Kent State University
College of Education, Health, and Human Services
Student Teaching Evaluation
☐ Mid-term ☐ Summative

Student: _____

Term: _____

Instructions:	Based on your observation of the candidate, please indicate the extent to which the Student Teacher exhibits behaviors consistent with Ohio Standards for the Teaching Profession and CAEP Standards as identified (any InTASC Alignment indicate item is aligned to CAEP Standard 1.1). **Information can and *should* be gleaned from *both* observations of teaching and learning in various forms of instructional delivery and intentional follow-up conversations with the candidate and cooperating teacher. Candidate performance should be evaluated within the mode of delivery/format it occurs, understanding virtual environments are different.** Items requiring conversation with the candidate and/or cooperating teacher are marked with an asterisk. Conversations can be used to collect evidence for items and criteria beyond the ones marked with an asterisk.
Note:	Due to COVID-19, the 2020-2021 student teaching experience is going to vary based on school district, grade level, and content area. The plans at the start of the semester may change; most of which is out of our control. Due to these unforeseen and challenging circumstances, we ask that you apply flexibility in the use of this Student Teaching Evaluation.
Scoring:	The "Met Standard" level is what candidates are expected to achieve. Candidates in their final clinical experience are not expected to meet the *"Exceeded"* category. The exceeded category is included to indicate performance above and beyond the standard, which can help candidates envision ways to grown in the future. No additional points will be awarded for "exceeded" ratings; it is for feedback only and ***should be selected <u>if and only if</u> the performance truly exceeds the standard and meets the description provided***.

Content and Instruction

Supervisor Rating	1 - Content-area concepts, assumptions, skills (OSTP 2.1), and content-specific instructional strategies (OSTP 2.2) (CAEP 1.3) *InTASC Alignment: 4 - Content Knowledge, 7 - Planning for Instruction, 5 - Application of Content, 8 - Instructional Strategies*	Cooperating Teacher Rating
○ Not Met	The candidate **does not demonstrate** knowledge of core concepts, facts, academic language, strategies and skills in the content area(s), nor do they sequence lessons and adjust instruction to address misconceptions.	○ Not Met
○ Partially Met	The candidate demonstrates **adequate knowledge** of core concepts, facts, academic language, strategies and skills in the content area(s), **attempts to sequence lessons**, and adjusts learning experiences to build understanding.	○ Partially Met
○ Met Standard	The candidate demonstrates **strong knowledge** of core concepts, facts, academic language, strategies and skills in the content area(s), **successfully links instruction** with prior knowledge, and adjusts instruction to address misconceptions.	○ Met Standard
○ Exceed	"Met" and.... The candidate **seeks to extend their content knowledge, articulates** how their instructional strategies are supported by research, and **uses multiple representations and explanations** of concepts to illustrate key ideas in their content area(s). (Should be verified through discussion)	○ Exceed
Supervisor Rating	**2 - Utilization of Ohio College and Career Ready Standards (OSTP 2.3), alignment to Ohio Academic Content Standards and school/district curriculum goals (OSTP 4.1) (CAEP 1.3, 1.4)** *InTASC Alignment: 4 - Content Knowledge*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not align instruction** with content and/or concepts in the Ohio College and Career Ready Standards **nor do they incorporate** Ohio Academic Content standards and curriculum priorities of their school and district.	○ Not Met
○ Partially Met	The candidate **aligns instruction** with content and/or concepts in the Ohio College and Career Ready Standards **and incorporates <u>either</u>** Ohio Academic Content standards **or** the curriculum priorities of their school and district.	○ Partially Met
○ Met Standard	The candidate **aligns instruction with** content and/or concepts in the Ohio College and Career Ready Standards **and incorporates <u>both</u>** Ohio Academic Content standards **and** curriculum priorities of their school and district.	○ Met Standard
○	"Met" and... The candidate **structures instruction** to ensure every student achieves these	○

