

## Evaluating Student Teachers

Student teachers are evaluated both formatively (during student teaching) and summatively (at the conclusion of student teaching).

Ongoing formative evaluation is critical to the success of the student teacher. Student teachers, resident teachers, site supervisors, and university supervisors are encouraged to use the elements that comprise the *Summative Evaluation* to inform discussions and set goals throughout the semester.

The *Evaluation Forms* found in this handbook are completed by both the on-site professional and the university supervisor at the end of the SJSU semester. The criteria to be used in evaluating student teachers have been derived from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. For additional explanation of the elements found in the *Summative Evaluation*, consult with the university supervisor or review the appropriate CCTC document.

The resident teacher's or the site supervisor's summative evaluation provides the university supervisor with end-of-semester information about the student teacher's performance and verifies the level of competence achieved. The site professional's evaluation is used by the university supervisor to determine the student teacher's course grade (credit/no credit) and to determine whether or not the student teacher has satisfied certain requirements for a credential. It is extremely important, therefore, that the site professional complete the appropriate *Evaluation Form* and submit it to the university supervisor by the conclusion of the SJSU semester. Note: SJSU's semester usually ends several weeks before the school semester is over.

### Teaching Effectiveness Scale

(based on observations, candidate's lesson/unit plans, student work, and/or other artifacts of teaching)

- 4: **Exemplary:** extends understanding, and consistently and creatively supports high quality student learning (Used in Phase II only)
- 3: **Capable:** applies knowledge and understanding to effectively support student learning
- 2: **Developing:** shows basic knowledge and understanding; attempts to support student learning but may be inconsistent
- 1: **Unsatisfactory:** shows limited knowledge and understanding and/or weak performance that does not support student learning
- NA: **Not observed/no evidence to make determination**

The *Phase I Student Teacher Evaluation* includes only those elements that may be demonstrated during the short duration of the introductory experience. Candidates may not have an opportunity to demonstrate all elements. The site professional and the supervising teacher should determine holistically the readiness of the candidate to advance to the next level. Comments from the site professional will be especially helpful to the university supervisor working with the candidate in Phase II. Candidates who must repeat Phase I will be expected to step out for a semester to complete remedial experiences before repeating. **Note:** When a Candidate's GPA falls below 3.0 for Preliminary Credential coursework, the candidate **may not** be advanced to Phase II student teaching.

The *Phase II Summative Evaluation* will be used in determining whether or not to recommend a candidate for the Preliminary Credential. For all elements in the *Evaluation*, the candidate should be performing at least minimally at the Developing level, but should show Capable performance overall. **Note:** Candidates who are not successful in their Phase II student teaching experience may repeat the experience one time, with the approval of the Chair of Secondary Education and the subject area coordinator. Candidates will be required to wait one semester before repeating the experience and to complete professional development activities that will help them be more successful in the classroom.

San José State University  
Single Subject Credential Program  
**Phase I Student Teacher Evaluation Form**

Student Teacher: \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Subject Area: \_\_\_\_\_ District: \_\_\_\_\_ School: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Univ. Supervisor: \_\_\_\_\_

The credential candidate is evaluated by rating his/her current level of performance related to specific elements of the Teaching Performance Expectations. In the space provided for each element, circle the number that represents your rating using the following scale.

<b>Teaching Effectiveness Scale</b> (based on observations, candidate's lesson/unit plans, student work, and/or other artifacts of teaching)
<b>3: Capable:</b> applies knowledge and understanding to effectively support student learning
<b>2: Developing:</b> shows basic knowledge and understanding; attempts to support student learning but may be inconsistent
<b>1: Unsatisfactory:</b> shows limited knowledge and understanding and/or weak performance that does not support student learning
<b>NA:</b> Not observed/no evidence to make determination

### Teaching Expectations for Pre Service Teachers

#### Making Subject Matter Comprehensible for Students (TPE 1)

	Effectiveness Scale
Demonstrates knowledge of subject matter content and the state-adopted content standards and/or frameworks.	3 2 1 NA
Enhances student progress toward meeting state-adopted content standards and/or framework content through instructional strategies that are appropriate for the subject matter and support the needs of all students, including ELL.	3 2 1 NA
Uses relevant materials, resources, and technologies to make subject matter accessible to all students.	3 2 1 NA

#### Assessing Student Learning (TPE 2, 3)

	Effectiveness Scale
Monitors student learning during instruction to ensure that they are progressing toward achievement of content standards/content from Framework. (2)	3 2 1 NA
Collects and interprets multiple sources of information to assess student learning, allowing students to express meaning in a variety of ways. (3)	3 2 1 NA
Uses information from formal and informal assessments to guide and adjust instruction. (2)	3 2 1 NA

