Curriculum and Instruction Department

Student Teaching Evaluation Form for **Childhood Education**

Teacher Candidate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Host School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the following rubric to evaluate the student teacher’s performance in the classroom on each of the criteria in the categories of Planning, Instruction, Assessment, and Professionalism. These criteria reflect the CAEP Standards, a set of knowledge, dispositions, and performances deemed essential for beginning childhood educators and the expectations that SUNY Oswego School of Education has for its Childhood Education teacher candidates. Please add commentary, goal-setting, and feedback at the end of this form. If an area has not been observed, please write Not Applicable (**NA**).

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| --- | --- | --- | --- | --- | --- |
| **The Candidate:** | | | | | |
| ***Understanding and Addressing Each Child’s Developmental and Learning Needs*** | | | | | |
|  | **3 - Target** | **2 - Acceptable** | | **1 - Unacceptable** | **Rating** |
| **Applies Knowledge of Students**  CAEP 1a | Seeks to know the students and how they develop well, and consistently plans instruction and assessments appropriate to their physical, cognitive, emotional, and social developmental characteristics. Appropriate adjustments are made to attend to individual student needs. | Seeks to know the students and how they develop, and plans instruction and assessments appropriate to their physical, cognitive, emotional, and social developmental characteristics. Adjustments are made to attend to groups of student needs. | | Seeks limited knowledge of the students and how they develop, and plans instruction and assessments inappropriate to their physical, cognitive, emotional, and social developmental characteristics. Insufficient adjustments are made to attend to individual student needs. |  |
| **Applies Knowledge of Individual Differences**  CAEP 1b | Consistently uses student diversity and assets to plan and implement inclusive learning experiences to allow every child to advance in learning. Considers how potential biases might impact their instruction and relationships with learners and families. | Uses student diversity and assets to plan and implement inclusive learning experiences to allow children to advance in learning. Or considers how potential biases might impact their instruction and relationships with learners and families. | | Does not use student diversity and assets to plan and implement inclusive learning experiences to allow children to advance in learning. Or does not consider how potential biases might impact their instruction and relationships with learners and families. |  |
| **Connects with Families and Colleagues**  CAEP 1c | Consistently engages families, colleagues and school professionals to gain insight into each child to maximize learning potential and creates challenging yet reachable goals for each child. | Engages families, colleagues and school professionals to gain insight into children to develop learning potential and creates reachable goals for children. | | Does not engage families, colleagues and school professionals to gain insight into children to develop learning potential and creates reachable goals for children. |  |
| **The Candidate:** | | | | |  |
| ***Understanding and Applying Content and Curricular Knowledge*** | | | | |  |
|  | **3 - Target** | **2 - Acceptable** | | **1 - Unacceptable** | **Rating** |
| **Literacy Content Knowledge**  CAEP 2a | Demonstrates and applies the elements of literacy: phonological awareness; phonics; word recognition; word analysis; conventions of standard academic English; forms and functions of the English language; comprehension; fluency; ability to read text closely and critically for purposeful oral, print, or digital communication. Effective in scaffolding instruction using evidence based methods of teaching literacy. | Demonstrates and applies most of the elements of literacy: phonological awareness; phonics; word recognition; word analysis; conventions of standard academic English; forms and functions of the English language; comprehension; fluency; ability to read text closely and critically for purposeful oral, print, or digital communication. Scaffolds instruction using evidence based methods of teaching literacy. | | Does not demonstrate and apply the elements of literacy: phonological awareness; phonics; word recognition; word analysis; conventions of standard academic English; forms and functions of the English language; comprehension; fluency; ability to read text closely and critically for purposeful oral, print, or digital communication. Instruction is not based on evidence based methods of teaching literacy. |  |
| **Mathematical Content Knowledge**  CAEP 2b | Demonstrates and applies understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains. Effective use of evidence based teaching practices for mathematical instruction to produce learning progressions. | Demonstrates and applies most understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains. Use of evidence based teaching practices for mathematical instruction to produce learning progressions. | | Does not demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains. Insufficient use of evidence based teaching practices for mathematical instruction to produce learning progressions. |  |
| **Science Content Knowledge**  CAEP 2c | Demonstrates and applies understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. Effective use of evidence based teaching practices for science instruction to produce learning progressions. | Demonstrates and applies most understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. Use of evidence based teaching practices for science instruction to produce learning progressions. | | Demonstrates and applies most understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. Insufficient use of evidence based teaching practices for science instruction to produce learning progressions. |  |
| **Social Studies Content Knowledge**  CAEP 2d | Demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry (Developing question and planning inquiries; Applying disciplinary concepts and tools; Evaluating sources and using evidence; and Communicating conclusions and taking informed action). Effective use of evidence based teaching practices for social studies instruction to produce learning progressions. | Demonstrate some understandings, some capabilities, and some practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry (Developing question and planning inquiries; Applying disciplinary concepts and tools; Evaluating sources and using evidence; and Communicating conclusions and taking informed action). Use of some evidence based teaching practices for social studies instruction to produce learning progressions. | | Insufficient understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry (Developing question and planning inquiries; Applying disciplinary concepts and tools; Evaluating sources and using evidence; and Communicating conclusions and taking informed action). Limited use of evidence based teaching practices for social studies instruction to produce learning progressions. |  |