Supervisor Rating		Cooperating Teacher Rating
Exceed	standards and priorities.	Exceed
Supervisor Rating	**3 - Disciplinary connections with other content areas (OSTP 2.4) and relevant life experience (OSTP 2.5)** *InTASC Alignment: 4 - Content Knowledge, 5 - Application of Content, 7 - Planning for Instruction, 8 - Instructional Strategies*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not link** relevant content connections between disciplines and relevant real-life/real-world experiences.	○ Not Met
○ Partially Met	The candidate **links** relevant content connections between disciplines **or** relevant real-life/real-world experiences.	○ Partially Met
○ Met Standard	The candidate **links** relevant content connections between disciplines **and** relevant real-life/real-world experiences by **engaging students** in activities such as authentic problem-solving or discussion.	○ Met Standard
○ Exceed	"Met" and.... The candidate **incorporates** local and global issues or engages students in **generating and evaluating new idea** or approaches.	○ Exceed
Supervisor Rating	**4 - Communicates clear learning goals (OSTP 4.3) and plans instruction for the achievement of those specific goals (OSTP 4.3, 4.4)** *InTASC Alignment: 3 - Learning Environments, 4 - Content Knowledge, 7 - Planning for Instruction, 8 - Instructional Strategies*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not communicate** learning goals to students and **does not plan** instructional activities specific to the achievement of those goals.	○ Not Met
○ Partially Met	The candidate **communicates learning goals** to students and **plans instructional activities** for the achievement of those specific goals.	○ Partially Met
○ Met Standard	The candidate **communicates learning goals** to students, **plans instructional activities** for the achievement of those specific goals, and **articulates** why they selected the specific activities.	○ Met Standard
○ Exceed	"Met" and... The candidate **utilizes research-based strategies** and **addresses the needs of each student** in achieving those specific goals.	○ Exceed
Supervisor Rating	**5 - Applies knowledge of how students think and learn to instructional design (OSTP 4.4) and creates/selects activities designed to help students develop as independent learners and complex problem-solvers (OSTP 4.6)** *InTASC Alignment: 3 - Learning Environments, 5 - Application of Content, 7 - Planning for Instruction, 8 - Instructional Strategies*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not select and create learning activities appropriate to the mode of instruction and** for their students' cognitive or developmental maturity.	○ Not Met
○ Partially Met	The candidate **selects and creates learning activities appropriate to the mode of instruction**, for their students' cognitive or developmental maturity **or sequences instruction** thoughtfully to provide a foundation for future learning.	○ Partially Met
○ Met Standard	The candidate **selects and creates learning activities appropriate to the mode of instruction**, for their students' cognitive or developmental maturity **and sequences instruction** thoughtfully to provide a foundation for future learning.	○ Met Standard
○ Exceed	"Met" and… The candidate **implements open-ended and reflective learning opportunities** for students.	○ Exceed
Supervisor Rating	**6 - Recognizes (OSTP 1.5) and differentiates (OSTP 4.5) instruction to meet needs of all students, including gifted students, students with disabilities and at-risk students** *InTASC Alignment: 1 - Learner Development, 2 - Learning Differences, 7 - Planning for Instruction, 9 - Professional Learning and Ethical Practice*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not recognize** gifted students, students with disabilities, English Language Learners, or at-risk students (1.5) **nor do they employ strategies** to differentiate instruction to support the learning needs of all students (4.5).	○ Not Met
○ Partially Met	The candidate **recognizes** gifted students, students with disabilities, English Language Learners, or at-risk students (1.5) but applies only **moderately effective strategies to differentiate** instruction to support the learning needs of all students.	○ Partially Met
○ Met Standard	The candidate **recognizes** gifted students, students with disabilities, English Language Learners, or at-risk students (1.5) and **applies effective strategies to differentiate instruction** by using grouping and pacing as appropriate (4.5).	○ Met Standard

Supervisor Rating		Cooperating Teacher Rating
O Exceed	"Met" and... The candidate **identifies ways to advocate for the needs** of students with disabilities, students at risk, English Language Learners, and gifted students. (Should be verified through discussion)	O Exceed
Supervisor Rating	**7* - Uses resources effectively, including technology, to enhance student learning (OSTP 4.7, CAEP 1.5)** *InTASC Alignment: 5 - Application of Content, 8 - Instructional Strategies, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
O Not Met	The candidate **does not use available resources and technology** appropriate to their discipline(s).	O Not Met
O Partially Met	The candidate **uses available resources or technology appropriate** to their discipline(s) to enhance student learning, **but *does not explain*** how the selected technology enhances learning (ISTE Standard 5), empowers students (ISTE Standard 2), or improves student achievement (ISTE Standard 6).	O Partially Met
O Met Standard	The candidate **uses available resources and technology appropriate** to their discipline(s) to enhance student learning, **and explains how the selected technology** enhances learning (ISTE Standard 5), empowers students (ISTE Standard 2), and improves student achievement (ISTE Standard 6).	O Met Standard
O Exceed	"Met" and... The candidate **effectively uses technology to collaborate** with colleagues and students to improve practice, discover, and share resources and ideas (ISTE Standard 4).	O Exceed