#### Engaging and Supporting All Students in Learning (TPE 4, 5, 6, 7)

	Effectiveness Scale
Effectively communicates instructional and learning goals to students. (5)	3 2 1 NA
Uses a variety of instructional strategies and resources to address needs of diverse students, including but not limited to cultural and linguistic diversity. (4, 7)	3 2 1 NA
Engages students in problem solving, critical thinking and other activities that make subject matter meaningful and culturally relevant. (5)	3 2 1 NA
Uses instructional strategies to make grade-appropriate curriculum content comprehensible to ELL. (6, 7)	3 2 1 NA

<b>Teaching Effectiveness Scale</b> <b>3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence</b>
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**Planning Instruction and designing learning experiences for all students (TPE 8, 9)**

	Effectiveness Scale
Draws on, plans for, and uses student prior knowledge and experiences, interests, language, and developmental learning needs to meet content and learning needs. (8, 9)	3 2 1 NA
Establishes goals for student learning that reflect content standards and student need. (9)	3 2 1 NA
Develops and sequences instructional materials and activities to accommodate and support diverse learning needs, including but not limited to ELL. (8, 9)	3 2 1 NA
Creates instructional plans that allow adjustment for student needs. (9)	3 2 1 NA
Demonstrates awareness of families and communities and the roles they play in supporting student learning. (8)	3 2 1 NA

**Creating and Maintaining Effective Learning Environments for Student Learning (TPE 10, 11)**

	Effectiveness Scale
Follows classroom procedures and routines that support a positive and productive learning environment for all students. (10, 11)	3 2 1 NA
Maintains a classroom climate that promotes equity, fairness, and respect. (11)	3 2 1 NA
Maintains high standards for student behavior. (11)	3 2 1 NA
Allocates instructional time effectively. (10)	3 2 1 NA
Adjusts instructional time to maximize potential for student achievement. (10)	3 2 1 NA

**Developing as a Professional Educator (TPE 12, 13)**

	Effectiveness Scale
Reflects on and modifies teaching practice to better meet student needs. (13)	3 2 1 NA
Demonstrates competence in oral and written communication. (SJSU)	3 2 1 NA
Responds to and incorporates constructive criticism. (13)	3 2 1 NA
Exhibits understanding of professional obligations of teachers pertaining to laws and protection of students, families, and colleagues. (12)	3 2 1 NA
Exhibits ethical and professional behavior in the workplace. (12)	3 2 1 NA
Recognizes ways in which personal values and biases affect teaching and learning. (12)	3 2 1 NA

<b>Overall Teaching Effectiveness</b>
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**In order to support the ongoing professional development of this candidate; please indicate which of the following descriptors best represents this candidate’s current performance (check one):**

- Benefits from occasional direct assistance
- Continually relies on cooperating teacher or others for assistance
- Requires routine assistance from others
- Implements most elements independently, reflects on experience, and seeks or accepts assistance when needed.

## Final Narrative for \_\_\_\_\_

Please describe specific elements that are strengths and areas for growth where the candidate would benefit from further assistance and support. In addition, include information about this candidate's teaching contexts, i.e., school demographics, cooperating teacher factors, etc., that might have influenced the candidate's performance.

### Classes and subject area/s taught and School Demographics

### Candidate's Strengths

### Areas for Growth

<p><b>Recommendation:</b> Based on the candidate's performance this semester and your professional judgment:</p> <p>_____ This candidate is recommended to go on to Phase II Student Teaching</p> <p>_____ It is recommended that this candidate repeat Phase I Student Teaching</p>
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\_\_\_\_\_ University Supervisor      \_\_\_\_\_ Cooperating Teacher      \_\_\_\_\_ School Administrator

Signature \_\_\_\_\_ Date \_\_\_\_\_

San José State University  
Single Subject Credential Program  
**Phase II Summative Evaluation Form**

Student Teacher: \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Subject Area: \_\_\_\_\_ District: \_\_\_\_\_ School: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Univ. Supervisor: \_\_\_\_\_

The credential candidate is evaluated by rating his/her current level of performance related to specific elements of the Teaching Performance Expectations. In the space provided for each element, circle the number that represents your rating using the following scale.

<b>Teaching Effectiveness Scale</b> (based on observations, candidate's lesson/unit plans, student work, and/or other artifacts of teaching)
<b>4: Exemplary:</b> extends understanding, and consistently and creatively supports high quality student learning
<b>3: Capable:</b> applies knowledge and understanding to effectively support student learning
<b>2: Developing:</b> shows basic knowledge and understanding; attempts to support student learning but may be inconsistent
<b>1: Unsatisfactory:</b> shows limited knowledge and understanding and/or weak performance that does not support student learning
<b>NA: Not observed/no evidence to make determination</b>

### Teaching Expectations for Pre Service Teachers

#### Making Subject Matter Comprehensible for Students

	Effectiveness Scale
Demonstrates knowledge of subject matter content and the state-adopted content standards and/or frameworks.	4 3 2 1 NA
Enhances student progress toward meeting state-adopted content standards and/or framework content through instructional strategies that are appropriate for the subject matter and support the needs of all students, including ELL.	4 3 2 1 NA
Uses relevant materials, resources, and technologies to make subject matter accessible to all students.	4 3 2 1 NA

