

APPENDIX A

UNIVERSITY SUPERVISOR & COOPERATING TEACHER SUPPLEMENTS AND FORMS



EDINBORO UNIVERSITY
OF PENNSYLVANIA

Report of Supervision - Student Teaching

Student teacher/candidate _____ Date _____

Subject _____ Grade Level _____ Time Spent _____

	Exemplary	Superior	Satisfactory	Unsatisfactory
Planning & Preparation	_____	_____	_____	_____
Classroom Environment	_____	_____	_____	_____
Knowledge & Pedagogy	_____	_____	_____	_____
Professional Qualities	_____	_____	_____	_____

Remarks

Prepared by: _____
Name



EDINBORO UNIVERSITY
OF PENNSYLVANIA

EVALUATION SUMMARY

Student: _____ Student ID#: _____

School Name: _____ Subject/Grade: _____

School Address: _____ Telephone: _____

Prepared by: _____ _____ Cooperating Teacher _____ Supervisor

Signature

Date

The following Teacher Candidate Performance Profile evaluations are to be completed by the Cooperating Teacher, the University Supervisor, and the Student Teacher/Candidate online:

<http://college.livetext.com/misk5/formz/public/25445/n7dEvyRjU3>

Teacher Candidate Performance Profile

Teacher Candidate: _____ ID #: _____
 Grade: _____ Subject(s) Taught: _____
 Person Completing Report: _____ Date: _____
 Please Check: _____ Junior Field _____ Student Teaching

Check the column for which the competency level of the teacher candidate applies.

Target (3): The teacher candidate exemplifies the skills and qualities of a first year professional by consistently and thoroughly demonstrating mastery of the performance indicators listed

Acceptable (2): The teacher candidate models the skills and qualities of a preservice teacher by successfully demonstrating the performance indicators as listed.

Developing (1): The teacher candidate strives to model the skills and qualities of a preservice teacher and occasionally demonstrates an awareness of the performance indicators listed

Unacceptable (0): The teacher candidate rarely models the skills and qualities of a preservice teacher as demonstrated by a lack of understanding and/or a display of inappropriate behavior(s) related to the performance indicators listed.

COMPONENT		T	A	D	U
Planning and Preparation (INTASC 1, 3.4, 7, 9)					
1.	The teacher candidate creates plans that allow students to integrate knowledge, skills and methods of inquiry from several different subject areas.				
2.	The teacher candidate plans various instructional strategies that are effective for student learning (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).				
3.	The teacher candidate designs long and short term plans.				
4.	The teacher candidate works with other teachers and support staff in the planning process.				
5.	The teacher candidates creates lessons based on the principles of effective instruction and aligned with curriculum goals and state standards				
6.	The teacher candidate adjusts and revises plans based on student needs and changing curriculum.				
7.	The teacher candidate creates lessons and activities to meet the developmental and individual needs of diverse learning including ELL students.				
Classroom Environment (INTASC 1,2, 3, 5)					
1.	The teacher candidate shows respect for the diversity of all learners and provides positive encouragement.				
2.	The teacher candidate establishes an environment that stimulates learning.				
3.	The teacher candidate creates and maintains procedures for appropriate behavior by maximizing the amount of class time spent on task.				
4.	The teacher candidate uses methods for learning that are positive, open, and respectful.				
5.	The teacher candidate is responsive to student issues outside the classroom and is accommodating without overstepping professional boundaries.				

COMPONENT		T	A	D	U
6.	The teacher candidate displays enthusiasm for the discipline(s) s/he teaches.				
Knowledge and Pedagogy (INTASC 2, 4, 5, 6)					
1.	The teacher candidate provides clear explanation of classroom procedures and course content.				
2.	The teacher candidate uses time, space, activities and interest to engage all students in productive tasks.				
3.	The teacher candidate asks questions that stimulate discussion in different ways for specific purposes.				
4.	The teacher candidate presents information to engage students' prior knowledge and experience by using instructional materials that takes in account the student interests, needs, aptitudes, and community resources.				
5.	The teacher candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.				
6.	The teacher candidate uses educational technology in the teaching and learning process.				
7.	The teacher candidate uses a variety of formal and informal assessments to enhance the knowledge of learners and plan accordingly.				
8.	The teacher candidate communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. eye contact, body language, etc.)				
9.	The teacher candidate applies principles of language development in the areas of comprehension, expression, syntax, and semantics.				
10.	The teacher candidate clearly articulates and models the use of explicit and systematic instruction of teaching literacy.				
Professionalism (INTASC 8, 9, 10)					
1.	The teacher candidate maintains useful records of student work and performance.				
2.	The teacher candidate communicates student progress to students' parents, and other colleagues proficiently and responsibly, based on appropriate indicators.				
3.	The teacher candidate uses research based teaching practices and accesses professional resources, literature, and associations.				
4.	The teacher candidate consults and collaborates with professional colleagues within the school for support, problem-solving, new ideas, and feedback.				
5.	The teacher candidate understands and utilizes laws related to students' rights and teacher responsibilities (e.g. equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting situations related to possible child abuse).				
6.	The teacher candidate establishes respectful and productive relations with parents and guardians and seeks to develop cooperative partnerships in support of student learning and well being.				
7.	The teacher candidate acts as an advocate for students.				
8.	The teacher candidate demonstrates an understanding of the components of the Individualized Education Plan (IEP) process with emphasis on understanding measurable goals based on present levels, designing instruction to meet the needs of the student, making appropriate adaptations or accommodations necessary for the student to be successful.				