Assessment and Instruction

Supervisor Rating		Cooperating Teacher Rating
Supervisor Rating	**8* - Knowledge of assessment types, purposes and the data they generate (OSTP 3.1) and selection of appropriate types of diagnostic, formative, and summative assessment (OSTP 3.2) (CAEP 1.2)** *InTASC Alignment: 6 - Assessment*	**Cooperating Teacher Rating**
O Not Met	The candidate **does not connect** assessment types and data they generate for evaluation of student learning and **does not select appropriate formal and informal** diagnostic, formative, and summative assessments.	O Not Met
O Partially Met	The candidate **connects** assessment types and data they generate for evaluation of student learning, and **uses a limited variety of formal and informal assessment types** (diagnostic, formative, and summative assessment).	O Partially Met
O Met Standard	The candidate **connects** assessment types and data they generate for evaluation of student learning, and **uses a variety of formal and informal assessment types** (diagnostic, formative, and summative assessment).	O Met Standard
O Exceed	"Met" and… The candidate **designs tools** likely to **collect valid and reliable data** and **uses those data to adjust instruction**.	O Exceed
Supervisor Rating	**9* - Analyzes data to monitor student learning and plans to modify instruction (OSTP 3.3, 4.2) (CAEP 1.2)** *InTASC Alignment: 1 - Learner Development, 2 - Learning Differences, 6 - Assessment, 7 - Planning for Instruction, 8 - Instructional Strategies, 9 - Professional Learning and Ethical Practice*	**Cooperating Teacher Rating**
O Not Met	The candidate **does not analyze data** collected from assessment tools, nor do they identify how the data were used to modify instruction.	O Not Met
O Partially Met	The candidate **analyzes data collected** from assessment tools, but **does not connect data** to planning or differentiating instruction.	O Partially Met
O Met Standard	The candidate **analyzes data collected** from assessment tools, **connects data** to planning and differentiating instruction, and **monitors progress** on learning goals.	O Met Standard
O Exceed	"Met" and...The candidate **analyzes data to identify trends and reflects** on how to close student learning gaps and improve their teaching practice.	O Exceed
Supervisor Rating	**10* - Collaborates with students, parents, and colleagues on student progress (OSTP 3.4)** *InTASC Alignment: 3 - Learning Environments, 6 - Assessment, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
O Not Met	The candidate **does not connect assessment to standards and criteria, nor do they provide feedback** to students, parents, or other school personnel while maintaining confidentiality.	O Not Met
O Partially Met	The candidate **connects assessment to standards and criteria or provides feedback** to students, parents, or other school personnel while maintaining confidentiality.	O Partially Met
O Met Standard	The candidate **connects assessment to standards and criteria and provides feedback** to	O Met Standard

Supervisor Rating		Cooperating Teacher Rating
	students, parents, or other school personnel while maintaining confidentiality.	
◯ Exceed	"Met" and...The candidate's feedback includes guidance to **empower growth**.	◯ Exceed