**Comments:**

<b>Teaching Effectiveness Scale</b> 4=Exemplary; 3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence
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**Assessing Student Learning**

	Effectiveness Scale
	4 3 2 1 NA
Monitors student learning during instruction to ensure that they are progressing toward achievement of content standards/content from Framework.	4 3 2 1 NA
Appropriately selects or creates and uses different types of diagnostic/assessment measures.	4 3 2 1 NA
Collects and interprets multiple sources of information to assess student learning, allowing students to express meaning in a variety of ways.	4 3 2 1 NA
Uses information from formal and informal assessments to guide and adjust instruction.	4 3 2 1 NA
Communicates with students, families, and/or other audiences about student progress.	4 3 2 1 NA

**Comments:**

**Engaging and Supporting All Students in Learning**

	Effectiveness Scale
	4 3 2 1 NA
Effectively communicates instructional and learning goals to students.	4 3 2 1 NA
Uses understanding of adolescent development, culture(s), and linguistic needs of ELL to organize subject matter curricula that supports student learning.	4 3 2 1 NA
Uses a variety of instructional strategies and resources to address needs of diverse students, including but not limited to cultural and linguistic diversity.	4 3 2 1 NA
Engages students in problem solving, critical thinking and other activities that make subject matter meaningful and culturally relevant.	4 3 2 1 NA
Facilitates learning experiences that promote self-directed, reflective learning for all students.	4 3 2 1 NA
Uses instructional strategies to make grade-appropriate curriculum content comprehensible to ELL.	4 3 2 1 NA

**Comments:**

**Planning Instruction and designing learning experiences for all students**

	Effectiveness Scale
	4 3 2 1 NA
Draws on, plans for, and uses student prior knowledge and experiences, interests, language, and developmental learning needs to meet content and learning needs.	4 3 2 1 NA
Establishes both long and short term goals for student learning that reflect content standards and student need.	4 3 2 1 NA
Develops and sequences instructional materials (lesson and unit plans) and activities to accommodate and support diverse learning needs, including but not limited to ELL.	4 3 2 1 NA
Creates instructional plans that allow adjustment for student needs.	4 3 2 1 NA
When appropriate, collaborates with specialist/s and/or para-educator/s to support ELL.	4 3 2 1 NA
Demonstrates awareness of families and communities and the roles they play in supporting student learning.	4 3 2 1 NA

**Comments:**

<b>Teaching Effectiveness Scale</b> 4=Exemplary; 3=capable; 2=developing; 1=unsatisfactory; NA=not observed/no evidence
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**Creating and Maintaining Effective Learning Environments for Student Learning**

	Effectiveness Scale				
	4	3	2	1	NA
Implements classroom procedures and routines to establish a supportive, positive, and productive learning environment for all students.					
Establishes a classroom climate that promotes equity, fairness, and respect.					
Establishes and maintains high standards for student behavior.					
Allocates instructional time effectively.					
Adjusts instructional time to maximize potential for student achievement.					

**Comments:**

**Developing as a professional educator**

	Effectiveness Scale				
	4	3	2	1	NA
Reflects on and modifies teaching practice to better meet student needs.					
Demonstrates competence in oral and written communication.					
Responds to and incorporates constructive criticism.					
Works with colleagues to improve teaching and learning.					
Exhibits understanding of professional obligations of teachers pertaining to laws and protection of students, families, and colleagues.					
Exhibits ethical and professional behavior in the workplace.					
Recognizes ways in which personal values and biases affect teaching and learning.					
Shows interest in continuing professional development.					

**Comments:**

<b>Overall Teaching Effectiveness</b>
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**In order to support the ongoing professional development of this candidate; please indicate which of the following descriptors best represents this candidate's current performance (check one):**

- Benefits from occasional direct assistance
- Continually relies on cooperating teacher or others for assistance
- Requires routine assistance from others
- Implements most elements independently, reflects on experience, and seeks or accepts assistance when needed.

## Final Narrative for \_\_\_\_\_

Please describe specific elements that are strengths and areas for growth where the candidate would benefit from further assistance and support. In addition, include information about this candidate's teaching contexts, i.e., school demographics, cooperating teacher factors, etc., that might have influenced the candidate's performance.

### Classes and subject area/s taught and School Demographics

### Candidate's Strengths

### Areas for Growth

<p><b>Recommendation:</b> Based on the candidate's performance this semester and your professional judgment:</p> <p>_____ This candidate is recommended for the Preliminary Credential</p> <p>_____ It is recommended that this candidate repeat Phase II Student Teaching</p>
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\_\_\_\_\_ University Supervisor      \_\_\_\_\_ Cooperating Teacher      \_\_\_\_\_ School Administrator

Signature \_\_\_\_\_ Date \_\_\_\_\_