



# St. Joseph's College NEW YORK

## Summative Evaluation of Candidate's Performance in Student Teaching

To be completed by St. Joseph's College Supervisor/Seminar Leader and the Cooperating Teacher

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Candidate's Name \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_

SJC Supervisor \_\_\_\_\_ SJC Supervisor \_\_\_\_\_

Pre-K – 6 \_\_\_\_ (Grade \_\_\_\_ )      Spec. Educ. \_\_\_\_\_      Secondary Educ. \_\_\_\_\_

Course # \_\_\_\_\_

### DIRECTIONS:

To evaluate the candidate's potential and aptitude to teach, this survey addresses three critical areas: knowledge of content, skills proficiency level(s) and dispositions or attitudes toward teaching as a profession and a career goal.

The following ratings are to be used:

- N/O No opportunity to observe or evaluate**
- 1 Needs improvement**
- 2 Satisfactory**
- 3 Good**
- 4 Excellent**

**NOTE:** Space is also provided at the end of each major section for additional comments, or for an optional and specific explanation regarding a rating of "1" on an item. Please return the completed form to the St. Joseph's College seminar leader/supervisor. Thank you.

### EVALUATOR'S FINDINGS:

Based on classroom observations (formal and informal), evaluation of submitted lesson plans, pre-or post-observation conferences and conversations, discussions with other faculty responsible for supervising the teacher candidate and a review of the SJC *Student Teaching Handbook, which I have received*, I have concluded that the teacher candidate, identified above, has demonstrated the professional proficiencies which follow:

### Summative Evaluation of Candidate's Student Teaching

KNOWLEDGE, SKILLS OR DISPOSITIONS AREA BEING EVALUATED	EVALUATION/RATING	ADDITIONAL COMMENTS (OPTIONAL)
<b>LESSON PLANNING</b>		
1. Designs lessons that have appropriate, measurable and attainable <b>instructional objectives</b> .	N/O 1 2 3 4	
2. Incorporates into lesson plans effective <b>instructional strategies</b> which stimulate thinking, providing for diversity and advance the goal of teaching and learning within the classroom.	N/O 1 2 3 4	
3. Incorporates ongoing <b>assessment</b> into the instructional plan and completes the lesson with an effective <b>closure</b> .	N/O 1 2 3 4	
4. Incorporates appropriate <b>NYS Learning Standards</b> and Performance Indicators in planning for instruction.	N/O 1 2 3 4	
<b>PREREQUISITE KNOWLEDGE</b>		
5. Demonstrates awareness of <b>best practices</b> and incorporates them effectively into the teaching practice.	N/O 1 2 3 4	
6. Understands the correlation among curriculum, instruction, classroom management and effective lesson design.	N/O 1 2 3 4	
7. Understands <b>diverse populations</b> and uses knowledge of diversity to provide for effective <b>differentiation of instruction</b> with the classroom	N/O 1 2 3 4	
8. Understands the characteristics of students with special needs/IDEA.	N/O 1 2 3 4	
<b>INSTRUCTION/TEACHING PERFORMANCE</b>		
9. Uses developmentally appropriate <b>materials</b> and <b>resources</b> for the instructional program.	N/O 1 2 3 4	
10. Validates student accomplishment/effort with celebration and honesty.	N/O 1 2 3 4	
11. Incorporates the use of various <b>technologies</b> to improve the delivery of instruction (including differentiation) and to motivate students.	N/O 1 2 3 4	

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KNOWLEDGE, SKILLS OR DISPOSITIONS AREA BEING EVALUATED	EVALUATION/RATING	ADDITIONAL COMMENTS (OPTIONAL)
12. Implements effective discipline methods, attempts to help students become self-directed, and is consistent in carrying out classroom management procedures.	N/O 1 2 3 4	
13. Fosters through well-designed and <b>engaging lessons</b> , the development of problem solving, higher-level inquiry and critical thinking.	N/O 1 2 3 4	
14. Shows ongoing evidence of total commitment to the <b>advancement of student learning</b> through multi-faceted activities, challenging questions and diverse teaching strategies. (Ex. cooperative learning).	N/O 1 2 3 4	
<b>PROFESSIONAL TRAITS</b>		
15. Demonstrates ongoing reflection upon his/her own performance and, in doing so, effectively improves that performance.	N/O 1 2 3 4	
16. Responds well to criticism, praise and evaluation of performance.	N/O 1 2 3 4	
17-20. Demonstrates professionalism in the following: <ul style="list-style-type: none"> <li>• Punctuality</li> <li>• Attendance</li> <li><i>Circle one: seminar or classroom instruction</i></li> <li>• Submits assignments and work on time</li> <li>• Collegiality – works well with peers and colleagues</li> </ul>	N/O 1 2 3 4 N/O 1 2 3 4 N/O 1 2 3 4 N/O 1 2 3 4	
21. Communicates skillfully in written form.	N/O 1 2 3 4	
22. Communicates skillfully in oral form.	N/O 1 2 3 4	
23. Possesses inner resourcefulness which contributes to personal growth, striving for excellence and commitment to the ideals of our profession.	N/O 1 2 3 4	
24. Possesses those <b>dispositions</b> for teaching which contribute to a professional image.	N/O 1 2 3 4	
<b>POTENTIAL AS A TEACHER</b>		
25. The teacher candidate shows evidence of possessing those qualifications and characteristics to become a certified future member of the teaching profession.	N/O 1 2 3 4	

As an SJC designated supervisor/seminar leader or cooperating teacher working with this teacher candidate, I believe that *s/he will be a successful member of the teaching profession for the following additional reasons* (please be as specific as possible):

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## Summative Evaluation of Candidate's Student Teaching

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Cooperating Teacher's Signature

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Date

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SJC Supervisor/Seminar Leader's Signature

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Date

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Student's Signature

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Date