

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT CORTLAND
CORTLAND, NEW YORK**

DEPARTMENT OF _____

To facilitate the compilation of data for individual teaching programs, there is an electronic version of this Student Teacher Evaluation Form that is required to be submitted by the college supervisor, cooperating teacher, and student teacher. Because the college supervisor and student teacher cannot directly access the data from the electronic version, a printed version should be completed so that the student teacher may receive immediate feedback and hard copies may be kept in the student's folder. In order to access the electronic form, please follow the instructions below.

1. Go to the web site address <http://www.cortland.edu/edusurvey>.
2. Click on "Student Teacher Evaluation".
3. Complete the form. Be sure to fill out the demographic part of the survey. You will need to ask the student for his/her Cortland ID.
4. Click on "Submit Survey". Please note that the electronic version of the Student Teacher Evaluation is provided on a secure web site.

STUDENT TEACHING MID-QUARTER/FINAL EVALUATION REPORT

Quarter:

(circle one)

1

2

3

4

Evaluation Type:

(circle one)

Mid-Quarter

Final

Other (Date: _____)

Evaluator:

(circle one)

College Supervisor

Cooperating Teacher

Student

Please PRINT the information requested below.

Student Teacher _____ Date _____

College Supervisor _____ Cooperating Teacher _____

School District _____ School (Building) _____

Grade Level(s) _____ Subject Area(s) _____

Directions for Completing the Evaluation:

This evaluation form incorporates the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and the 13 Learning Outcomes for SUNY Cortland teacher candidates. These principles reflect the essential knowledge, skills, and dispositions necessary for the teaching profession. Information about the alignment of institutional standards with state and national standards may be found in the *Student Teaching Handbook*.

The student teacher is to be evaluated on each of the ten INTASC principles and the 13 SUNY Cortland Learning Outcomes. Examples of items for each principle are listed in the column next to the principle description. The examples are only suggested items to consider in evaluating the student teacher's ability to demonstrate knowledge of the principle. The items may or may not have been observed. Please note that since the student teaching experience is considered practice teaching, student teachers should be evaluated based on their student teaching performance. Use the following guidelines to determine whether the student teacher's performance is considered *Target* (T), *Acceptable* (A), or *Unacceptable* (U), or if the standard was *Not Applicable* (NA) at the time of evaluation.

- *Target* - the student teacher demonstrated outstanding knowledge of and use of skills, concepts, and dispositions associated with the standard and is open to learning or receiving guidance to improve his/her performance.
- *Acceptable* - the student teacher demonstrated satisfactory knowledge of and use of skills, concepts, and dispositions associated with the standard and is open to learning or receiving guidance to improve his/her performance.
- *Unacceptable* - the student teacher had little or no understanding of the skills, concepts, and dispositions associated with the standard and/or had no interest in learning or receiving guidance to improve his/her performance.
- *Not Applicable* - there was insufficient data for evaluation of the standard. An example of "not applicable" is that often at midterm, the college supervisor and the cooperating teacher have not had the opportunity to see the student teacher perform in all areas, and therefore have no way to judge proficiency.

After reviewing the standard description and examples of items to consider, circle the appropriate category (T, A, U, or NA) in the last column to indicate your rating of the student teacher's level of competence for that standard. The overall evaluation of the student teacher will not include a penalty for the NA response. There is space at the end of the form to write suggested improvements for the student teacher.

IMPORTANT NOTICE: The student teacher may be removed at any time during the student-teaching experience if the College Department determines that the student teacher's progress is not satisfactory and that minimal competence cannot be achieved or, in the judgment of the College, the student teacher's presence in the classroom is a detriment to the students in the cooperating school. In each case, the student teacher will receive a grade of "U" (unsatisfactory) for the student-teaching experience and be required to successfully complete a remediation program prior to repeating the unsatisfactory student-teaching experience. Please refer to the form addressing the Conference and Final Grade Recommendation for additional information.

INTASC Principle/ SUNY Cortland Learning Outcomes	Examples	Circle One
<u>#1 Subject Matter</u> The student teacher 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. (Learning Outcomes: 1, 2)	1) Knowledge of content in discipline(s). 2) Knowledge of NYS Standards and discipline specific national standards. 3) Solid foundation in arts and sciences - provides relevance of (connects) material to other areas within discipline and/or outside of discipline	<p style="text-align: center;">T A U NA</p>
<u>#2 Student Learning</u> The student teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. (Learning Outcomes: 4, 7)	1) Creates relevance by connecting with prior experiences. 2) Relates lessons to students' personal interests. 3) Provides opportunities for students to become self-directed learners. 4) Understands how students learn and develop.	<p style="text-align: center;">T A U NA</p>
<u>#3 Diverse Learners</u> The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Learning Outcomes: 4, 12)	1) Designs instruction appropriate to students' stages of development, learning styles, strengths and needs. 2) Identifies appropriate services or resources to meet the needs of exceptional learners. 3) Adjusts instruction to accommodate the learning differences or needs of students. 4) Uses knowledge of different cultural contexts to create a learning community that respects individual differences (socioeconomic, ethnic, cultural, religious). 5) Creates a classroom climate that supports students with unique learning abilities.	<p style="text-align: center;">T A U NA</p>

