

# FINAL

## HOPE COLLEGE STUDENT TEACHING ASSESSMENT CRITERIA PROFESSIONAL ABILITIES – LEVEL III

*The following dimensions and criteria were developed from the Hope College Education Department's Professional Abilities, the State of Michigan's Standards for Entry-Level Teachers, the Michigan K-12 Curriculum Framework's Standards for Teaching and Learning, and Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching (1996).*

Student Teacher:		Cooperating Teacher:	
School Name:		City, State & Zip Code:	
Grade Level:		Subject Area(s):	
Dates of Experience:	Start Date	End Date	College Supervisor:
Description of student teaching setting (i.e. cultural/ethnic diversity, disabled/exceptional populations, community, etc.):			

Please X the answer below:

Does this placement represent a diverse (20% or more school wide) experience?	YES:	NO:
Does this placement include students with exceptional needs (disability and/or gifted)?	YES:	NO:

The Hope College Education Department is committed to a developmental approach to all field experiences. We believe pre-service teachers need a wide range of experiences in the classroom in order to develop the knowledge, skills, and attitudes of an effective decision maker and teacher. Student teaching represents the culminating experience of the professional program. At Level III, the student teacher has opportunities to plan, implement, and evaluate professional decisions in the school setting. This evaluation form reflects the demonstration of the knowledge, skills, and attitudes we expect of Hope graduates.

Please rate the student teacher in each of these areas: Professional Dispositions, Teacher as a Person, Teacher as an Effective Communicator, Teacher as a Professional Collaborator, Teacher as a Curriculum Developer, Teacher as a Problem Solver, Teacher as a Decision Maker, and Teacher as a Scholarly Educator. Use the rating indicators listed below (criteria are described in the Student Teaching Handbook):

**EXCELLENT:** Exhibits exceptional behavior/disposition/skill consistently and goes well beyond expectations.

**PROFICIENT:** Exhibits behavior/disposition/skill consistently.

**DEVELOPING PROFICIENCY:** Exhibits behavior / disposition / skill occasionally.

**UNSATISFACTORY:** Rarely exhibits behavior/disposition/skill and/or responds in an inappropriate manner.

	Excellent	Proficient	Developing Proficiency	Unsatisfactory	Not Observed
<b>Professional Dispositions</b>					
Demonstrates responsibility.					
Demonstrates maturity.					
Demonstrates respect.					
Demonstrates confidence.					
Demonstrates passion for teaching					
Demonstrates personal integrity.					
Demonstrates fairness.					

	Excellent	Proficient	Developing Proficiency	Unsatisfactory	Not Observed
<b>Teacher as Person</b>					
Displays enthusiasm for the subject matter when teaching.					
Displays a positive attitude when interacting with students.					
Demonstrates a concern for others and is an advocate for students.					
Displays friendliness and confidence when working with school personnel and parents.					
Exhibits a commitment to and passion for the field of education.					

	Excellent	Proficient	Developing Proficiency	Unsatisfactory	Not Observed
<b>Effective Communicator</b>					
Listens in a reflective, active manner.					
Speaks articulately and with expression.					
Writes at a professional level.					
Expresses opinions in a tasteful, mature manner.					
Gives clear directions and procedures.					
Understands and uses technology for gathering and communicating ideas and information.					
<b>Professional Collaborator</b>					
Works/plans with staff in an active and productive manner.					
Seeks out opportunities to share and collaborate with others.					
Displays leadership ability in appropriate settings in the classroom and school.					
Modifies performance as a result of feedback from faculty, supervisors and parents.					
Attends school and related activities, including district in-services.					
Interacts in a professional manner with parents, colleagues, and administrators.					
Collaboratively develops short & long term professional goals.					
<b>Curriculum Developer</b>					
Applies knowledge of human growth, development and learning theories.					
Creates a learning environment that promotes critical and higher order thinking.					
Develops and uses assessments of students' prior knowledge and experiences that are congruent with instructional goals.					
Plans effective lessons/units to meet diverse needs of students. (Cognitive, affective, social, & physical)					
Uses multiple approaches in planning for instruction.					
Presents knowledge of facts and concepts of the subject area at an appropriate student level.					
Engages students in practical activities that demonstrate the relevance, purpose, and function of the subject matter.					
Maximizes the use of instructional time by engaging students in meaningful learning experiences.					
Assesses growth in student learning.					
Evaluates and adjusts teaching.					

Curriculum Developer – cont'd.

	Excellent	Proficient	Developing Proficiency	Unsatisfactory	Not Observed
Critiques curriculum and instruction and adjusts goals to diverse needs of students.					
Applies information of students' skills and knowledge to help develop the "whole" person.					
Helps students access and use information, technology, and other resources to become independent learners and problem solvers.					
Applies technology to instruction.					
<b>Problem Solver</b>					
Demonstrates proactive practice in planning for classroom management and instruction.					
Identifies student problems and implements appropriate strategies to address them.					
Reflects on appropriateness/ effectiveness of teaching strategies.					
Identifies and uses current research practices in both the subject matter and instructional strategies.					
Monitors and responds to student behavior.					
Applies district/building policies.					
<b>Decision Maker</b>					
Exhibits respectful, ethical, and professional demeanor.					
Demonstrates and values the power of teacher as role model.					
Evaluates and modifies personal and professional performance.					
Demonstrates an ability to understand and respect varying points of view.					
Engages in meaningful reflection of teaching.					
Respects confidentiality of the classroom.					
<b>Scholarly Educator</b>					
Demonstrates an understanding of individual differences of students.					
Seeks and uses updated information and procedures.					
Evaluates and selects appropriate educational materials.					
Participates in professional activities.					

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SUMMARY COMMENTS/TEACHING POTENTIAL: (comments can be made below or on a separate sheet of paper)

\_\_\_\_\_  
Cooperating Teacher (please type name here)

\_\_\_\_\_  
Student Teacher (please type name here)

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Teacher Signature

\_\_\_\_\_  
Date

(In accordance with the Family Educational Rights and Privacy Act of 1974, this form is considered to be part of an open file and hence is accessible to the student. The student's signature indicates that this evaluation was read. It does not necessarily imply agreement. A separate statement may be attached.)