

**Warner School of Education – University of Rochester**  
**STUDENT TEACHING EVALUATION FORM**

**General guidelines**

This student teaching evaluation form has been designed to assess the extent to which Warner teacher candidates have demonstrated the set of proficiencies established as the ultimate goal of our teacher preparation programs. Please complete this form at the end of the candidate's student teaching experience, based on your observations and any other relevant information available to you.

We have organized this evaluation form in two main parts to reflect the fact that our candidates need to meet two sets of standards:

- I. The standards set by the professional organization relevant to their area of specialization (i.e., NAEYC, ACEI, NCTE, NCTM, NSTA, NCSS, ACTFL, TESOL, IRA and/or CEC)
- II. The target proficiencies identified by the Warner School for all our teacher candidates.

The Warner School proficiencies identify the main skills, dispositions and knowledge that we believe teacher candidates need to have to become successful teachers, and is organized around ten key "principles" each addressing important components of teaching. Our list was derived from the standards articulated by the interstate New Teacher Assessment and Support Consortium (INTASC), our own Warner conceptual frameworks, the National Council for the Accreditation of Teacher Education (NCATE) and the New York State Education Department (NYSED). While these proficiencies are consistent with the standards set by your specific professional organization, they are worded so as to cut across all areas of specialization (and, thus, allow us to aggregate data across all our teacher candidates) and also add some new elements that are characteristic of our program at Warner.

In your evaluation of both Part I and Part II, please keep in mind that target proficiencies identify what we hope to see in the practice of experienced teachers; however, you are asked to evaluate teacher candidates who are just entering the profession. Therefore, we can only expect candidates to: a) have developed a certain set of understandings and dispositions; b) have learned a sub-set of what they will eventually need to know while developing expectations, skills and strategies to continue in what will be a life-long learning process; and, c) show that they have the *capacity* to create lessons and learning environments that reflect best practices, even if they may not yet be able to do so consistently. We also realize that in some cases you may not have had the opportunity to gather pertinent information for all proficiencies, so we have given the option, whenever appropriate, for you do indicate "n/o" ("not observed") to clearly distinguish this situation from the one where you had the opportunity to observe relevant behavior and found it lacking; there are some proficiencies, however, for which this is not an option since your evaluation is critical to assessing the candidate on that particular dimension – as indicated by a blackened cell corresponding to the "n/o" option.

In addition to providing the quantitative information required by this form, we also welcome any additional insights you would like to provide about the candidate. You can do so by adding your comments in the spaces made available in the form, and/or by attaching a narrative evaluation at the end.

WARNER STUDENT TEACHING EVALUATION FORM

Candidate's name: \_\_\_\_\_ Evaluator's name: \_\_\_\_\_  
 Evaluator's role: \_\_ cooperating teacher; \_\_ university supervisor; \_\_ faculty advisor  
 Student teaching experience: \_\_ first; \_\_ second  
 Semester: \_\_\_\_\_ Course # \_\_\_\_\_

**Part I: ACEI standards for ELEMENTARY teacher candidates**

Based on your observation of the candidate throughout his/her student teaching experience, please evaluate the extent to which the candidate has met each of the following standards identified by the Association for Childhood Education International (ACEI) for elementary teacher candidates, using the following rubrics:

**n/a: Not observable** – The context for the student teaching experience was not appropriate for providing evidence for this standard. *(Whenever this option is not acceptable - e.g. you must provide your assessment - we have indicated it by blackening the corresponding cell)*

1. **Insufficient** – i.e., you have observed behavior that indicates that this standard was not met.
2. **Emergent/needs improvement** – i.e., you have observed behavior that indicates that this standard was partially met or met inconsistently.
3. **Target proficiency**– i.e., you have observed behavior consistent with this standard at least once.
4. **Outstanding performance** – i.e., you have observed behavior consistent with this standard consistently.