INTASC Principle/ SUNY Cortland Learning Outcomes	Examples	Circle One
<p>#4 Instructional Strategies The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (Learning Outcome: 7)</p>	<ol style="list-style-type: none"> 1) Presents introduction that focuses student attention. 2) Selects and uses a variety of presentations & explanations to encourage critical thinking and problem solving. 3) Assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs. 4) Provides closure that summarizes, reviews, and links to future assignments/classes. 	<p style="text-align: center;">T A U NA</p>
<p>#5 Learning Environment The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation. (Learning Outcomes: 5, 6)</p>	<ol style="list-style-type: none"> 1) Manages classrooms structured in a variety of ways to promote a safe learning environment. 2) Uses a variety of questions to stimulate student thinking and uses appropriate "wait-time" before answering. 3) Handles disruptive students effectively. 4) Uses student praise. 5) Maintains appropriate pacing. 6) Involves all students in learning activity - keeps students on task. 7) Regulates physical conditions of room. 	<p style="text-align: center;">T A U NA</p>
<p>#6 Communication The student teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (Learning Outcomes: 8, 11)</p>	<ol style="list-style-type: none"> 1) Spelling, grammar, and handwriting. 2) Use of voice. 3) Rarely has back to class. 3) Use of boards (black, white, bulletin). 4) Use of equipment and technology. 5) Integrates curriculum among discipline(s). 6) Balances historical and contemporary research, theory and practice. 	<p style="text-align: center;">T A U NA</p>

INTASC Principle/ SUNY Cortland Learning Outcomes	Examples	Circle One
<p>#7 Planning Instruction The student teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (Learning Outcome: 2)</p>	<ol style="list-style-type: none"> 1) Plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration. 2) Develops plans that are appropriate for curriculum goals and are based on effective instruction. 3) Adjusts plans to respond to unanticipated sources of input and/or student needs. 4) Develops short and long-range plans. 	<p style="text-align: center;">T A U NA</p>
<p>#8 Assessment The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (Learning Outcome: 9)</p>	<ol style="list-style-type: none"> 1) Maintains accurate records and provides feedback to students to help them identify strengths and weaknesses. 2) Makes appropriate instructional choices and adjustments based on formal and informal evaluations. 3) Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work. 4) Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students. 	<p style="text-align: center;">T A U NA</p>
<p>#9 Reflection and Professional Development The student teacher 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. (Learning Outcome: 13)</p>	<ol style="list-style-type: none"> 1) Evaluates own teaching - uses discipline specific on-going assessment to improve teaching. 2) Carries out instructions and is receptive to constructive suggestions. 3) Demonstrates initiative. 4) Appearance - dress, grooming, posture. 5) Uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher. 6) Participates in professional activities. 	<p style="text-align: center;">T A U NA</p>

INTASC Principle/ SUNY Cortland Learning Outcomes	Examples	Circle One
<p><u>#10 Collaboration, Ethics, and Relationships</u> The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being. (Learning Outcomes: 3, 8, 10)</p>	<ol style="list-style-type: none"> 1) Fulfills non-teaching duties (e.g., study hall, lunch duty). 2) Promotes parental involvement. 3) Maintains a professional, positive, and supportive relationship with students and school personnel. 4) Reports pertinent information to parents or other professionals. 5) Demonstrates good moral character. 	<p>T A U NA</p>

Additional Comments and Important Issues Concerning Placement:

Please provide suggestions for improvement based on the student teacher's performance during the student teaching experience. Include feedback on criteria specific to the discipline (program) and indicate specifics, which should become major objectives in the second teaching assignment or post student teaching professional preparation. You may also wish to address the degree of difficulty of the placement, such as environmental conditions or how much responsibility was given to the student teacher. Please provide additional comments on the potential that the student teacher has for the teaching profession. Attach additional sheets, if necessary.

NOTE: This Student Teacher Evaluation form is used for all programs in the college; however, you may be required to complete an additional evaluation form that contains items that are discipline specific.