Students and Learning Environments

Supervisor Rating	11* - Developmental and learning characteristics of age groups (OSTP 1.1) *InTASC Alignment: 1 - Learner Development, 2 - Learning Differences*	Cooperating Teacher Rating
◯ Not Met	The candidate **does not demonstrate an understanding** of how learners develop (cognitive, linguistic, social, emotional and physical), construct knowledge, acquire skills, and establish thinking processes through use of instructional strategies or creativity/flexibility in teaching.	◯ Not Met
◯ Partially Met	The candidate **demonstrates limited understanding** of how learners develop (cognitive, linguistic, social, emotional and physical), construct knowledge, acquire skills, and establish thinking processes by using **developmentally appropriate** instructional strategies or creativity/flexibility in teaching.	◯ Partially Met
◯ Met Standard	The candidate **demonstrates understanding** of how learners develop (cognitive, linguistic, social, emotional and physical), construct knowledge, acquire skills, and establish thinking processes by using **developmentally appropriate** instructional strategies **and** creativity/flexibility in teaching.	◯ Met Standard
◯ Exceed	"Met" and… The candidate **adjusts** the instructional strategies and modalities to respond to students' ability to develop and construct knowledge.	◯ Exceed
Supervisor Rating	12* - Knowledge of student needs and use of students' prior knowledge to meet needs (OSTP 1.2) *InTASC Alignment: 1 - Learner Development, 2 - Learning Differences, 3 - Learning Environments, 5 - Application of Content, 7 - Planning for Instruction*	Cooperating Teacher Rating
◯ Not Met	The candidate **does not incorporate** what students know nor do they use it to inform instruction.	◯ Not Met
◯ Partially Met	The candidate **incorporates** what students know, but **does not meet their needs** effectively through instruction.	◯ Partially Met
◯ Met Standard	The candidate **incorporates** what students know **and meets their needs effectively** through instruction.	◯ Met Standard
◯ Exceed	"Met" and... The candidate **identifies and utilizes relevant pedagogical or instructional research** to plan and implement differentiated instruction.	◯ Exceed
Supervisor Rating	13 - Demonstrates respect for students' diverse cultures, language skills and experiences (OSTP 1.4) *InTASC Alignment: 2 - Learning Differences, 5 - Application of Content, 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration*	Cooperating Teacher Rating
◯ Not Met	The candidate **does not demonstrate respect** for the diverse cultures, language skills, and experiences of students.	◯ Not Met
◯ Partially Met	The candidate **demonstrates respect** by displaying knowledge of interests or cultural heritage of groups, but **does not intentionally foster a community** of appreciation.	◯ Partially Met
◯ Met Standard	The candidate **demonstrates respect** by displaying knowledge of interests or cultural heritage of groups and **intentionally fosters a community** of appreciation.	◯ Met Standard
◯ Exceed	"Met" and... and **builds relationships** with students and colleagues to ensure all students are recognized and valued. (Should be verified through discussion)	◯ Exceed
Supervisor Rating	14* - Creates a learning environment that is respectful, supportive and caring (OSTP 5.1), physically and emotionally safe (OSTP 5.2), and conducive to learning for all students (OSTP 5.5) *InTASC Alignment: 2 - Learning Differences, 3 - Learning Environments, 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration*	Cooperating Teacher Rating
◯ Not Met	The candidate **does not create** a learning environment that is respectful and supportive, physically and emotionally safe, **and** conducive to learning for all students.	◯ Not Met
◯ Partially Met	The candidate *regularly* **creates** a learning environment that is respectful and supportive, physically and emotionally safe, **and** conducive to learning for all students.	◯ Partially Met
◯ Met Standard	The candidate *constantly* **creates** a learning environment that is respectful and supportive, physically and emotionally safe, **and** conducive to learning for all students. The candidate **maintains a productive environment and uses time effectively**.	◯ Met Standard

Supervisor Rating		Cooperating Teacher Rating
○ Exceed	"Met" and… The **candidate enforces age-appropriate expectations** for behavior within and outside the learning environment, **makes standards of conduct clear**, and **uses a variety of strategies** to respond to appropriate and inappropriate behavior. The candidate **promotes positive relationships, cooperation, and collaboration** among students.	○ Exceed
Supervisor Rating	**15 - Motivates students to be productive (OSTP 5.3), creates environments with collaborative and individual work (OSTP 5.4), and encourages students to take responsibility for their own learning (OSTP 5.3)** *InTASC Alignment: 3 - Learning Environments, 8 - Instructional Strategies, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not utilize strategies** to increase student motivation and interest **and does not create** learning situations in which students work independently, collaboratively, and as a whole class.	○ Not Met
○ Partially Met	The candidate **utilizes strategies** to increase student motivation and interest **and creates** learning situations in which students work independently, collaboratively, **or** as a whole class.	○ Partially Met
○ Met Standard	The candidate **utilizes strategies** to increase student motivation and interest **and creates** learning situations in which students work independently, collaboratively, **and** as a whole class.	○ Met Standard
○ Exceed	"Met" and... The candidate **recognizes student success, encourages students to set goals and take responsibility** for productivity in the classroom environment. (Should be verified through discussion)	○ Exceed