<i>ACEI Standards</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b>1. Development, Learning and Motivation.</b> Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.					
<b>2. Curriculum Standards:</b>					
<b>2.1 English language arts</b> —Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.					
<b>2.2 Science</b> —Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.					
<b>2.3 Mathematics</b> —Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.					
<b>2.4 Social studies</b> —Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas —to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.					

<b>2.5 The arts</b> —Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.					
<b>2.6 Health education</b> —Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.					
<b>2.7 Physical education</b> —Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.					
<b>2.8 Connections across the curriculum</b> —Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.					
<b>3.0 Instruction Standards</b>					
<b>3.1 Integrating and applying knowledge for instruction</b> —Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.					
<b>3.2 Adaptation to diverse students</b> —Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.					
<b>3.3 Development of critical thinking, problem solving, performance skills</b> —Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.					
<b>3.4 Active engagement in learning</b> —Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.					
<b>3.5 Communication to foster collaboration</b> —Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.					
<b>4.0 Assessment for Instruction:</b> Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.					
<b>5.1 Practices and behaviors of developing career teachers</b> —Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.					
<b>5.2 Reflection and evaluation</b> —Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.					
<b>5.3 Collaboration with families</b> —Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.					

**5.4 Collaboration with colleagues and the community**—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

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## WARNER STUDENT TEACHING EVALUATION FORM

Candidate's name: \_\_\_\_\_ Evaluator's name: \_\_\_\_\_  
Evaluator's role: \_\_\_ cooperating teacher; \_\_\_ university supervisor; \_\_\_ faculty advisor  
Student teaching experience: \_\_\_ first \_\_\_ second  
Semester: \_\_\_\_\_ Course # \_\_\_\_\_

### Part II: Warner School standards and proficiencies for all teacher candidates

Based on your observation of the candidate throughout his/her student teaching experience, please indicate the extent to which the candidate has achieved each of the following proficiencies, which all Warner teacher candidates are expected to demonstrate before they can graduate from their program.

In your evaluation of each target proficiency, please use the following rubrics:

**n/o: Not observable** – The context for the student teaching experience was not appropriate for providing evidence for this standard. (*Whenever this option is not acceptable – i.e., you must provide your assessment – we have indicated it by blackening the corresponding cell*)

- 1. Insufficient** – i.e., the candidate has not attained the proficiency in question and you are not confident that further experience would have a significant impact on his/her performance; furthermore, the candidate's inability to demonstrate this performance is likely to: harm students or compromise their ability to learn in the classroom; disrupt the work of the cooperating teacher and/or be detrimental to the relationship between the cooperating school and Warner.
- 2. Emergent/needs improvement** – i.e., your professional opinion suggests that the candidate has the potential to demonstrate this proficiency, but you have not seen evidence of its achievement yet, or performance in this area has been variable and inconsistent (but you have no worry that the candidate will be a danger for students or a burden to a cooperating teacher).
- 3. Basic proficiency**– i.e., the candidate is able to demonstrate the target proficiency at a minimum level, to the extent that one would expect from a novice/beginning teacher.
- 4. Outstanding performance** – i.e., the candidate has demonstrated the target proficiency in a consistent and skillful way, thus demonstrating that he/she is highly capable in this area and exceeds the minimum expectations for a novice/beginning teacher.

**NOTE: Candidates with 1 in any category may be dropped from the program; candidates in their second student teaching experience with 2 in any category will be required to extend this experience until they can demonstrate this proficiency; only candidates with a score of 3 or 4 in each proficiency will be allowed to pass their second student teaching experience and graduate from the program.**

**1. CONTENT PRINCIPLE**

*The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, as identified by relevant professional organizations, and can create learning experiences that make these aspects of subject matter meaningful for all students.*

<b>Proficiency:</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.1. Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards.	X				
1.2. Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area.					
1.3. Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner School Teaching and Curriculum standards, and their implications for curricular and instructional decisions.					
1.4. Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students.					

