidate demonstrates proficiency in utilizing diverse verbal and non-verbal communication methods and techniques, including various writing skills, audio-visual aids, and technology tools. (S)				
6c. The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). (S)				
6d. The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among students, peers, and teachers. (D)				
6e. The candidate demonstrates an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the audience. (D)				
6f. The candidate demonstrates knowledge and use of appropriate spoken and written language conventions in teaching and learning settings. (D)				
6g. The candidate demonstrates knowledge and use of conflict resolution techniques, and is able to work through differences in a respectful and proactive manner. (D)				

INTASC Principle 7 – Instructional Planning	1	2	3	4
Principle 7: The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (K, S)				
7a. The candidate knows when and how to adjust plans based on student responses and other contingencies. (K)				
7b. The candidate is able to select and create learning experiences that demonstrate understanding of the learning stages of students and incorporate educational learning theory. (S)				
7c. The candidate designs and implements lessons that align with curriculum goals and demonstrate knowledge of subject matter while providing opportunities for students to explore relevant cultural aspects of the community. (S)				

INTASC Principle 8 – Assessment	1	2	3	4
Principle 8: The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (K, S)				
8a. The candidate understands the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. (K)				
8b. The candidate selects, designs, and uses assessment strategies and tools that are appropriate for specific learner outcomes and other diagnostic purposes. (S)				
8c. The candidate appropriately uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performances, and to modify teaching and learning strategies. (S)				

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INTASC Principle 9 – Reflection and Professionalism	1	2	3	4
Principle 9: The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (K, S, D)				
9a. The candidate demonstrates a working knowledge and application of multiple areas of educational research, and can design and implement instruction with connections to pedagogical theory and practice. (K)				
9b. The candidate uses classroom observation, information about students, families, and the community, as well as research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice. (S)				
9c. The candidate demonstrates leadership through reflective practice, as well as through involvement in continued personal and professional development. (D)				
9d. The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues. (D)				

INTASC Principle 10 – School, Families and Community	1	2	3	4
Principle 10: The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (K, S, D)				
10a. The candidate understands laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse). (K)				
10b. The candidate understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning. (K)				
10c. The candidate demonstrates leadership in establishing positive and cooperative relations with families, community members, and colleagues to support and promote the well-being of students.				
10d. The candidate exhibits willingness to learn and interact with cultures and perspectives other than their own. (D)				

COMMENTS (required on both mid-term and final evaluation). *Please address specific strengths and weaknesses. Use attached comments form and make copies as needed.*

Observer signature _____ Date_____

Student teacher's signature_____ Date_____

SKC Teacher Education Program
Elementary Student Teaching Evaluation
Observer Comments

"Promoting Diversity and Excellence in Education"

Candidate Name: _____   Observation/Evaluation date: _____

Observer Name: _____

☐ Coop. Mentor Teacher   ☐ Mid-point
☐ College Supervisor   ☐ Final
☐ Candidate Self-evaluation

Item #	Observer comments

~ Please photocopy this page if additional sheets are necessary ~