Collaboration, Communication, and Professional Responsibility

Supervisor Rating		Cooperating Teacher Rating
Supervisor Rating	**16* - Uses effective language (written and oral) and appropriate technology for communication (OSTP 6.1, CAEP 1.5)** *InTASC Alignment: 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not communicate clearly** with students and **does not leverage technology** for communication (ISTE Standard 4).	○ Not Met
○ Partially Met	The candidate's **communication with students is moderately clear**. Written and oral vocabulary is effective for the age group. The candidate **uses technology to a limited degree** for communication (ISTE Standard 4).	○ Partially Met
○ Met Standard	The candidate's **communication with students is clear**. Written and oral vocabulary is effective for the age group, and **nonverbal communication* is appropriate**. The candidate **uses technology effectively** for communication (ISTE Standard 4). *Evaluate if possible in Fall 2020 depending on mode of instruction; if not possible, disregard the non-verbal portion of the criteira when selecting the candidate's performance level.	○ Met Standard
○ Exceed	"Met" and… The candidate **adjusts their language** (written, oral) **and technology use** to ensure audience understanding (parents, students, community) and topic.	○ Exceed
Supervisor Rating	**17* - Collaborates effectively with other teachers (OSTP 6.3).** *InTASC Alignment: 3 - Learning Environments, 7 - Planning for Instruction, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not establish** productive relationships with other teachers through co-teaching, consultation, or other collaborative opportunities.	○ Not Met
○ Partially Met	The candidate **establishes productive relationships** with other teachers through co-teaching, consultation, or other collaborative opportunities, but cannot describe how this engagement informed or improved their own practice.	○ Partially Met
○ Met Standard	The candidate **establishes productive relationships** with other teachers, through co-teaching, consultation or other collaborative opportunities, **and describes** how this engagement informed or improved their own practice.	○ Met Standard
○ Exceed	"Met" and... The candidate **identifies opportunities** for future consultation or collaboration for the improvement of their own practice.	○ Exceed
Supervisor Rating	**18* - Engages effectively with administrators and/or school and district staff (OSTP 6.3).** *InTASC Alignment: 3 - Learning Environments, 7 - Planning for Instruction, 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not establish** productive relationships with administrators and school and district staff.	○ Not Met
○	The candidate **establishes productive relationships** with administrators and school and district	○

Partially Met	staff but cannot describe how this engagement informed or improved their own practice.	Partially Met
○ Met Standard	The candidate establishes productive relationships with administrators and school and district staff **and describes** how this engagement informed or improved their own practice.	○ Met Standard
○ Exceed	"Met" and... The candidate **identifies opportunities** for future collaboration (i.e., projects, new initiatives) across the school and/or district with appropriate personnel.	○ Exceed
Supervisor Rating	**19* - Understands, uphold and follow professional ethics, policies and legal codes of professional conduct. (OSTP 7.1) (CAEP 1.2)** *InTASC Alignment: 9 - Professional Learning and Ethical Practice*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not understand or uphold** professional ethics, policies and legal codes of professional conduct in their practice.	○ Not Met
○ Partially Met	The candidate **understands and follows** professional ethics, policies and legal codes of professional conduct, but **does not clearly link practice** to these elements.	○ Partially Met
○ Met Standard	The candidate **understands, upholds and follows** professional ethics, policies and legal codes of professional conduct, and **clearly links practice** to these elements.	○ Met Standard
○ Exceed	"Met" and... The candidate **serves as a model** for their fellow student-teachers.	○ Exceed
Supervisor Rating	**20* - Engages in reflection and makes plans for engaging in continuous, purposeful professional development (OSTP 7.2), including new technologies and practices with technology to enhance student learning (CAEP 1.5)** *InTASC Alignment: 9 - Professional Learning and Ethical Practice*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not reflect and plan** for engaging in continuous, purposeful professional development including exploring new technologies to improve student learning (ISTE Standard 1).	○ Not Met
○ Partially Met	The candidate **reflects** on their strengths and weaknesses and **plans** for engaging in continuous, purposeful professional development. Plans **do not include exploration of new technologies** to improve student learning (ISTE Standard 1).	○ Partially Met
○ Met Standard	The candidate **reflects** on their strengths and weaknesses and **plans** for engaging in continuous, purposeful professional development **and includes exploring new technologies** to improve student learning (ISTE Standard 1) in those plans.	○ Met Standard
○ Exceed	"Met" and... **connects specific professional development opportunities** (technology and otherwise) **to specific personal development goals**.	○ Exceed
Supervisor Rating	**21* - Seeks opportunities to positively impact teaching quality and student achievement (partial alignment to OSTP 7.3) through use research and evidence to develop an understanding of the teaching profession (CAEP.1.2)** *InTASC Alignment: 9 - Professional Learning and Ethical Practice, 10 - Leadership and Collaboration*	**Cooperating Teacher Rating**
○ Not Met	The candidate **does not** incorporate research-based best practices in their teaching.	○ Not Met
○ Partially Met	The candidate incorporates a **limited variety** of research-based best practices in their teaching.	○ Partially Met
○ Met Standard	The candidate incorporates a **variety** of research-based best practices in their teaching.	○ Met Standard
○ Exceed	"Met" and... The candidate **can articulate how** these best-practices have positively impacted student achievement using data.	○ Exceed

Supervisor Overall Comments	**Cooperating Teacher Overall Comments**