Teacher Candidate_____   Semester_____

Supervisor_____   Course_____

Cooperating Teacher_____   School District_____

Host School_____   Content Area / Grade Level_____

Overview: The SUNY Oswego *Student Teaching Evaluation Form* is an instrument used to document the evaluation of a student teacher's culminating performances in the categories of Planning, Instruction, Assessment, and Professionalism. The criteria in each of these categories reflect the priorities the SUNY Oswego School of Education has for its teacher candidates and the *InTASC Model Core Teaching Standards*. The three rating levels for each criterion represent a continuum of performances, each with increasing complexity and sophistication in alignment with the *InTASC Learning Progressions for Teachers 1.0.*

Directions: For each criterion in the four categories, there are three described levels of performance. Read each criterion descriptor closely, then choose the level that best describes the student teacher's performance as of the end of the student teaching placement. The descriptor associated with *Does Not Yet Meet Expectations* reflects an incomplete or emerging performance. The descriptor associated with *Meets Expectations* reflects an essential level of performance for a beginning teacher. The descriptor associated with *Exceeds Expectations* reflects a performance beyond what is essential for a beginning teacher. At the end of this instrument, you are invited to add comments and identify goals for the teacher candidate.

PLANNING				
	Does Not Yet Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Rating**
The candidate…				
Plans with Learners' Development in Mind InTASC 1a Learner Development	Does not observe learners' performances to note developmental patterns (cognitive, linguistic, social, emotional, and physical) and variations or does so to a limited extent. Does not seek teaching and learning resources specific to students' development or does so infrequently.	Regularly observes learners' performances to note developmental patterns (cognitive, linguistic, social, emotional, and physical) and variations and seeks teaching and learning resources appropriate to students' development.	Regularly assesses learners' performances to identify developmental patterns (cognitive, linguistic, social, emotional, and physical) and variations and seeks teaching and learning resources appropriate to students' current development and intended to scaffold the next level of development.	
Plans with Learners' Strengths, Interests, and Needs in Mind InTASC 1b Learner Development	Does not seek information about learners' strengths, interests, and areas of need or does so to a limited extent. Does not use this information to plan learning experiences that draw on strengths, are relevant to students, and aim to strengthen areas of need or does so infrequently.	Actively seeks information about learners' strengths, interests, and areas of need and uses this information to plan learning experiences that draw on strengths, are relevant to students, and aim to strengthen areas of need.	Regularly seeks information about learners' strengths, interests, and areas of need from a range of stakeholders, including families, and uses this information to plan learning experiences that draw on strengths, are relevant to students, and aim to strengthen areas of need.	

Plans Inclusive Learning Environment InTASC 2a, 2d Learning Differences	Does not seek information about learners' personal, cultural, and linguistic backgrounds or does so to a limited extent. Plans with limited or no attention to multiple perspectives and/or approaches in teaching and learning that include and respect learners' backgrounds.	Actively seeks information about learners' personal, cultural, and linguistic backgrounds and includes multiple perspectives and approaches in teaching and learning that include and respect learners' backgrounds.	Actively seeks information about learners' personal, cultural, and linguistic backgrounds from a range of stakeholders, including families and community members, and includes multiple perspectives and approaches in teaching and learning that include and respect learners' backgrounds.	
Plans for Learners' Language Development InTASC 2e Learning Differences	Does not seek information about learners' language proficiency or does so to a limited extent. Plans with limited or no attention to language proficiency development or making academic language accessible.	Actively seeks information about learners' language proficiency and incorporates teaching and learning strategies that promote further proficiency development and make academic language accessible.	Actively seeks information about learners' language proficiency and incorporates teaching and learning strategies that promote further language proficiency development, make academic language accessible. Seeks advice, collaboration, and support from specialists and other knowledgeable stakeholders.	
Plans Individualized Support for Learners with Identified Needs InTASC 2f Learning Differences	Does not seek information about learners' identified needs as written in IEPs, 504 plans, or other legal documents or does so to a limited extent. Plans with limited or no attention to required interventions, modifications, and accommodations.	Actively seeks information about learners' identified needs as written in IEPs, 504 Plans, or other legal documents. Consistently applies all required interventions, modifications, and accommodations.	Actively seeks information about learners' identified needs as written in IEPs, 504 Plans, or other legal documents. Consistently applies all required interventions, modifications, and accommodations. Seeks advice, collaboration, and support from specialists and families.	
Plans Using Content Standards and Curriculum InTASC 7a Planning for Instruction	Does not use content standards or curriculum to write measurable learning objectives specific to learning of concepts, content, skills, and language that are the focus of study or does so inconsistently or superficially.	Knows and uses content standards and curriculum to write measurable learning objectives specific to learning of concepts, content, skills, and language that are the focus of study.	Knows and uses content standards and curriculum to write measurable learning objectives specific to learning of concepts, content, skills, and language that are the focus of study. Personalizes learning objectives to meet the needs of individual learners or groups of learners.	
Plans with Prior Assessment Outcomes in Mind InTASC 7d Planning for Instruction	Does not select learning goals or teaching and learning strategies and resources specific to analysis of prior assessment outcomes.	Selects learning goals and teaching and learning strategies and resources based on analysis of prior assessment outcomes.	Selects learning goals and teaching and learning strategies and resources based on analysis of prior assessment outcomes. Differentiates learning goals, strategies and resources based on the analysis to meet the needs of individual learners or groups of learners.	

