*Please return to your assigned student at the*

*conclusion of the laboratory experience. Thank you.*

**Spring Hill College Performance Evaluation: Upper-Division**

**\_\_\_\_\_\_\_\_ Semester 20\_\_**

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| **Student:**  **Cooperating Teacher:** | **Grade:**  **School:** |

***Please indicate the Level:*** *4=Excellent, 3=Proficient, 2=Basic, 1=Unsatisfactory, 0=Not evidenced, NA=Does not apply*

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| **Standard 1**  Content Knowledge | Criteria | **Level** |
| 1.1 | Clear demonstration of content knowledge and ability to organize facts, concepts and skills.  Demonstrates knowledge of the core concepts, facts, procedures, and skills comprising specific curricular areas related to teaching assignment. |  |
| 1.2 | Activates prior knowledge, experience, and interests and uses this information to plan content and help individual student to attain learning goals.  Assesses and uses students’ prior knowledge and understandings to inform the planning and delivery of instruction.  Connects new content to learners’ interests and life experiences. |  |
| 1.3 | Connects curriculum to other content areas and real-life settings to promote retention and relevance.  Demonstrates knowledge of the importance of making the curriculum relevant to learners.  Seeks and utilizes opportunities to identify real-life connections across the curriculum. |  |
| 1.4 | Designs instructional activities based on state content standards.  Plans instructional activities that align with Alabama’s Courses of Study. |  |
| 1.5 | Provides instructional accommodations, modifications, and adaptations to meet needs of each individual student.  Addresses identified learner needs in designing instructional plans using available resources and materials. |  |
| **Standard 2**  Teaching and Learning | Criteria-Organization and Management of Learning Environment |  |
| 2.1 | Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behavior.  Establishes rules and procedures for classroom management.  Utilizes sound classroom organization and management strategies.  Implements organization and management strategies in response to specific classroom issues or individual learner needs.  Provides encouragement to learners for positive behaviors. |  |
| 2.2 | Creates a positive climate that promotes respect and responsibility.  Establishes rapport with individual learners. Acknowledges student displays of respect and responsibility. |  |
| 2.3 | Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners.  Recognizes and responds to unsafe situations as they occur.  Implements routines and procedures within the classroom, including plans for transitions.  Identifies motivational techniques and utilizes available visuals to stimulate learner interest in topics of study. |  |
|  | Criteria-Using Instructional Strategies to Engage Learners |  |
| 2.4 | Develops challenging standard-based academic goals for each learner using knowledge of cognitive, social, and emotional development.  Identifies cognitive, social, and emotional needs of learners.  Follows required guidelines in standards-based instruction for establishing academic learning goals. |  |
| 2.5 | Engages learners in developing and monitoring goals for their own learning and behavior.  Establishes learning and behavior goals and communicates them to learners.  Provides feedback on achievement of learning and behavior goals.  Meets with individual learners to promote their increased responsibility in meeting goals. |  |
| 2.6 | Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies.  Teaches lessons provided in available curriculum and resources.  Implements corresponding instructional strategies. |  |
| 2.7 | Creates learning activities that optimize each individual’s growth and achievement in a supportive environment.  Creates learning activities using available teaching resources and scope and sequence guides.  Uses effective questioning strategies to engage learners in thinking about and learning the content.  Supports and encourages individual learners to achieve. Becomes informed about additional resources, including existing and emerging digital tools and content, to support learners. |  |
| 2.8 | Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.  Administers required district and site assessments to monitor progress in relation to content standards.  Shares assessment results with learners within established timelines.  Recognizes when students are confused and responds by re-teaching lessons when necessary. |  |
| 2.9 | Uses summative assessments to measure learner attainment of specific learning targets.  Administers required school and district summative assessments. |  |
| 2.10 | Maintains evidence and records of learning performance to communicate progress.  Collects and records required documentation of student learning aligned with content standards using available resources and technologies.  Shares assessment feedback with learners, families/guardians, and appropriate school personnel at required reporting periods. |  |
| 2.11 | Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes.  Reviews standardized assessment data and uses basic understandings of individual and class performance for planning. |  |
| **Standard 3**  Literacy | Criteria |  |
| 3.1 | Demonstrates standard oral and written communications and integrates appropriate communication strategies.  Uses standard spoken and written language to support clear communications with learners, families/guardians, colleagues, and other audiences.  Listens actively to speaker and seeks to understand different perspectives.  Uses questioning strategies to solicit specific information and to clarify understanding. |  |
| 3.2 | Fosters and responds to effective verbal and nonverbal communications during instruction.  Recognizes when learners are confused during instruction and responds with additional support.  Uses assistive technologies provided for individual learners to facilitate communication. |  |
| 3.3 | Uses age-appropriate instructional strategies to improve learners’ skills in critical literacy components.  Uses appropriate instructional strategies to support learners in reading and comprehending curriculum within and across content areas.  Seeks supports for struggling learners. |  |
| 3.4 | Integrates narrative and expository reading strategies across the curriculum.  Teaches literacy strategies by following available guidelines in content-area manuals and texts. |  |
| 3.5 | Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions.  Begins to notice and use opportunities for mathematical problem solving to further students’ understanding of content across disciplines.  Encourages learners to approach mathematical problem solving in various ways. |  |
| 3.6 | Communicates mathematical concepts, processes, and symbols within the content taught.  Utilizes available resources to communicate mathematical concepts, processes, and symbols. |  |
| 3.7 | Identifies and integrates available emerging technologies into the teaching of all content areas  Uses available site-based technological resources to support instruction.  Selects additional technological resources primarily based on suggestions from colleagues.  Identifies, evaluates, and uses technological resources and technical assistance, i.e., those available online and on-site within a school and district setting. |  |
| 3.8 | Facilitates learners’ individual and collaborative use of technology and evaluates their technological proficiency.  Provides students with available hardware and software to support content learning, completion of assignments, and/or practice of basic skills. |  |
| **Standard 4**  Diversity | Criteria |  |
| 4.1 | Develops culturally responsive curriculum and instruction in response to differences in individual experiences: cultural, ethnic, gender, and linguistic diversity, and socioeconomic status.  Listens actively to speaker and seeks to understand different perspectives.  Selects instructional strategies, resources, and technologies with some consideration for diverse learners. |  |
| 4.2 | Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation.  Follows available guidelines for periodic communications with families/guardians.  Utilizes differentiated communication modes with students and their families/ guardians based on identified needs.  Varies instruction to increase student participation. |  |
| 4.3 | Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning.  Recognizes the need to consider own assumptions, attitudes, and expectations about students.  Begins to reflect on possible personal biases and their impact on learning. |  |
| 4.4 | Supports learners to accelerate language acquisition by utilizing their native language and linguistic background.  Explores ways in which students’ native language and linguistic background can be used during instruction.  Works with colleagues and the community to provide native language support services to students, if available. |  |
| 4.5 | Guides second-language acquisition and utilizes English Language Proficiency strategies to support language learning.  Utilizes available program materials for second-language instruction.  Uses some ELP strategies for content instruction. |  |
| 4.6 | Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning.  Identifies students with difficulties in learning.  Uses available materials to re-teach skills and concepts. |  |
| 4.7 | Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention.  Assists in identifying at-risk students, gifted students, and those with disabilities.  Demonstrates a basic understanding of laws and policies regarding exceptional learners.  Implements IEPs and 504 plans with support from staff. |  |
| 4.8 | Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities.  Varies some instructional activities to provide options for students with learning differences and disabilities.  Provides some visuals as environmental references, using available resources. |  |
| 4.9 | Helps students assess their own learning style and build upon identified strengths.  Demonstrates understanding of the research on learning styles and multiple intelligences, and considers ways these influence students’ academic growth and access to content. |  |
| 4.10 | Designs learning experiences that engage all learning styles and multiple intelligences.  Selects instructional strategies and resources that address some of the learning styles and intelligences represented in classroom. |  |
| **Standard 5** Professionalism | Criteria |  |
| 5.1 | Collaborates with stakeholders to facilitate student learning and well-being. |  |
| 5.2 | Engages in ongoing professional learning to move practice forward.  Sets required individual professional learning goals.  Participates in job-embedded professional development related to school, district, and state goals.  Plans for ongoing personal professional learning that is aligned with the Alabama definition and standards for professional development. |  |
| 5.3 | Participates in a professional learning community to advance school improvement initiatives.  Shares resources with colleagues, families, and community members to improve learning for all students. |  |
| 5.4 | Promotes professional ethics and integrity.  Demonstrates understandings of the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance of records, and ethical use of technological and other resources.  Demonstrates commitment to ethical and equitable practices for all students. |  |
| 5.5 | Complies with local, state, and federal regulations and policies.  Locates information and identifies key contacts to access laws and policies.  Builds an understanding of local, state, and federal requirements related to students’ and teachers’ rights and student plans, including IEPs.  Complies with local, state, and federal requirements related to students’ and teachers’ rights and student plans, including IEPs. |  |

**Totals:**

Standard 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Standard 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Standard 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please check(✓) the expected behaviors, as listed in the Spring Hill College *Guidebook for Professional Experiences* manual that were successfully demonstrated:

\_\_\_\_\_ followed the dress code and wore proper name badge \_\_\_\_\_ spoke clearly, correctly, and coherently

\_\_\_\_\_ present each scheduled day (or time was made up) \_\_\_\_\_ wrote clearly, correctly, and coherently

\_\_\_\_\_ on time each day \_\_\_\_\_ used correct posture

\_\_\_\_\_ stayed for the assigned time \_\_\_\_\_ refrained from eating, drinking, and chewing gum

\_\_\_\_\_ did not participate in corporal punishment \_\_\_\_\_ did not sit on tables or desks

\_\_\_\_\_ refrained from bringing cell phone/pager into the classroom

\_\_\_\_\_ completed lab requirements according to established timelines

\_\_\_\_\_ exhibited professionalism with cooperating teachers, administrators, students, parents/guardians, and professors

\_\_\_\_\_ completed directed activities or tasks within the context of laboratory assignments in a satisfactory manner

Comments;

Signature of Cooperating Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*6/2014*