

Student Teaching Professional Growth Assessment

Department of Dual Language and English Learner Education

Year:	Semester: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Student Teaching: <input type="checkbox"/> I <input type="checkbox"/> II	<input type="checkbox"/> Progress Report <input type="checkbox"/> Final Report
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Student Teacher: _____ Red ID # _____

Subject Authorization(s) Multiply Single (Specify) _____

Cooperating (Guide/Master/Site Mentor) Teacher: _____ University Supervisor: _____

District: _____ School: _____ Grade/Level(s): _____ Class Sizes: _____

Subject(s) Teaching: All (multiple subjects) Single (specify): _____

Diversity of Students: Advanced Placement English Language Learners Gifted and Talented Education

Individualized Education Plan/Program Multicultural Seminar Other (specify): _____

Directions: Complete all information above. On the rubric below, place an X in the appropriate box, assessing each of the qualities listed. Please refer to *the Inventory of Indicators and Evidence, Standards and Expectations of Competence for Teacher Performance.***

NOT OBSERVED (NO) Insert an asterisk (*) in the column next to the number of the pertinent quality not observed. Near the bottom of the narrative box, insert an asterisk for each category not observed, followed by an explanation of why the quality(ies) was (were) not observed.

NEEDS SPECIAL ATTENTION (SA) means the student teacher shows a decided weakness or lack in a given area, which in turn could have an adverse effect on student with whom the student teacher has been teaching.

DEVELOPING COMPETENCE (DC) means the student teacher is aware of the standards, expectations, and quality indicators; writes and speaks about the standards and expectations, is beginning implementation and show evidence of some of the quality indicators, is willing and able to improve.

APPROACH COMPETANCE (AP) means the student teacher evidences many of the quality indicators.

ACHEIVNG COMPETENCE (AC) means the student teacher evidences most of the quality indicators at a level expected of an advanced student teacher.

		Instructional and Student Development					Professional Conduct and Development						
	NO	Qualities	SA	DC	AP	AC		NO	Qualities	SA	DC	AP	AC
1		Delivering Subject Matter Appropriately to biliterate students					1		Upholding Standards & Expectations				
2		Assessing Student Learning					2		Displaying Dispositions				
3		Planning for Teaching Biltieracy					3		Using Mature Judgement				
4		Managing Time and Environment					4		Establishing Rapport with Students				
5		Creating a Positive Class Climate					5		Working with Others				
6		Implementing Teaching Strategies					6		Communicating				
7		Engaging & Motivating Students					7		Making Skilled Presentations				
8		Accommodating Special Needs					8		Fulfilling Obligations & Commitments				
9		Facilitating English Learners					9		Serving School/Community				
10		Incorporating Media & Technology					10		Assessing Self				

EVIDENCE OF COMPETENCY: Observations Conference/s Written Reflections Audio/Video Recording Notebook/Portfolio

For Final Evaluation:

Mark Student Teacher I is recommended for advancing to Student Teaching II

Mark Student Teacher II is recommended for a Preliminary Credential and entering a first induction year of teaching.

Mark is not recommended **Mark** is not recommended for Student Teaching II

Space below for comments on strengths and/or suggestions for growth (400 characters & spaces, USE 10 point type.) Copy and paste from spellchecked Word file.

OPTIONAL: Cooperating Teacher or Supervisor Additional Comments and Recommendations. Please type this on school letterhead.

Mark to indicate your letterhead page is attached. Include Student Teacher's full name, the date, and your signature. Thank you.

Guide Signature: _____

Student Signature: _____

University Supervisor: _____