	Does not plan learning experiences that are aligned to the stated learning objectives, that are sequenced to promote achievement of the stated learning objectives, and that are varied to provide multiple ways for learners to demonstrate what they know and can do or inconsistently does so.	Plans learning experiences that are aligned to the stated learning objectives, that are sequenced to promote achievement of the stated learning objectives, and that are varied to provide multiple ways for learners to demonstrate what they know and can do.	Plans learning experiences that are aligned to the stated learning objectives, that are sequenced to promote achievement of the stated learning objectives, that are varied to provide multiple ways for learners to demonstrate what they know and can do, and that are differentiated for learners who need additional support as well as additional challenge.	
Plans Aligned, Sequenced, and Varied Learning Experiences InTASC 7c Planning for Instruction				
Plans for Technology Integration InTASC 7k Planning for Instruction	Does not select or plan for integration of technology-based tools or resources that promote learners' achievement of the stated learning objectives or does so infrequently or selects technology-based tools or resources that are not well-aligned with stated learning objectives.	Selects and plans for integration of technology-based tools and resources that promote learners' achievement of the stated learning objectives.	Selects and plans for integration of technology-based tools and resources that promote learners' achievement of the stated learning objectives. Capitalizes on the capacity of technology-based tools and resources to individualize learning and meet diverse learning needs.	
Plans for Assessment of Learning InTASC 6b Planning Assessment	Does not design, select, or adapt assessments that match learning objectives and experiences or that serve to provide informal and formal feedback on learners' achievement of learning objectives formatively and summatively or does so inconsistently or unevenly.	Designs, selects, or adapts assessments that match learning objectives and experiences and serve to provide informal and formal feedback on learners' achievement of learning objectives formatively and summatively.	Designs, selects, and adapts assessments that match learning objectives and experiences and serve to provide informal and formal feedback on learners' achievement of learning objectives formatively and summatively using a variety of assessment modes.	

INSTRUCTION				
	Does Not Yet Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Rating**
The candidate…				
Facilitates a Positive Learning Environment InTASC 3a, 3f Learning Environments	Does not communicate, model, or maintain expectations for a positive, respectful, or culturally responsive learning environment or does so inconsistently.	Consistently communicates, models, and maintains expectations for a positive, respectful, and culturally responsive learning environment.	Collaborates with learners and colleagues to develop shared expectations for what constitutes a positive, respectful, and culturally responsive learning environment. Consistently communicates, models, and maintains these expectations.	
Facilitates a Safe Learning Environment InTASC 3b, 3h Learning Environments	Does not communicate, model, or maintain expectations for a safe classroom learning environment through norms and procedures for interactions, task completion, and materials use or does so inconsistently.	Consistently communicates, models, and maintains expectations for a safe classroom learning environment through norms and procedures for interactions, task completion, and materials use.	Consistently communicates, models, and maintains expectations for safe classroom and virtual learning environments through norms and procedures for interactions, task completion, and materials use.	

