SALISH KOOTENAI COLLEGE
GROUNDED IN TRADITION. CHARGING INTO THE FUTURE.

Student Teaching Evaluation Form **Mid-Point ☐ Final ☐**

Student Teacher**:** Cooperating Mentor Teacher/CS: Date:

For each indicator on the evaluation form, please mark the category that best describes your teacher candidate's performance, "0, 1, 2, or 3." (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.)

0 = 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 no "unacceptable" ratings.

1 = 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."

2 = 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 one of the indicators listed below an InTASC principle can be at the "developing" level, and no indicators can be at the "unacceptable" level.**

3 = 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 are assessed separately.

This is a fillable Word form. If your operating system does not allow checking boxes, please use highlighting.

InTASC Principle 1: Learner Development

Danielson Framework Correlation:

Domain 1: Planning and Preparation
1b. Demonstrating Knowledge of Students
1c. Setting Instructional Outcomes
1e. Designing coherent instruction

Domain 3: Instruction
3c. Engaging students in learning

InTASC Indicator	0	1	2	3
1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (P)	☐	☐	☐	☐
1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning. (K)	☐	☐	☐	☐
1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. (K)	☐	☐	☐	☐
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. (K)	☐	☐	☐	☐
1(h,i) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. (D)	☐	☐	☐	☐

InTASC Principle 1 Overall	0	1	2	3
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence/Comments:

InTASC Principle 2: Learning Differences

Danielson Framework Correlation:

Domain 1: Planning and Preparation
1b. Demonstrating Knowledge of Students

InTASC Indicator	0	1	2	3
2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (P)	☐	☐	☐	☐
2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. (P)	☐	☐	☐	☐
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. (P)	☐	☐	☐	☐
2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. (K)	☐	☐	☐	☐
2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (K)	☐	☐	☐	☐
2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. (D)	☐	☐	☐	☐
2(n) The teacher makes learners feel valued and helps them learn to value each other. (D)	☐	☐	☐	☐

InTASC Principle 2 Overall	0	1	2	3
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence/Comments:

InTASC Principle 3: Learning Environment

Danielson Framework Correlation:

Domain 2: The Classroom Environment
2a. Creating an environment of respect and rapport

Domain 3: Instruction
3c. Engaging students in learning

InTASC Indicator	0	1	2	3
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (P)	☐	☐	☐	☐
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (P)	☐	☐	☐	☐
3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. (P)	☐	☐	☐	☐
3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. (K)	☐	☐	☐	☐
3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. (K)	☐	☐	☐	☐
3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. (D)	☐	☐	☐	☐
3(q,r) The teacher seeks to foster respectful communication among all members of the learning community. The teacher is a thoughtful and responsive listener and observer. (D)	☐	☐	☐	☐

InTASC Principle 3 Overall	0	1	2	3
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence/Comments:

InTASC Principle 4: Content Knowledge

Danielson Framework Correlation:

Domain 1: Planning and Preparation
1a. Demonstrating Knowledge of Content and Pedagogy
1e. Designing coherent instruction

Domain 3: Instruction
3c. Engaging students in learning

InTASC Indicator	0	1	2	3
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (P)	☐	☐	☐	☐
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. (P)	☐	☐	☐	☐
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. (P)	☐	☐	☐	☐
4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. (K)	☐	☐	☐	☐
4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. (K)	☐	☐	☐	☐
4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field. (D)	☐	☐	☐	☐

InTASC Principle 4 Overall	0	1	2	3
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence/Comments:

InTASC Principle 5: Application of Content

Danielson Framework Correlation:

Domain 3: Instruction

3a. Communicating with Students
3c. Engaging students in learning
3f. Demonstrating Flexibility and Responsiveness

InTASC Indicator	0	1	2	3
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). (P)	☐	☐	☐	☐
5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. (P)	☐	☐	☐	☐
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. (K)	☐	☐	☐	☐
5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. (K)	☐	☐	☐	☐
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (D)	☐	☐	☐	☐

InTASC Principle 5 Overall	0	1	2	3
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence/Comments:

InTASC Principle 6: Assessment

Danielson Framework Correlation:

Domain 1: Planning and Preparation
1f. Designing student assessments

Domain 3: Instruction
3d. Using assessment in instruction

InTASC Indicator	0	1	2	3
6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. (P)	☐	☐	☐	☐
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. (P)	☐	☐	☐	☐
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. (P)	☐	☐	☐	☐
6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. (K)	☐	☐	☐	☐
6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals. (D)	☐	☐	☐	☐
6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. (D)	☐	☐	☐	☐

InTASC Principle 6 Overall	0	1	2	3
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence/Comments:

InTASC Principle 7: Planning for Instruction

Danielson Framework Correlation:

Domain 1: Planning and Preparation
1b. Demonstrating Knowledge of Students
1e. Designing coherent instruction

InTASC Indicator	0	1	2	3
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. (P)	☐	☐	☐	☐
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. (P)	☐	☐	☐	☐
7(g) The teacher understands content and content standards and how these are organized in the curriculum. (K)	☐	☐	☐	☐
7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses. (K)	☐	☐	☐	☐
7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. (D)	☐	☐	☐	☐
7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. (D)	☐	☐	☐	☐

InTASC Principle 7 Overall	0	1	2	3
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence/Comments:

InTASC Principle 8: Instructional Strategies

Danielson Framework Correlation:

Domain 3: Instruction

3b. Using Questioning and Discussion Techniques
3c. Engaging students in learning

InTASC Indicator	0	1	2	3
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. (P)	☐	☐	☐	☐
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. (P)	☐	☐	☐	☐
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. (P)	☐	☐	☐	☐
8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. (K)	☐	☐	☐	☐
8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships. (K)	☐	☐	☐	☐
8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. (D)	☐	☐	☐	☐

InTASC Principle 8 Overall	0	1	2	3
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence/Comments:

InTASC Principle 9: Professional Learning and Ethical Practice

Danielson Framework Correlation:

Domain 4: Professional Responsibilities
4a. Reflecting on Teaching
4e. Growing and Developing Professionally
4f. Showing Professionalism

InTASC Indicator	0	1	2	3
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (P)	☐	☐	☐	☐
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. (P)	☐	☐	☐	☐
9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities. (K)	☐	☐	☐	☐
9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. (D)	☐	☐	☐	☐
9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. (D)	☐	☐	☐	☐

InTASC Principle 9 Overall	0	1	2	3
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence/Comments:

InTASC Principle 10: Leadership and Collaboration

Danielson Framework Correlation:

Domain 4: Professional Responsibilities
4c. Communicating with Families
4d. Participating in a Professional Community
4f. Showing Professionalism

InTASC Indicator	0	1	2	3
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. (P)	☐	☐	☐	☐
10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. (P)	☐	☐	☐	☐
10(h) The teacher uses and generates meaningful research on education issues and policies. (P)	☐	☐	☐	☐
10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. (K)	☐	☐	☐	☐
10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. (D)	☐	☐	☐	☐
10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. (D)	☐	☐	☐	☐

InTASC Principle 10 Overall	0	1	2	3
he teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence/Comments:

Evaluator Signature _____ **date** _____ ☐CS ☐CMT

Student Teacher Signature _____ **date** _____ ☐mid ☐final