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##### **STUDENT TEACHING FINAL EVALUATION**

**First** **Placement (of Two)**

Student Teacher WKU ID Cooperating School Semester Cooperating Teacher Subject/Grade

University Supervisor Dates (Inclusive)

**Scoring Guide**

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| **A** | Student Teacher’s ratings are “Developing” or above on all components of the Kentucky Framework for Teaching. Most Dispositions are at “Target” or “Above Standard”, with NO Dispositions below “Standard”. |
| **B** | Student Teacher’s ratings are mostly “Developing” or above, with no more than three “Ineffective” on all components of the Kentucky Framework for Teaching. Dispositions are equally at “Target” or “Above Standard”, with NO Disposition below “Standard”. |
| **C** | Student Teacher is “Developing”, with no more than six “Ineffective” on all components of the Kentucky Framework for Teaching. Dispositions are more “At Standard” than “Above Standard” with NO Disposition below “At Standard”. |
| \*\*\*NOTE: CANDIDATES SCORING BELOW THIS POINT CANNOT BE RECOMMENDED FOR TEACHER CERTIFICATION\*\*\* | |
| **D** | Student Teacher is nearly equally “Developing” or “Ineffective” on all components of the Kentucky Framework for Teaching. Dispositions are nearly all “At Standard” but some are “Below Standard”. |
| **F** | Student Teacher is at “Ineffective” on most components of the Kentucky Framework for Teaching. Most Dispositions are “Below Standard”. |

**Kentucky Framework for Teaching**

With the cooperating teacher’s input, use the Kentucky Framework for Teaching (<http://education.ky.gov/teachers/pges/tpges/documents/kentucky%20framework%20for%20teaching.pdf>)

to rate the student teacher’s performance on each component.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard / Rating** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| 1A – Demonstrating Knowledge of Content and Pedagogy |  |  |  |  |
| 1B - Demonstrating Knowledge of Students |  |  |  |  |
| 1C – Selecting Instructional Outcomes |  |  |  |  |
| 1D – Demonstrating Knowledge of Resources |  |  |  |  |
| 1E – Designing Coherent Instruction |  |  |  |  |
| 1F – Designing Student Assessment |  |  |  |  |
| 2A – Creating an Environment of Respect and Rapport |  |  |  |  |
| 2B - Establishing a Culture of Learning |  |  |  |  |
| 2C – Managing Classroom Procedures |  |  |  |  |
| 2D – Managing Student Behavior |  |  |  |  |
| 2 E – Organizing Physical Space |  |  |  |  |
| 3A – Communicating with Students |  |  |  |  |
| 3B – Using Questioning and Discussion Techniques |  |  |  |  |
| 3C – Engaging Students in Learning |  |  |  |  |
| 3D – Using Assessment in Instruction |  |  |  |  |
| 3E – Demonstrating Flexibility and Responsiveness |  |  |  |  |
| 4A – Reflecting on Teaching |  |  |  |  |
| 4B – Maintaining Accurate Records |  |  |  |  |
| 4C – Communicating with Families |  |  |  |  |
| 4D – Participating in a Professional Community |  |  |  |  |
| 4E – Growing and Developing Professionally |  |  |  |  |
| 4F – Demonstrating Professionalism |  |  |  |  |

**Dispositions Ratings**

With the cooperating teacher’s input, rate the student teacher’s performance each indicator.

1 = Below Standard; 3 = At Standard; 5 = Target

(See Source of Evidence 9 for rating descriptions)

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| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| Values learning; Attendance |  |  |  |  |  |
| Values learning: Class participation |  |  |  |  |  |
| Values learning: Class preparation |  |  |  |  |  |
| Values learning: Communication |  |  |  |  |  |
| Values personal integrity: Emotional control |  |  |  |  |  |
| Values personal integrity: Ethical behavior |  |  |  |  |  |
| Values diversity |  |  |  |  |  |
| Values collaboration |  |  |  |  |  |
| Values professionalism: Respect for school rules, policies and norms |  |  |  |  |  |
| Values professionalism: Commitment to self-reflection and growth |  |  |  |  |  |
| Values professionalism: Professional development and involvement |  |  |  |  |  |
| Values professionalism: Professional responsibility |  |  |  |  |  |

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| **Area(s) of concern with supporting rationale:** |

REMEMBER TO SUBMIT A COPY OF ATTENDANCE REPORT (for students with absences)

##### **Final Student Teaching Grade – First Placement**

**SIGNATURES REQUIRED**

Student Teacher Date

Cooperating Teacher Date

University Supervisor Date