



School of Education and Human Services (SEHS)
Student Teaching Final Evaluation
Supervisor Form

Candidate Name _____ Dates ___/___/___ to ___/___/___
 School _____ Grade/Option/Subject _____
 College Supervisor _____ Cooperative/Associate Teacher _____
 Placement 1 _____ Placement 2 _____

edTPA Requirements Completed Yes No **Overall student teaching:** Pass Fail

Professional Growth Documentation:

Description	_____/6
Appropriate to Candidate’s Program	_____/6
Documentation	_____/6
Reflection	_____/6

Service Documentation:

Design and Implementation	_____/6
Collaboration	_____/6
Communication	_____/6
Reflection	_____/6

Learning Segment Score:

Planning	_____/6
Assessment Design and Description	_____/6
Evidence of Student Learning	_____/6
Reflection	_____/6

Reflection Scores:

Placement One:

1. Knowledge of Self: _____
2. Knowledge of Students: _____

Placement Two:

3. Community of Honor _____
4. Diversity in the Classroom _____

SCORING

6. Exceptional- Consistently exceeds performance standards. Currently has the potential to be an outstanding first-year teacher.

5. Advanced- Performance is consistently above the average performance standards. Demonstrates the likelihood of becoming a highly competent teacher with more experience and mentoring.

4. Acceptable/Adequate- Meets the average performance standards. Demonstrates acceptable level of performance.

3. Minimally Acceptable- Meets, but does not exceed the minimum performance standards. Demonstrates basic level of performance.

2. Needs Improvement- Is inconsistent in meeting minimum performance standards. Does not demonstrate sufficient depth in most areas. **NOTE: This is a FAILING score.**

1. Unsatisfactory- Does not meet minimum performance standards. Does not perform at an acceptable level on required competencies. **NOTE: This is a FAILING score.**

** When assigning scores of 6, 2 or 1, please make specific comments relating to these items.*

**Please refrain from using + or -.*

SEHS Learning Goal 1: Candidates in SEHS programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

SEHS Learning Goal 2: Candidates in SEHS programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

InTASC STANDARD 1 & NYS TS I: LEARNER DEVELOPMENT

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- ___ Assesses individual performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical).
- ___ Designs and implements developmentally appropriate and challenging learning experiences that takes into account individual learners' strengths, interests and needs.
- ___ Collaborates with learners, colleagues, and families to promote learner growth and development.

InTASC STANDARD 2 & NYS TS I: LEARNING DIFFERENCES

The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- ___ Creates opportunities for students to demonstrate their learning in different ways.
- ___ Makes appropriate and timely provisions for individual students with particular learning differences or needs.
- ___ Designs instruction to build on learners' prior knowledge and experience.
- ___ Brings multiple perspectives to the discussion of content, including attention to learners' personal, family and community experiences and cultural norms.
- ___ Incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners, when applicable.
- ___ Accesses resources and supports to meet particular learning differences or needs.

InTASC STANDARD 4 & NYS TS II: CONTENT KNOWLEDGE

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- ___ Demonstrates deep and flexible understanding of the central concepts of his or her discipline.
- ___ Effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- ___ Engages students in learning experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives.
- ___ Engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- ___ Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts and makes connections to learners' experiences
- ___ Recognizes learner misconceptions that interfere with learning and creates experiences to build accurate conceptual understanding.
- ___ Uses supplementary resources and technologies to effectively ensure accessibility and relevance for all learners.

InTASC STANDARD 5 & NYSTS II: APPLICATION OF CONTENT

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- ___ Engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes.
- ___ Integrates cross-disciplinary skills (critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities.
- ___ Facilitates learners’ use of current tools and resources to maximize content learning in various contexts.
- ___ Develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- ___ Facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues.
- ___ Develops and implements supports for learner literacy development across content areas.

InTASC STANDARD 7 & NYS TS II: PLANNING FOR INSTRUCTION

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- ___ Individual and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.
- ___ Selects appropriate strategies and accommodations, resources and materials to differentiate instruction for individuals and groups of learners.
- ___ Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- ___ Plans for instruction based on formative and summative assessment data, prior learner knowledge and learner interest.
- ___ Plans collaboratively with professionals who have specialized expertise to design and jointly deliver appropriate learning experiences to meet unique learning needs.

Comments _____

SEHS Learning Goal 3: Candidates in the SEHS programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

InTASC STANDARD 8 & NYS TS III: INSTRUCTIONAL STRATEGIES

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- ___ Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- ___ Monitors student learning, engages learners in assessing their progress and adjust instruction in response to student learning needs.
- ___ Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience).
- ___ Provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- ___ Engages all learners in developing higher order questioning skills and metacognitive processes.
- ___ Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing and other modes.
- ___ Asks questions to stimulate discussion that serves different purposes (probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity and helping learners to question).
- ___ Explores how the use of new and emerging technologies can support and promote student learning.

InTASC STANDARD 3 & NYS TS IV: LEARNING ENVIRONMENTS

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- ___ Develops learning experiences that engage learners in collaborative and self-directed learning.
- ___ Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions and individual and group responsibility for quality work.
- ___ Manages the learning environment to actively and equitably engage learners by organizing, allocating and coordinating the resources of time, space and learners' attention.
- ___ Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- ___ Intentionally builds learner capacity to collaborate through applying effective interpersonal communication skills.