| **Curricular Standards Application**  CAEP 2a,b,c,d | Demonstrates effective use and understanding of standards and curriculum in Literacy, Mathematics, Science and Social Studies. | Demonstrates use and understanding of standards and/ or curriculum in Literacy, Mathematics, Science and Social Studies. | | Does not effectively demonstrates use and understanding of standards and curriculum in Literacy, Mathematics, Science and Social Studies. |  |
| **Digital Learning Opportunities**  CAEP 2a,b,c,d | Creates a variety of digital learning opportunities that engage and motivate learners in the content areas. | Creates a few digital learning opportunities that motivate learners in the content areas. | | Creates minimal digital learning opportunities that fail to motivate learners in the content areas. |  |
| **Cross Curricular Connections**  CAEP 2a,b,c,d | Effectively integrates the content areas by making purposeful connections between literacy, mathematics, science, social studies and the arts. | Integrates the content areas by making connections between literacy, mathematics, science, social studies and the arts. | | Minimally integrates the content areas with few connections between literacy, mathematics, science, social studies and the arts. |  |
| **Assessing, Planning, and Designing Contexts for Learning** | | | | | |
|  | **3 - Target** | **2 - Acceptable** | **1 - Unacceptable** | | **Rating** |
| **Use of Assessments**  CAEP 3a | Designs, composes, selects, adapts and administers a variety of assessments to identify what students know and are able to do. | Designs, composes, selects, adapts or administers a variety of assessments to identify what students know and are able to do. | Relies primarily on commercially produced assessments for data collection without adaptations. | |  |
| **Interpretation of Assessment Data**  CAEP 3a | Gathers data on students’ learning, development and engagement from assessments and collegial collaboration within school and district guidelines. Interprets assessments appropriately to identify learner’s needs, monitor learning and behavior, and report progress. | Gathers some data on students’ learning, development and engagement from assessments and collegial collaboration within school and district guidelines. Interprets some assessments appropriately to identify learner’s needs, monitor learning and behavior, and report progress. | Gathers minimal data on students’ learning, development and engagement from assessments and collegial collaboration within school and district guidelines. Vaguely interprets assessments to failing to identify learner’s needs, monitor learning and behavior, and report progress. | |  |
| **Assessment Data to Inform Instruction and Feedback**  CAEP 3b | Uses assessment data to plan, monitor, guide and revise instruction. Candidates use all assessment sources to provide detailed, task-specific feedback to learners about their achievement and engagement. | Uses some assessment data to plan, monitor, guide and revise instruction. Uses assessment sources to provide specific feedback to learners about their achievement and engagement. | Does not use assessment data to plan, monitor, guide and revise instruction. Feedback to learners about their task- specific achievement and engagement is vague or only negative. | |  |
| **Comprehensive Planning of Instruction**  CAEP 3c | Plans instruction comprehensively to reflect the teachers’ educational goals and what they know about their learners’ current needs and capabilities. Instructional plans provide instructional strategies, resources, materials, learning environments and coordination with other school professionals that address each learner’s strengths and needs. Plans how they will assess the instructional impact on student learning. | Plans instruction with some knowledge of comprehensive planning to reflect some of the teachers’ educational goals and what they know about their learners’ current needs and capabilities. Instructional plans provide many instructional strategies, resources, materials, learning environments and coordination with other school professionals that address each learner’s strengths and needs. Plans how they will assess the instructional impact on student learning. | Plans instruction with limited view of the comprehensive nature of planning. May reflect some of the teachers’ educational goals and what they know about their learners’ current needs and capabilities. Plans provide few effective instructional strategies, resources, materials, learning environments and coordination with other school professionals that address each learner’s strengths and needs. Ineffectively plans how they will assess the instructional impact on student learning. | |  |
| **Plans for Differentiation and Higher Order Thinking**  CAEP 3d | Plans to differentiate their teaching. Their differentiated plans include activities to improve both basic competencies and higher order learning. Candidates plan differentiated scaffolds, texts, tasks and digital resources to optimize academic access and engagement of diverse learners. | Plans for some differentiation their teaching. Their differentiated plans include activities to improve both basic competencies and higher order learning. Candidates plan some differentiated scaffolds, texts, tasks and digital resources to optimize academic access and engagement of diverse learners. | Plans for whole group learning only. Minimally differentiates their teaching. Questioning strategies weakly engage only one learner at a time. Candidates do not plan for differentiated scaffolds, texts, tasks and digital resources to optimize academic access and engagement of diverse learners. | |  |
| **Managing a Positive Productive Learning Environment**  CAEP 3e | Manages the classroom learning environment effectively by involving students in designing social norms that assure safety, positive interpersonal interactions, and mutual respect. Establishes a consistent, organized, and respectful learning environment in which the norms, routines, and procedures for learner’s behavior are positively stated and explicitly taught. Constructs and maintains a productive learning environment by adapting classroom procedures to each learner’s cognitive and motivational needs. | Mostly manages the classroom learning environment by involving students in designing social norms that assure safety, positive interpersonal interactions, and mutual respect. Establishes a consistent, organized, and respectful learning environment in which the norms, routines, and procedures for learner’s behavior are positively stated and taught. Constructs and maintains a productive learning environment by adapting classroom procedures to each learner’s cognitive and motivational needs. | Loosely directs the classroom learning environment. Organization, consistency and respect need to be further developed to establish norms, routines, and procedures for learner’s behaviors that are positively stated and explicitly taught. Productivity is negatively affected by the learning environment. | |  |
| **Plans for Motivation and Engagement**  CAEP 3f | Supports student motivation and engagement in learning by forming explicit plans to share control with learners, make school learning relevant, sustain collaborative activities, and enable students to become self-regulating learners. Links academic work to each learner’s interests, and foster students’ values for school learning. Forms interpersonal relationships with students that enable them to advance in social, emotional, and motivational development. | Supports some student motivation and engagement in learning by forming explicit plans to share control with learners, make school learning relevant, sustain collaborative activities, and enable students to become self-regulating learners. Often links academic work to each learner’s interests, and foster students’ values for school learning. Forms many interpersonal relationships with students that enable them to advance in social, emotional, and motivational development. | Limited evidence of supporting student motivation and engagement in learning. Plans mostly for direct instruction, few attempts to make school learning relevant, minimal collaborative activities, and students are reliant on the teacher for all learning. Minimal links of academic work to each learner’s interests, and foster students’ values for school learning. Forms few interpersonal relationships with students that enable them to advance in social, emotional, and motivational development. | |  |
| **Supporting each Child’s Learning using Effective Instruction** | | | | |  |
|  | **3 - Target** | **2 - Acceptable** | **1 - Unacceptable** | | **Rating** |
| **Variety of Instructional Practices**  CAEP 4a | Uses a variety of instructional practices that support the learning of every child. | Uses a variety of instructional practices that support the learning of many children. | Uses a few instructional practices that support the learning of the whole group. | |  |
| **Teaches a Sequence of Lessons**  CAEP 4b | Teaches a cohesive sequence of lessons to ensure the learning of every child. Teaches lessons that support children’s deep learning of discipline specific content, skills, and strategies; that build upon the previous lesson’s goals to develop more complex knowledge through learner inquiry; and, as part of a coherent series, offer learners opportunities to practice and master knowledge, skills and strategies as they explore disciplinary content knowledge. | Teaches a sequence of lessons to ensure the learning of children. Teaches lessons that support children’s deep learning of discipline specific content, skills, and strategies; that build upon the previous lesson’s goals to develop more complex knowledge; and, as part of a coherent series, offer learners opportunities to practice and master knowledge, skills and strategies as they explore disciplinary content knowledge. | Teaches a sequence of lessons that are ineffective in the transmission of learning for children. Teaches lessons that are shallow and miss the deep concepts of learning discipline specific content, skills, and strategies; lessons are disconnected and fail to build upon the previous lesson’s goals to develop more complex knowledge; limited opportunities to practice and master knowledge, skills and strategies as they explore disciplinary content knowledge. | |  |
|  | **3 - Target** | **2 - Acceptable** | **1 - Unacceptable** | | **Rating** |
| **Effective Feedback to Guide Learning**  CAEP 4d | Provides extensive positive and constructive feedback to guide children’s learning, increase motivation, and improve engagement, that are intended to improve learning and behavior. | Provides some positive and constructive feedback to guide children’s learning, increase motivation, and improve engagement, that are intended to improve learning and behavior. | Provides minimal or no positive and constructive feedback to guide children’s learning, increase motivation, and improve engagement, that are intended to improve learning and behavior. | |  |
| **Creates Active Learning and Participation Experiences**  CAEP 4e | Leads whole class discussions in which the candidate and learners collaboratively investigate specific content, strategies, or skills. All learners contribute orally, listen actively, respond respectfully, and learn from others’ contributions. Uses strategies to ensure the equitable participation of every child in discussions. | Frequently leads whole class discussions in which the candidate and learners collaboratively investigate specific content, strategies, or skills. Most learners contribute orally, listen actively, respond respectfully, and learn from others’ contributions. Uses strategies to ensure the equitable participation of every child in discussions. | Infrequently leads whole class discussions in which the candidate and learners collaboratively investigate specific content, strategies, or skills. Few learners contribute orally, listen actively, respond respectfully, and learn from others’ contributions. Rarely uses strategies to ensure the equitable participation of every child in discussions. | |  |
| **Effective Small Group Instruction for Differentiation and Intensive Instruction**  CAEP 4f | Organizes and manages effective small group instruction that is used to differentiate teaching to meet the learning needs of each child by providing more focused, intensive instruction. Provides opportunities for learners to take ownership, develop self-direction, and become actively engaged in the learning process. | Organizes and manages small group instruction that is used to differentiate teaching to meet the learning needs of children by providing focused, intensive instruction. Provides some opportunities for learners to take ownership, develop self-direction, and become actively engaged in the learning process. | Small group instruction is minimally used. Or small group instruction has vague objectives that are not reflective of the intensive interventions possible for small groups. | |  |
| **Individual Instruction for Intensive Intervention**  CAEP 4g | Organizes and manages individual instruction that is used to provide targeted, focused, intensive instruction that improves or enhances each child’s learning. | Provides some individual instruction that is used to provide targeted, focused, intensive instruction that improves or enhances each child’s learning. | Demonstrates limited initiative in the organization and management of individual instruction that is used to provide targeted, focused, intensive instruction that improves or enhances each child’s learning. | |  |

