

Student Teaching Evaluation Conference Form

mid-term _____
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

The Evergreen State College 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

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

Domain 2: The Classroom Environment

Score	Elements		Score	Elements
	2a: Creating an Environment of Respect and Rapport			2d: Managing Student Behavior
_____	Democratic classroom management system		_____	Expectations for student conduct
_____	Candidate interaction with students, both verbal and action		_____	Monitoring student behavior
_____	Student interactions with other students		_____	Response to student misbehavior
	2b: Establishing a Culture for Learning			2e: Organizing Physical Space
_____	Importance of content and learning: Orientation to learning		_____	Safety and accessibility
_____	Expectations for learning and achievement		_____	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			

Domain 3: Instruction

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

Domain 4: Professional Responsibilities

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

(faculty signature and date)