

COLLEGE OF STATEN ISLAND
EVALUATION OF STUDENT TEACHING
 Cooperating Teacher Evaluation of a Teacher Candidate
 Form to be completed by Cooperating Teachers

Teacher Candidate's Name _____ Signature _____

Cooperating teacher: College Supervisor: Please indicate which evaluation this is for this student: <input type="checkbox"/> First <input type="checkbox"/> Second <input type="checkbox"/> Other (give number: <input type="text"/>)	School Placement: Date: Subject of lesson(s): Grade/Age level taught:
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This form is:

- Used across all **initial** teacher certification programs at CSI as an evaluation of student teaching.
- Completed independently by the three participants:
 1. CSI supervisor for each of 4 observations.
 2. **Cooperating teacher for the final evaluation of a placement.**
 3. CSI teacher candidate as the final evaluation for that placement.

This form requires both ratings and accompanying supportive evidence in the ratings. The **ratings** are as follows:

4=Distinguished TC shows a high degree of understanding, knowledge, and/or performance. Objective has been met or exceeded by mastering most of the outcomes listed.

3=Proficient TC shows an acceptable degree of understanding, knowledge and/or performance. Objective has been met by achieving most of the outcomes.

2=Emerging TC shows a moderate degree of understanding, knowledge and/or performance. Objective has not yet been met. TC is progressing toward achieving most outcomes.

1=Unacceptable TC shows a low degree of understanding, knowledge and/or performance. The objective has not been met. TC does not meet any outcomes or shows poor progress toward improvement.

The RATINGS are important, distinguishing the candidate's areas of strength, adequacy and/or inadequacy. The SUPPORTIVE EVIDENCE is important, as it offers telling instances of the candidate's development and provides specific, descriptive feedback.

Every semester these data are:

- Aggregated and analyzed by each CSI program and across programs
- Reviewed annually to glean implications for improvement of programs in the CSI Department of Education.

Individual programs may choose to do additional evaluation and data collection.

Teacher Candidates are expected to demonstrate their development from student to educator possessing intellectual autonomy and professional responsibility as defined by the conceptual framework, goals and objectives laid forth by the CSI Department of Education. These include the acquisition of deep content knowledge, the ability to teach all students, and the ability to use reflective practice in diverse roles and settings. Teacher candidates demonstrate their ability to meet these goals through competency in subject matter, pedagogy, professionalism and use of assessment.

Rating scale: 4=Distinguished 3=Proficient 2=Emerging 1=Unacceptable

To what degree does this teacher candidate demonstrate:

DEEP CONTENT KNOWLEDGE

1. **Knowledge of Subject Matter:** The Teacher Candidate (TC) demonstrates: (1) breadth, depth, and accuracy of knowledge in content area; and (2) the ability to identify central concepts and present subject matter to others in effective, concrete and conceptual terms.

Rating (please circle one): 4 3 2 1

Cooperating teacher attaches or describes supportive evidence:

2. **Knowledge of Learners:** The TC demonstrates knowledge about: (1) cognitive styles and abilities; (2) childhood development; (3) diverse characteristics of children and particularly the children in their class – culture, language, family, personal circumstances.

Rating (please circle one): 4 3 2 1

Cooperating teacher attaches or describes supportive evidence:

ABILITY TO ASSESS AND ENGAGE ALL STUDENTS

3. **Skill in Assessing:** The TC demonstrates the ability to (1) describe the purposes of assessment; (2) select and administer a variety of formal and informal assessments; (3) use initial and ongoing assessment to guide instruction; (4) use assessment information to identify supports and adaptations; (5) use information from multiple assessments to measure instructional impact over time and make necessary adjustments to instructional practice.

Rating (please circle one): 4 3 2 1

Cooperating teacher attaches or describes supportive evidence:

Rating scale: 4=Distinguished 3=Proficient 2=Emerging 1=Unacceptable

4. **Skill in Planning:** The TC is highly organized and demonstrates the ability to: (1) effectively develop lesson plans, including attention to planning for the diversity of specific learners; (2) integrate on-going short term plans with long-term goals and learning objectives which meet state standards; and (3) consider alternatives in case the plan needs adjusting.

Rating (please circle one): 4 3 2 1

Cooperating teacher attaches or describes supportive evidence:

5. **Skill in Teaching:** The TC demonstrates the ability to (1) use a variety of teaching methods well; (2) implement and modify instructional strategies that meet the needs of a variety of individual differences; (3) accept and incorporate students' ideas, questions beliefs and opinions into instruction; (4) use a variety of questioning techniques effectively; (5) integrate technology into the classroom; (6) use time management strategies effectively.

Rating (please circle one): 4 3 2 1

Cooperating teacher attaches or describes supportive evidence:

6. **Skill in Using Effective Classroom Management:** The TC demonstrates the ability to (1) use a variety of classroom management techniques; (2) use motivational and behavioral strategies to create a safe learning environment that encourages positive social interaction; (3) encourage and develop responsibility and leadership in students.

Rating (please circle one): 4 3 2 1

Cooperating teacher attaches or describes supportive evidence:

Rating scale: 4=Distinguished 3=Proficient 2=Emerging 1=Unacceptable

DEVELOPMENT OF A REFLECTIVE PROFESSIONAL

7. Commitment to Teaching and Reflective Practice: The TC demonstrates the ability to use purposeful self-reflection (using journals, portfolios and other professional records) that improves teaching practice in order to (1) **persist** in efforts to effect learners despite obstacles and complexities; (2) seek input, feedback and resources and **expand knowledge** of educational research findings and their applications to increase students' learning and welfare - especially those who are struggling; (3) **take risks** by trying new methods and incorporating new knowledge.

Rating (please circle one): 4 3 2 1

Cooperating teacher attaches or describes supportive evidence:

8. Commitment to Professionalism: The TC demonstrates commitment to: (1) behaviors and attitudes appropriate for the profession regarding time, appearance, communication; (2) professional ethics and integrity, (3) participation and leadership in professional activities; (4) communication and collaboration with students, colleagues, parents, agencies, and the larger community.

Rating (please circle one): 4 3 2 1

Cooperating teacher attaches or describes supportive evidence:

9. Respect for Others: The TC demonstrates the ability to (1) respect the rights and responsibilities of individuals in a democratic society, (2) respect cultural, linguistic and familial diversity, (3) respect colleagues, allied professionals, family and community members.

Rating (please circle one): 4 3 2 1

Cooperating teacher attaches or describes supportive evidence:

Rating scale: 4=Distinguished 3=Proficient 2=Emerging 1=Unacceptable

10. Impact on Student Learning: The TC effectively impacted student learning. Examples of how this was demonstrated may include any number of assessment tools such as paper and pencil tests, answers to teacher questions, student responses to teaching, etc.

Rating (please circle one): 4 3 2 1

Cooperating teacher attaches or describes supportive evidence:

Description of Classroom

11. Diversity of Students: Co-operating teacher, please describe how diverse the students are in the class in which the TC taught. Students may be diverse in terms of academic ability, family economic status, ethnic background, ability to speak English, etc.

Please circle one: Very Diverse Diverse Somewhat Diverse Not al all Diverse

I prefer not to answer

12. Class Size: Co-operating teacher, please write in the number of students who—on an average day—are present in the class in which the TC taught:

Typical number of students present: _____

PLEASE PROVIDE ANY ADDITIONAL COMMENTS: