

## SUNY College at Old Westbury School of Education

**Below is the Student Teaching Assessment that was adopted in Fall 2017. The student teacher's faculty supervisor and cooperating teacher each fill out this assessment. Below the assessment itself are charts illustrating the scores given by the faculty supervisors and cooperating teachers during the Fall 2017 semester. Semester-by-semester data to be added as it becomes available.**

### STUDENT TEACHING ASSESSMENT

Candidate \_\_\_\_\_ Semester \_\_\_\_\_

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

University Supervisor \_\_\_\_\_ Observation # \_\_\_\_\_ Date \_\_\_\_\_

Filled Out By \_\_\_\_\_

### Assessment

This assessment is used to evaluate teaching performance, setting of instructional outcomes, design of coherent instruction, creation of an environment of respect and rapport, management of student behavior, communication with students, use of questioning and discussion techniques, engagement of students in learning, and use of assessment.

CRITERIA	DISTINGUISHED 4	PROFICIENT 3	BASIC 2	UNSATISFACTORY 1	Score
<p><b>1. Setting Instructional Outcomes</b></p> <p><i>INTASC</i> <b>Standard #7:</b> <i>Planning for Instruction</i></p> <p><i>CAEP</i> <b>Standard #1:</b> <i>Content and Pedagogical Knowledge</i> 1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>Standard #2:</b> <i>Clinical Partnership and Practice</i> 2.3</p> <p><b>Standard #4:</b> <i>Program Impact</i> 4.1, 4.2</p>	<ul style="list-style-type: none"> <li>• The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.</li> <li>• The teacher connects outcomes to previous and future learning.</li> <li>• Outcomes are differentiated to encourage individual students to take educational risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent high expectations and rigor.</li> <li>• Outcomes are related to "big ideas" of the discipline.</li> <li>• Outcomes are written in terms of what students will learn rather than do.</li> <li>• Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</li> <li>• Outcomes, differentiated where necessary, are suitable to groups of students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent a mixture of low expectations and rigor.</li> <li>• Some outcomes reflect important learning in the discipline.</li> <li>• Outcomes are suitable for most of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes lack rigor.</li> <li>• Outcomes do not represent important learning in the discipline.</li> <li>• Outcomes are not clear or are stated as activities.</li> <li>• Outcomes are not suitable for many students in the class.</li> </ul>	
<b>Comments:</b>					
<p><b>2. Designing Coherent Instruction</b></p>	<ul style="list-style-type: none"> <li>• Activities permit student choice.</li> <li>• Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are matched to instructional</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are moderately challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are boring and/or not well aligned to</li> </ul>	