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| **The Candidate:** | | | | |
| ***Developing as a Professional*** | | | | |
|  | **3 - Target** | **2 - Acceptable** | **1 - Unacceptable** | **Rating** |
| **Variety of Communication Strategies**  CAEP 5a | Uses a variety of communication strategies effectively to interact with learners, families, colleagues and other school personnel, who heighten and promote shared learning for each child. | Uses communication strategies effectively to interact with learners, families, colleagues and other school personnel, who heighten and promote shared learning for each child. | Uses few communication strategies to interact with learners, families, colleagues and other school personnel, who heighten and promote shared learning for each child. |  |
| **Works Collaboratively**  CAEP 5b | Works collaboratively with colleagues, mentors, and other school personnel demonstrating self-motivation, knowledge of current education policies and pedagogy, and the ability to establish and work toward common goals that directly influence every learner’s development and growth. | Strives to work collaboratively with colleagues, mentors, and other school personnel demonstrating self-motivation, knowledge of current education policies and pedagogy, and the ability to establish and work toward common goals that directly influence every learner’s development and growth. | May understand the importance of collaboration, yet struggles to work collaboratively with colleagues, mentors, and other school personnel demonstrating minimal self-motivation, knowledge of current education policies and pedagogy, and the ability to establish and work toward common goals that directly influence every learner’s development and growth. |  |
| **Initiative in Professional Development**  CAEP 5c | Pursues professional development based on the ongoing analysis of children’s learning, self-reflection, current research and contemporary best practice. Knowledgeable about standards of professional ethics that inform and guide their practice. | Engages in professional development based on the analysis of children’s learning, self-reflection, current research and contemporary best practice. Knowledgeable about standards of professional ethics that inform and guide their practice. | May understand the importance professional development, yet needs motivation and direction in engaging in professional development regarding the analysis of children’s learning, self-reflection, current research and contemporary best practice. Somewhat knowledgeable about standards of professional ethics that inform and guide their practice. |  |
| **Interacts Professionally**  CAEP 5b | Consistently interacts with others in the school and in other professional settings with exemplary conduct and interpersonal skills. | Interacts with others in the school and in other professional settings with an appropriate level of professionalism in regard to conduct and interpersonal skills. | May understand the importance of interacting with others professionally, yet limits professional language or conduct to particular situations or particular people. |  |
| **Participation in Professional Learning Communities**  CAEP 5d | Engages in every opportunity to participate in peer and professional learning communities, including professional networks and other such forums for professional interchange among colleagues, mentors and peers focused on continuing professional development. | Engages in most opportunities to participate in peer and professional learning communities, including professional networks and other such forums for professional interchange among colleagues, mentors and peers focused on continuing professional development. | Avoids opportunities to participate in peer and professional learning communities, including professional networks and other such forums for professional interchange among colleagues, mentors and peers focused on continuing professional development. |  |

Continue onto next page for commentary, feedback, and signature

Commentary regarding Strengths:

Suggested Goals:

Additional Feedback:

Name of Person Completing this Form\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Role of Person Completing this Form: (Check one.): Supervisor Cooperating Teacher

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