Cooperating Teacher Final Assessment

Name of Candidate_____   Subjects/Grade Level(s) Taught_____

School and District_____   Student Teaching Dates_____

The following summative assessment, based on the Minnesota Board of Teaching Standards, describes this beginning teacher's competencies at the end of student teaching.

4-Proficient – Performance *exceeds all expectations* for a beginning teacher; all indicators are met or performed consistently and unusually well.

3-Competent –Performance *meets expectations* of beginning teacher; completes and performs most indicators acceptably.

2-Developing – Performance is moving toward meeting expectations but needs more practice. Performance meets some of the indicators but not all and only at a fundamental level.

1-Unsatisfactory – Performance *does not meet* expectations of beginning teacher. Performance is inconsistent and incomplete. Needs significantly more development. Few descriptors met in this domain.

Check the box ☑ that best reflects the candidate's competency at the end of student teaching.

Standard	Indicators	Level of Performance
Standard 1 – SUBJECT MATTER *The candidate understands the subject matter and makes it meaningful for students*	Grasps central concepts of discipline • Creates meaningful learning experience • Engages students in generating knowledge and testing hypotheses according to the methods and standards of the discipline • Encourages students to understand, analyze, apply, and interpret ideas from varied perspectives • Develops appropriate content	☐ Proficient ☐Competent ☐Developing ☐Unsatisfactory
Standard 2 – STUDENT LEARNING *The candidate understands student learning and development and teaches accordingly*	Uses developmentally appropriate instruction • Links new ideas to prior knowledge • Encourages all elements of discussion • Uses a student's strengths as a basis for growth and errors as opportunities for learning	☐ Proficient ☐ Competent ☐Developing ☐Unsatisfactory
Standard 3 – DIVERSE LEARNERS *The candidate recognizes student differences in background, experience, ability, and learning style and teaches accordingly*	Uses strategies to support students whose first language is not English • Allows for different learning styles, abilities, cultures and experiences • Fosters respect for individual difference	☐ Proficient ☐Competent ☐Developing ☐Unsatisfactory
Standard 4 – INSTRUCTIONAL STRATEGIES *The candidate employs a range of instructional strategies which promote student learning*	Understands and implements MN Graduation Standards • Uses a variety of materials and media resources • Nurtures critical thinking/problem solving • Monitors and adjusts strategies and resources • Uses media technology effectively • Has good transitions • Conveys purpose of instruction • Makes directions and explanations clear • Follows a logical sequence in instruction • Paces lesson well	☐ Proficient ☐Competent ☐Developing ☐ Unsatisfactory

Standard	Indicators	Level of Performance
Standard 5 – LEARNING ENVIRONMENT *The candidate structures positive learning environments that promote interaction, engagement, and self motivation*	Helps students work productively and cooperatively with each other • Establishes and maintains positive classroom environment • Uses a variety of motivational strategies to achieve learning • Encourages growth of self-control and independence in students • Encourages student ownership of classroom activities to foster learning • Organizes and manages time, space and activities to promote learning • Provides clear and appropriate behavioral expectations • Employs a variety or strategies to monitor behavior • Establishes desirable relationships with all students • Analyzes classroom situation perceptively and makes decisions that enhance learning	☐ Proficient ☐ Competent ☐ Developing ☐ Unsatisfactory
Standard 6 – COMMUNICATION *The candidate uses effective communication to foster student learning*	Communicates clearly and effectively • Supports and expands learner expression in speaking, writing and other media • Effectively facilitates discussion	☐ Proficient ☐ Competent ☐ Developing ☐ Unsatisfactory
Standard 7 – PLANNING INSTRUCTION *The candidate plans instruction bases on knowledge of subject, students, community and curriculum*	Has clear, appropriately written objectives for instruction • Instruction is related to objectives and provides for assessment which is linked to objectives • Creates instruction that accommodates different learning styles, needs and ability • Creates both short and long-range plans • Creates plans that activate prior knowledge and promote critical thinking • Is prepared to teach lesson • Shows creativity in lesson design and materials	☐ Proficient ☐ Competent ☐ Developing ☐ Unsatisfactory
Standard 8 – ASSESSMENT *The candidate uses formal/informal assessment strategies to evaluate student progress and plan future work*	Uses appropriate assessment to evaluate stated objectives • Assesses student learning and bases future instruction on that assessed data • Uses variety of assessment tools • Implements self-assessment activities for student	☐ Proficient ☐ Competent ☐ Developing ☐ Unsatisfactory
Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT *The candidate functions as a reflective practitioner who evaluates choices and makes decisions/plans for professional development based on reflection*	Uses self-assessment and problem solving strategies to improve teaching • Understands need to engage in professional practices • Reflects on experiences in the classroom and revises practices accordingly • Uses professional literature, the wisdom of colleagues and other resources to support own growth as a teacher • Understands the role of teachers within school and the purpose and contribution of education organizations	☐ Proficient ☐ Competent ☐ Developing ☐ Unsatisfactory
Standard 10 – COLLABORATION, ETHICS, AND RELATIONSHIPS *The candidate interacts with families, colleagues and community to promote student learning*	Works collaboratively with school personnel • Is ethical and professional in practice • Consults with others to find and promote links between student home, community and school environments • Identifies and uses community resources to foster student learning • establishes productive relationships with parents/guardians in support of student learning and well-being	☐ Proficient ☐ Competent ☐ Developing ☐ Unsatisfactory

Name: _____ Date: _____ Phone: (   )_____

           Cooperating Teacher

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