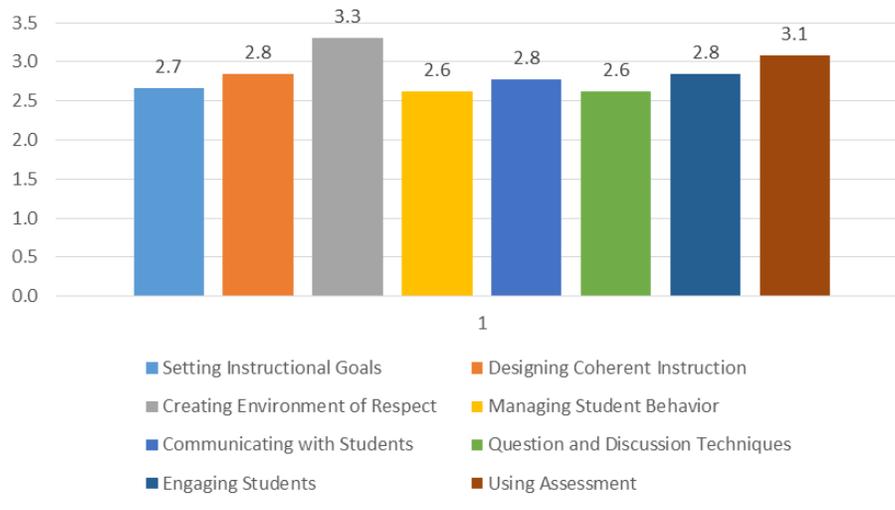
CRITERIA	DISTINGUISHED 4	PROFICIENT 3	BASIC 2	UNSATISFACTORY 1	Score
<p><i>INTASC</i> <i>Standard #7:</i> <i>Planning for Instruction</i> <i>Standard #8:</i> <i>Instructional Strategies</i></p> <p><i>CAEP</i> <b>Standard #1:</b> <i>Content and Pedagogical Knowledge</i> 1.1, 1.2, 1.3, 1.4, 1.5 <b>Standard #2:</b> <i>Clinical Partnership and Practice</i> 2.3 <b>Standard #4:</b> <i>Program Impact</i> 4.1, 4.2</p>	<p>experiences connect to other disciplines.</p> <ul style="list-style-type: none"> <li>• The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual student needs.</li> </ul>	<p>outcomes.</p> <ul style="list-style-type: none"> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• The teacher provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random, or they only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic about time expectations.</li> </ul>	<p>the instructional goals.</p> <ul style="list-style-type: none"> <li>• Materials are not engaging or do not meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	
<p><b>Comments:</b></p>					
<p><b>3. Creating an Environment of Respect and Rapport</b></p> <p><i>INTASC</i> <i>Standard #3:</i> <i>Learning Environments</i></p> <p><i>CAEP</i> <b>Standard #1:</b> <i>Content and Pedagogical Knowledge</i> 1.1, 1.2, 1.3, 1.4, 1.5 <b>Standard #2:</b> <i>Clinical Partnership and Practice</i> 2.3 <b>Standard #4:</b> <i>Program Impact</i> 4.1, 4.2</p>	<ul style="list-style-type: none"> <li>• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</li> <li>• There is no disrespectful behavior among students.</li> <li>• When necessary, students respectfully correct one another.</li> <li>• Students participate without fear of put-downs or ridicule from either the teacher or other students.</li> <li>• The teacher respects and encourages students' efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk between the teacher and students and among students is uniformly respectful.</li> <li>• The teacher successfully responds to disrespectful behavior among students.</li> <li>• Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</li> <li>• The teacher makes general connections with individual students.</li> <li>• Students exhibit respect for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</li> <li>• The teacher attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>• The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.</li> <li>• Students' body language indicates feelings of hurt, discomfort, or insecurity.</li> <li>• The teacher displays no familiarity with, or caring about, individual students.</li> <li>• The teacher disregards disrespectful interactions among students.</li> </ul>	
<p><b>Comments:</b></p>					
<p><b>4. Managing Student Behavior</b></p> <p><i>CAEP</i></p>	<ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established and implemented</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher attempts to maintain order in the classroom, referring to classroom rules,</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no standards of conduct evident.</li> </ul>	

CRITERIA	DISTINGUISHED 4	PROFICIENT 3	BASIC 2	UNSATISFACTORY 1	Score
<p><b>Standard #1:</b> <i>Content and Pedagogical Knowledge</i> 1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>Standard #2:</b> <i>Clinical Partnership and Practice</i> 2.3</p> <p><b>Standard #4:</b> <i>Program Impact</i> 4.1, 4.2</p>	<p>handled.</p> <ul style="list-style-type: none"> <li>The teacher silently and subtly monitors student behavior.</li> <li>Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</li> </ul>	<p>successfully.</p> <ul style="list-style-type: none"> <li>Overall, student behavior is generally appropriate.</li> <li>The teacher frequently monitors student behavior.</li> <li>The teacher's response to student misbehavior is effective.</li> </ul>	<p>but with uneven success.</p> <ul style="list-style-type: none"> <li>The teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not monitor student behavior.</li> <li>Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</li> </ul>	
<p><b>Comments:</b></p>					
<p><b>5. Communicating with Students</b></p> <p>INTASC <i>Standard #4: Content Knowledge</i> <i>Standard #5: Application of Content</i></p> <p>CAEP <b>Standard #1:</b> <i>Content and Pedagogical Knowledge</i> 1.1, 1.2, 1.3, 1.4, 1.5</p> <p><b>Standard #2:</b> <i>Clinical Partnership and Practice</i> 2.3</p> <p><b>Standard #4:</b> <i>Program Impact</i> 4.1, 4.2</p>	<ul style="list-style-type: none"> <li>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li>The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>The teacher points out possible areas for misunderstanding.</li> <li>The teacher invites students to explain the content to their classmates.</li> <li>Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li>The teacher uses rich language offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li>Students use academic language correctly.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher states clearly, at some point during the lesson, what students will be learning.</li> <li>The teacher's explanation of content is clear and invites student participation and thinking.</li> <li>The teacher makes no content errors.</li> <li>The teacher describes specific strategies students might use, inviting student to interpret them in the context of what they are learning.</li> <li>Students engage with the learning task, indicating that they understand what they are to do.</li> <li>If appropriate, the teacher models the process to be followed in the task.</li> <li>The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanation of academic vocabulary.</li> <li>The teacher's vocabulary is appropriate to students' ages and levels of development.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides little elaboration or explanation about what the students will be learning.</li> <li>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li>The teacher makes no serious content errors but may make minor ones.</li> <li>The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li>The teacher must clarify the learning task so students can complete it.</li> <li>The teacher's vocabulary and usage are correct but unimaginative.</li> <li>When the teacher attempts to explain academic vocabulary, it is only partially successful.</li> <li>The teacher's vocabulary is too advanced, or too juvenile, for students.</li> </ul>	<ul style="list-style-type: none"> <li>At no time during the lesson does the teacher convey to students what they will be learning.</li> <li>Students indicate through body language or questions that they don't understand the content being presented.</li> <li>The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li>Students indicate through their questions that they are confused about the learning task.</li> <li>The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>The teacher's vocabulary is inappropriate to the age or culture of the students.</li> </ul>	