*Additional comments:*

**2. LEARNING PRINCIPLE**

*The teacher candidate understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate understands that learning involves active engagement in culturally valued activities with knowledgeable others and the construction of new knowledge.*

<b>Proficiency:</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2.1. Candidates understand human development and how it is affected by context.	X				
2.2. Candidates understand that all students construct knowledge through active engagement in culturally valued activities, and know what is appropriate for their students to learn, based on their age/grade level and the strengths, experiences and resources of their family/community background.					
2.3. Candidates are able to provide learning experiences that take into consideration the students' developmental level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live.					

*Additional comments:*

### **3. EQUITY PRINCIPLE**

*The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promote equity and social justice.*

<b>Proficiency:</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.1. Candidates understand equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others.					
3.2. Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning.					
3.3. Candidates are familiar with some of the cultural, linguistic and learning differences and/or disabilities their students may present and their implications for the classroom.					
3.4. Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students.					

*Additional comments:*

### **4. PEDAGOGY PRINCIPLE**

*The teacher candidate understands the link between content and pedagogy. As such, the teacher candidate understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem solving, and performance skills that are appropriate for specific topics and subject areas, as identified by the relevant professional organization(s). The teacher candidate is able to use and problematize the various technologies available to facilitate learning.*

<b>Proficiency:</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.1. Candidates are familiar with a wide array of instructional strategies consistent with professional, New York State and Warner School program standards, and understand their potential uses, values and limitations for achieving specific learning goals.					
4.2. Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, New York State and Warner School program standards.					
4.3. Candidates understand the potential values as well as problems and limitations of using technology in instruction.					
4.4. Candidates are able to use technology in a variety of ways to support student learning within specific content areas.					

*Additional comments:*

**5. LEARNING COMMUNITY PRINCIPLE:**

*The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all students.*

<b>Proficiency:</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.1. Candidates understand what may encourage or hinder student motivation and engagement in learning, based on an analysis of research and practice.					
5.2. Candidates are able to construct comfortable and safe classroom environments for all students.					
5.3. Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a “community of learners.”					

*Additional comments:*

**6. COMMUNICATION PRINCIPLE:**

*The teacher candidate understands the key role played by language in teaching and learning. The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

<b>Proficiency:</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6.1. Candidates understand the role of language in teaching and learning.					
6.2. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students.					
6.3. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry.					
6.4. Candidates are able to construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students’ critical analysis of such texts.					

*Additional comments:*

**7. PLANNING PRINCIPLE:**

*The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

<b>Proficiency:</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7.1. Candidates are able to align instruction with learning goals consistent with professional and New York State standards.					
7.2. Candidates are able to implement lessons according to a well-defined and high quality plan.					

*Additional comments:*

**8. ASSESSMENT PRINCIPLE:**

*The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social and physical development of all learners and to inform instruction. Assessment is embedded in authentic learning activities that are for real audiences and real purposes.*

<b>Proficiency:</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
8.1. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses.					
8.2. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess and provide guidance to student learning.					
8.3. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data.					
8.4. Candidates are able to have a positive effect on their students' learning.					

*Additional comments:*

**9. PROFESSIONAL PRACTICE PRINCIPLE:**

*The teacher candidate 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, including staying up to date with research, theories and best practices in his/her field.*

<b>Proficiency:</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
9.1. Candidates are committed to continue to learn and improve their practice throughout their teaching career.					
9.2. Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.					
9.3. Candidates recognize the key role played by professional organizations and the importance of participating in these learning communities; this includes knowing and using relevant standards generated by these organizations (including professional ethics standards).					

*Additional comments:*

**10. COMMUNITY PRINCIPLE:**

*The teacher candidate fosters relationships with school colleagues, parents/ caregivers, and agencies in the larger community to support students' learning and well-being.*

<b>Proficiency:</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
10.1. Candidates value and seek out parental and community involvement.					
10.2. Candidates are able to communicate effectively with parents/caregivers and colleagues.					

*Additional comments:*

Feel free to attach additional pages with your narrative evaluation if you wish