

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 supervisor
 Student teaching experience: __ first ; __ second
 Semester: _____ Course # _____

Part I: NSTA standards for SCIENCE 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 and dimensions identified by the National Science Teachers Association (NSTA) for science teacher candidates, using the following rubrics:

n/o: Not observable – The context for the student teaching experience was not appropriate for providing evidence for this standard/dimension. *(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/dimension was not met.
2. **Emergent/needs improvement** – i.e., you have observed behavior that indicates that this standard/dimension was partially met or met inconsistently.
3. **Basic proficiency**– i.e., you have observed behavior consistent with this standard/dimension at least once.
4. **Outstanding performance** – i.e., you have observed behavior consistent with this standard/dimension consistently.

NOTE: You should evaluate the candidate's level of proficiency with respect to each standard AFTER having evaluated the candidate's level of proficiency with respect to each dimension of that standard.

NSTA Standards and Dimension:	n/o	1	2	3	4
1. Content. Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. <i>To show that they are prepared in content, teachers of science must demonstrate that they:</i>					
(1a) understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association;					
(1b) understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards;					
(1c) understand and can successfully convey to students important personal and technological applications of science in their fields of licensure;					
(1d) understand research and can successfully design, conduct, report evaluate investigations in science					
(1e) understand and can successfully use mathematics to process and report data, and solve problems, in their field(s) of licensure.					
3. Inquiry. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through					

<p>scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences.</p> <p><i>To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they:</i></p>					
<p>(3a) understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge;</p>					
<p>(3b) engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.</p>					
<p>4. Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values.</p> <p><i>To show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they:</i></p>					
<p>(4a) understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues;</p>					
<p>(4b) engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.</p>					
<p>5. General Skills of Teaching. Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies.</p> <p><i>To show that they are prepared to create a community of diverse learners, teachers of science must demonstrate that they:</i></p>					
<p>(5a) vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding;</p>					
<p>(5b) successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds;</p>					
<p>(5c) successfully organize and engage students in collaborative learning using different student group learning strategies;</p>					
<p>(5d) successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science;</p>					
<p>(5e) understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students; and</p>					
<p>(5f) create and maintain a psychologically and socially safe and supportive learning environment.</p>					
<p>6. Curriculum. Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary</p>					

practices and resources into their planning and teaching. <i>To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they:</i>				
(6a) understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards;				
(6b) plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.				
7. Science in the Community. Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues. <i>To show that they are prepared to relate science to the community, teachers of science must demonstrate that they:</i>				
(7a) identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science;				
(7b) involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.				
8. Assessment. Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. <i>To show that they are prepared to use assessment effectively, teachers of science must demonstrate that they:</i>				
(8a) use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students;				
(8b) use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process;				
(8c) use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.				
9. Safety and Welfare. Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. <i>To show that they are prepared, teachers of science must demonstrate that they:</i>				
(9a) understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials;				
(9b) know and practice safe and proper techniques for the				

preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction;					
(9c) know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students;					
(9d) treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use					
10. Professional Growth. Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. <i>To show their disposition for growth, teachers of science must demonstrate that they:</i>					
(10a) engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements;					
(10b) reflect constantly upon their teaching and identify ways and means through which they may grow professionally;					
(10c) use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth;					
(10d) interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.					

WARNER STUDENT TEACHING EVALUATION FORM

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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.

Proficiency:	n/o	1	2	3	4
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.

Proficiency:	n/o	1	2	3	4
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.

Proficiency:	n/o	1	2	3	4
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.

Proficiency:	n/o	1	2	3	4
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.

Proficiency:	n/o	1	2	3	4
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.

Proficiency:	n/o	1	2	3	4
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.

<i>Proficiency:</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
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.

<i>Proficiency:</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
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.

Proficiency:	n/o	1	2	3	4
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.

Proficiency:	n/o	1	2	3	4
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