Engages Learners Meaningfully and Equitably InTASC 3b, 3d Learning Environments	Does not implement varied learning experiences or resources that meaningfully or equitably engage all students with content and with each other or does so infrequently or incompletely.	Implements varied learning experiences and resources that meaningfully and equitably engage all students with content and with each other.	Implements varied learning experiences and resources that meaningfully and equitably engage all students with content and with each other, including ones that provide learner choice and promote self-direction.	
Communicates with Clarity, Using Multiple Representation, and Academic Language InTASC 4a, 4l Content Knowledge InTASC 8e Instructional Strategies	Does not communicate or model concepts, processes, and knowledge with clarity or use multiple representations or academic language or does so minimally or inconsistently.	Consistently communicates and models concepts, processes, and knowledge with clarity and using multiple representations and academic language.	Consistently communicates and models concepts, processes, and knowledge with clarity and using multiple representations and academic language specific to the content area. Selects, adapts, and scaffolds representations and academic language to meet the needs of individual learners or groups of learners.	
Makes Connections between Prior and Current Concepts of Study InTASC 4d Content Knowledge	Does not explicitly connect new concepts to ones previously studied or does so infrequently.	Explicitly connects new concepts to ones previously studied.	Explicitly connects new concepts to ones previously studied and prompts learners' reflections on prior knowledge and experiences to make their own connections to content studied.	
Promotes Critical Thinking InTASC 5d Application of Content	Does not ask questions or present problem-solving opportunities that promote learners' critical thinking or does so infrequently.	Regularly asks questions and presents problem-solving opportunities that promote learners' critical thinking.	Regularly asks questions and presents problem-solving opportunities that promote learners' critical thinking in relation to the content studied as well as other content areas.	
Attends to Literacy Development InTASC 5h Application of Content	Does not engage learners with texts and tasks that promote literacy development or does so minimally.	Regularly engages learners with texts and tasks that promote literacy development.	Regularly engages learners with a wide range of types of texts and tasks that promote literacy development.	
Monitors Learning and Adjusts Instruction InTASC 8b Instructional Strategies	Does not monitor learning or adjust instruction according to observations of learners' progress and needs or does so minimally or infrequently.	Monitors learning and adjusts instruction according to observations of learners' progress and needs.	Continuously monitors learning and adjusts instruction according to observations of learners' progress and needs. Provides opportunities for learners to monitor their own learning progress.	

ASSESSMENT				
	Does Not Yet Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Rating**
The candidate…				
Assesses Learning in Varied Ways and throughout Instruction InTASC 6a, 6b, 6e Assessment	Does not assess learners' progress toward achievement of learning objectives throughout instruction or does not use a variety of informal and formal assessments.	Assesses learners' progress toward achievement of learning objectives throughout instruction using a variety of informal and formal assessments.	Assesses learners' progress toward achievement of learning objectives throughout instruction using a variety of informal and formal assessments, including ones selected by and adapted for individuals or groups of individuals.	
Provides Feedback on Performances InTASC 6d Assessment	Does not provide descriptive feedback regarding strengths of learners' performances or areas for further growth specific to learning objectives and assessment criteria or does so superficially or incompletely.	Provides descriptive feedback on strengths of learners' performances and areas for further growth specific to learning objectives and assessment criteria.	Provides descriptive feedback on strengths of learners' performances and areas for further growth specific to learning objectives and assessment criteria, and designs learning experiences through which learners can apply the feedback to strengthen performance.	
Analyzes and Interprets Assessment Data InTASC 6c Assessment	Does not analyze assessment data to identify patterns of learning or draw conclusions about learners' progress toward achievement of learning objectives or use analysis to determine next steps in instruction or does so minimally.	Analyzes assessment data to identify patterns of learning and draw conclusions about the learners' progress toward achievement of learning objectives and uses analysis to determine next steps in instruction for the whole group.	Analyzes assessment data to identify patterns of learning and draw conclusions about the learners' progress toward achievement of learning objectives and uses analysis to determine next steps in instruction for the whole group, for individuals, and groups of individuals.	

PROFESSIONALISM				
	Does Not Yet Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Rating**
The candidate…				
Participates in Professional Learning Opportunities InTASC 9a, 9b Professional Learning and Ethical Practice	Does not participate in professional learning opportunities beyond those required by the college or state. Does not use professional learning experiences to deepen content or pedagogical knowledge and skills or does so minimally.	Participates in professional learning opportunities beyond those required by the college or state. Uses professional learning experiences to deepen content and pedagogical knowledge and skills.	Actively seeks and participates in multiple professional learning opportunities beyond those required by the college or state. Uses professional learning experiences to deepen content and pedagogical knowledge and skills.	
Reflects on Teaching and Learning InTASC 9c, 9d, 9e Professional Learning and Ethical Practice	Does not reflect on teaching decisions, teaching actions, or student learning to improve teaching and learning or does so infrequently.	Regularly reflects on teaching decisions, teaching actions, and student learning to improve teaching and learning.	Regularly reflects on teaching decisions, teaching actions, personal biases and student learning to improve teaching, learning, and equity for learners.	

Collaborates within the School Setting InTASC 10a, 10b Leadership and Collaboration	Does not collaborate with teaching professionals and others in the school to plan and carry out common goals or does so minimally.	Collaborates with teaching professionals and others in the school to plan and carry out common goals.	Collaborates with teaching professionals and others in the school to plan and carry out common goals and takes a leadership role in this process.	
Communicates with Families InTASC 10d Leadership and Collaboration	Does not communicate with families.	Communicates with families to request information to be used to support learners' development and growth.	Communicates with families to set mutual goals for supporting learners' development and growth.	

Comments 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_____