The Evergreen State College

Master in Teaching Program

# Student Teaching Evaluation Conference Form

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| Fall Quarter \_\_\_\_\_ | mid-term \_\_\_\_\_ |
| Spring Quarter \_\_\_\_\_ | final \_\_\_\_\_ |

PERFORMANCE ASSESSMENT OF TEACHER CANDIDATE

(name of teacher candidate)

for the time period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(starting date) (ending date)

in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grade(s)/classroom(s) of

mentor teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the subject area(s)

of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

The signatures below of the mentor teacher and the college faculty indicate completion of the evaluation of the teacher candidate based on the *Student Teaching Assessment Rubric*. The signature of the teacher candidate indicates that he or she was present and participated in the evaluation with the mentor teacher and the college faculty.

For the mid-term evaluation performance, areas needing attention or improvement have been noted and shared with the teacher candidate. For the final evaluation, any written concerns by the mentor teacher and/or the college faculty regarding the teacher candidate not meeting minimum expectations for the student teaching assignment are attached.

Mentor teacher: \_\_\_\_\_\_\_\_\_\_\_ Date:

College faculty: Date:

Teacher candidate: Date:

**Note to college faculty: At the completion of the student teaching experience, please return this completed and signed form, along with one completed copy of the *End of Quarter Evaluation Form* to the placement officer.**

# End of Quarter Evaluation Form

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Master in Teaching Program

(name of teacher candidate with quarter and year)

1 = inappropriate, 2 = emerging, 3 = clearly developing, 4 = skilled/experienced

**Domain 1: Planning and Preparation**

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| **Score** | **Elements** |  | **Score** | **Elements** |
|  | **1a: Demonstrating Knowledge of Content and Pedagogy** |  |  | **1d: Demonstrating Knowledge of Resources** |
| **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Knowledge of content and the structure of the discipline  Knowledge of prerequisite relationships  Knowledge of content-related pedagogy  Knowledge of multi-cultural, anti-bias curriculum planning |  | **\_\_\_\_\_**  **\_\_\_\_\_** | Resources for professional development  Resources for student learning |
|  | **1b: Demonstrating Knowledge of Students** |  |  | **1e: Designing Coherent Instruction** |
| **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Knowledge of characteristics of age group  Knowledge of students’ skills and  approaches to learning  Knowledge of students’ interests, cultural heritages, and status  Knowledge of language demands and resources  Knowledge of language genres  Identifying vocabulary |  | **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Engagement and alignment  Instructional materials, resources, and technology  Instructional groupings  Lesson and unit structure  Supporting academic language development |
|  | **1c: Setting Instructional Outcomes** |  |  | **1f: Designing Student Assessments** |
| **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Expectations and value  WA State Standards & CCSS  Clarity  Differentiation/Diverse students  Balance |  | **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Alignment: Assessment of Washington State Standards and Common Core State Standards  Criteria  Use for planning |

**Domain 2: The Classroom Environment**

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| **Score** | **Elements** |  | **Score** | **Elements** |
|  | **2a: Creating an Environment of Respect and Rapport** |  |  | **2d: Managing Student Behavior** |
| **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Democratic classroom management system  Candidate interaction with students, both verbal and action  Student interactions with other students |  | **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Expectations for student conduct  Monitoring student behavior  Response to student misbehavior |
|  | **2b: Establishing a Culture for Learning** |  |  | **2e: Organizing Physical Space** |
| **\_\_\_\_\_**  **\_\_\_\_\_** | Importance of content and learning: Orientation to learning  Expectations for learning and achievement |  | **\_\_\_\_\_**  **\_\_\_\_\_** | Safety and accessibility  Arrangement of furniture and use of physical resources |
|  | **2c: Managing Classroom Procedures and Environment** |  |  |  |
| **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Performance of classroom routines  Management of instructional groups  Management of transitions  Management of materials and supplies |  |  |  |

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**Domain 3: Instruction**

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| **Score** | **Elements** |  | **Score** | **Elements** |
|  | **3a: Communicating with Students** |  |  | **3d: Using Assessment in Instruction** |
| **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Expectations for learning  Directions for activities  Explanation of content  Use of oral and written language  Academic language development |  | **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Assessment criteria  Monitoring student learning  Feedback to students  Student self assessment and monitoring of progress |
|  | **3b: Use of Questioning and Discussion Techniques** |  |  | **3e: Demonstrating Flexibility and Responsiveness** |
| **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Quality of questions/prompts  Discussion techniques  Student participation |  | **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Lesson adjustment  Response to students  Persistence |
|  | **3c: Engaging Students in Learning** |  |  |  |
| **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Activities and assignments  Grouping of students  Instructional materials, resources, and uses of technology  Structure and pacing |  |  |  |

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**Domain 4: Professional Responsibilities**

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| **Score** | **Elements** |  | **Score** | **Elements** |
|  | **4a: Reflecting on Teaching** |  |  | **4d: Participating in the Professional Community** |
| **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Accuracy  Effectiveness with diverse students  Use in future teaching |  | **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Relationships with colleagues  Involvement in a culture of professional inquiry  Service to the school |
|  | **4b: Maintaining Accurate Records** |  |  | **4e: Growing and Developing Professionally** |
| **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Student completion of assignments  Student progress in learning  Non-instructional records |  | **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Enhancement of content knowledge and pedagogical skill  Receptivity to feedback from colleagues  Reflects in writing on own cultural  Encapsulation |
|  | **4c: Communicating with Families** |  |  | **4f: Showing Professionalism** |
| **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Information about the instructional program  Information about individual students  Engagement of families in the instructional program  Culturally appropriate communication |  | **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_**  **\_\_\_\_\_** | Integrity and ethical conduct  Service to students and advocacy  Professional decision-making  Compliance with school and district  regulations |

The “Student Teaching Assessment Rubric” is based on *The Framework of Teaching Evaluation Instrument*, 2013 by Charlotte Danielson. Permission granted by author to modify for use by the Master in Teaching Program at The Evergreen State College.

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(faculty signature and date)

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