CRITERIA	DISTINGUISHED 4	PROFICIENT 3	BASIC 2	UNSATISFACTORY 1	Score
<b>Comments:</b>					
<p><b>6. Using Questioning and Discussion Techniques</b></p> <p>INTASC Standard #8: Instructional Strategies</p> <p>CAEP <b>Standard #1:</b> Content and Pedagogical Knowledge 1.1, 1.2, 1.3, 1.4, 1.5 <b>Standard #2:</b> Clinical Partnership and Practice 2.3 <b>Standard #4:</b> Program Impact 4.1, 4.2</p>	<ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• The teacher builds on and uses student responses to questions in order to deepen student understanding.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion and challenge one another's thinking.</li> <li>• Virtually all students are engaged in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• Discussions enable students to talk to one another without ongoing mediation by teacher.</li> <li>• The teacher calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> <li>• The teacher asks students to justify their reasoning, and most attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• The teacher calls on many students, but only a small number actually participate in the discussion.</li> <li>• The teacher asks students to explain their reasoning, but only some students attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between the teacher and students; students are not invited to speak directly to one another.</li> <li>• The teacher does not ask students to explain their thinking.</li> <li>• Only a few students dominate the discussion.</li> </ul>	
<b>Comments:</b>					
<p><b>7. Engaging Students in Learning</b></p> <p>INTASC Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments</p> <p>CAEP <b>Standard #1:</b> Content and Pedagogical Knowledge 1.1, 1.2, 1.3, 1.4, 1.5 <b>Standard #2:</b> Clinical Partnership and Practice 2.3 <b>Standard #4:</b> Program Impact 4.1, 4.2</p>	<ul style="list-style-type: none"> <li>• Virtually all students are intellectually engaged in the lesson.</li> <li>• Lesson activities require high-level student thinking and explanations of their thinking.</li> <li>• Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.</li> <li>• Students have an opportunity for reflection and closure</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</li> <li>• Students are invited to explain their thinking as part of completing tasks.</li> <li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> <li>• The teacher uses groupings that are</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>• Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.</li> <li>• The materials and resources are partially aligned to the lesson objectives.</li> <li>• Few of the materials and resources require student thinking or ask students to explain their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks/activities and materials require only recall or have a single correct response or method.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags or is rushed.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</li> </ul>	

CRITERIA	DISTINGUISHED 4	PROFICIENT 3	BASIC 2	UNSATISFACTORY 1	Score
	on the lesson to consolidate their understanding.	suitable to the lesson activities.	<ul style="list-style-type: none"> <li>• The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</li> <li>• The instructional groupings used are partially appropriate to the activities.</li> </ul>		
<b>Comments:</b>					
<p><b>8. Using Assessment in Instruction</b></p> <p><i>INTASC Standard #6: Assessment</i></p> <p><i>CAEP Standard #1: Content and Pedagogical Knowledge 1.1, 1.2, 1.3, 1.4, 1.5</i></p> <p><i>Standard #2: Clinical Partnership and Practice 2.3</i></p> <p><i>Standard #4: Program Impact 4.1, 4.2</i></p>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li>• The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>• High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher makes the standards of high-quality work clear to students.</li> <li>• The teacher elicits evidence of student understanding.</li> <li>• Students are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance, at least for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li>• Feedback to students is vague and not oriented toward future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self- or peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high-quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Students receive no feedback, or feedback is global or directed to only one student.</li> <li>• The teacher does not ask students to evaluate their own or classmates' work.</li> </ul>	
<b>Comments:</b>					
<b>Total:</b>					

### Faculty Supervisor Assessments of Student Teaching (Out of 4.0)



### Cooperating Teacher Assessments of Student Teaching (Out of 4.0)