InTASC STANDARD 6 & NYS TS V: ASSESSMENT

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- ___ Balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- ___ Designs assessments that match learning objectives with assessment methods.
- ___ Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- ___ Models and structures processes that guide learners in examining their own thinking and learning.
- ___ Effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- ___ Prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities or language learning needs.
- ___ Seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Comments _____

SEHS Learning Goal 4: Candidates will develop self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students have optimal opportunity to learn and grow.

InTASC STANDARD 10 & NYS TS VI: LEADERSHIP AND COLLABORATION

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- ___ Takes on an active and participatory role on the instructional team, invites feedback on practice.
- ___ Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- ___ Works with school colleagues to build ongoing connections with families and community resources to enhance student learning and well-being.
- ___ Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- ___ Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families and colleagues.

SEHS Learning Goal 5: Candidates become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision making with respect to its impact on students, organizations and the wider community.

InTASC STANDARD 9 & NYSTS VII: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his / her practice, particularly the effects of his / her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

- ___ Engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- ___ Independently and in collaboration with colleagues, uses a variety of data (e.g., observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- ___ Actively seeks professional, community and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.
- ___ Reflects on his/her personal biases and access resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences.
- ___ Advocates, models and teaches safe, legal, and ethical use of information and technology.

Comments _____

PERSONAL AND PROFESSIONAL QUALITIES

- ____ (D1) The candidate shows initiative and is a self- starter.
- ____ (D10) The candidate demonstrates a desire to be a “team player.”
- ____ (D1) The candidate approaches every classroom experience with energy and enthusiasm.
- ____ (D10) The candidate is punctual and diligent at all times.
- ____ (D3, D10) The candidate is reliable and dependable.
- ____ (D10) The candidate dresses professionally and maintains a professional demeanor at all times.
- ____ (D7) The candidate maintains appropriate voice levels and language.

TEACHER CANDIDATE DISPOSITIONS

*The Council for the Accreditation of Teacher Preparation Programs (CAEP) defines candidate dispositions as, “Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development”. In addition to the fundamental beliefs in fairness and the understanding that all students can learn, Canisius College SEHS fosters the dispositions of **enthusiastic, just, caring, ethical and responsible** in our teacher candidates. Please indicate a score for each disposition using the descriptors listed below as the basis for your rating. There is a space for comments at the end of this section.*

Enthusiastic: Demonstrates initiative and commitment towards educational/professional pursuit * Takes actions to improve knowledge in professional content; Seeks opportunities and participates in activities that improve skills ; Finds opportunities to collaborate with other professionals; Communicates with other stake-holders of the client’s/students’ welfare (parents, family members, other professionals) ; Models appropriate behaviors for clients/students and professionals.

ONLY CHOOSE ONE DESCRIPTOR

- _____ Are not descriptive of the candidate (score 1-2)
- _____ Are somewhat descriptive of the candidate (score 3-4)
- _____ Are very descriptive of the candidate (score 5-6)

Just: Demonstrates appreciation for human diversity and the ideal of fairness * Demonstrates positive attitudes, empathy, concern, sensitivity, and fairness toward diverse cultures; Exhibits willingness to work with, advocate for, and improve the welfare of clients/students and others of different race, creed, sex, lifestyle, and national origin; Demonstrates the belief and fosters student appreciation that diversity enhances learning; Fosters appreciation for diversity in the classroom, in the school, and in society.

ONLY CHOOSE ONE DESCRIPTOR

- _____ Are not descriptive of the candidate (score 1-2)
- _____ Are somewhat descriptive of the candidate (score 3-4)
- _____ Are very descriptive of the candidate (score 5-6)

Caring: Demonstrates an attitude of empathy, tolerance and acceptance of others * Holds high expectations for all clients/students through a willingness to differentiate instruction/professional intervention; Demonstrates consideration and respect for the whole person by acknowledging how different life experiences, opportunities and barriers impact client/student outcomes.

ONLY CHOOSE ONE DESCRIPTOR

- _____ Are not descriptive of the candidate (score 1-2)
- _____ Are somewhat descriptive of the candidate (score 3-4)
- _____ Are very descriptive of the candidate (score 5-6)

Ethical: Models behavior embodied in the mission of the School and College, and shows integrity in professional practice * Is honest and trustworthy in communication and interaction with others; Demonstrates professionally ethical behavior including confidentiality and appropriate interpersonal boundaries; Demonstrates knowledge of the ethics of their profession through professional behavior.

ONLY CHOOSE ONE DESCRIPTOR

- _____ Are not descriptive of the candidate (score 1-2)
- _____ Are somewhat descriptive of the candidate (score 3-4)
- _____ Are very descriptive of the candidate (score 5-6)

Responsible: Demonstrates personal and professional accountability for themselves and the profession. * Works well with peers, staff and other professionals; Shares information with peers, staff and other professionals as appropriate; Demonstrates professional behavior that includes punctuality and preparedness for professional assignments.

ONLY CHOOSE ONE DESCRIPTOR

- _____ Are not descriptive of the candidate (score 1-2)
- _____ Are somewhat descriptive of the candidate (score 3-4)
- _____ Are very descriptive of the candidate (score 5-6)

Comments: _____

Please sign to indicate that you have read this document.

Teacher Candidate: _____ Date: _____

Student Teaching Supervisor: _____ Date: _____