

COLLEGE OF STATEN ISLAND

EVALUATION OF STUDENT TEACHING

Cooperating Teacher Evaluation of a Teacher Candidate Form to be completed by Cooperating Teachers

Teacher Candidate's Name _____ Signature _____

Cooperating teacher: College Supervisor: Please indicate which evaluation this is for this student: <input type="checkbox"/> First placement <input type="checkbox"/> Second placement <input type="checkbox"/> Other placement:	School Placement: Date: Subject of lesson(s): Grade/Age level taught:
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Thank you for supporting our student teachers during field placement.

Teacher Candidates at the College of Staten Island are expected to demonstrate their development from student to educator, one who demonstrates intellectual autonomy and professional responsibility as defined by the Conceptual Framework of the CSI School of Education. The goals of the framework include the acquisition of deep content knowledge, the ability to teach all students, and the ability to use reflective practice in diverse roles and settings. Teacher candidates demonstrate their ability to meet these goals through competency in subject matter, pedagogy, use of assessment, and professionalism.

The following rubric aligns with the InTASC Teaching Standards; edTPA rubrics, required for New York State initial certification; and the Danielson Framework for Teaching, the tool currently used for teacher evaluation in New York City as well as other school districts. Its purposes are to provide:

- A resource for the post-observation conference between the student teacher and college supervisor
- Feedback for critical self-reflection by the student teacher
- Data for analysis by CSI programs and across programs
- Data for improvement of programs in the CSI School of Education

Please evaluate the performance of the student teacher with whom you are working using the rubric. Consider each rubric dimension a developmental continuum, indicating the student teacher's progress in performance on each dimension from Insufficient to Developing to Competent to Effective. These ratings assist the student and College Supervisors in understanding the current developmental stage in each area and provide valuable information about areas in need of focus and support as the field placement proceeds.

Every semester these data are:

- Aggregated and analyzed by each CSI program and across programs
- Reviewed annually to glean implications for improvement of programs in the CSI Department of Education.

Individual programs may choose to do additional evaluation and data collection.

Dimension	4	3	2	1	NA
<i>Planning for Learning Objectives and Content</i>					
	4 – Strong	3 – Competent	2 – Developing	1 – Insufficient	
Student teacher identifies instructional objectives that reflect knowledge of content and CCSS.	Identifies instructional objectives that reflect strong knowledge of content and CCSS	Identifies instructional objectives that reflect knowledge of content and CCSS.	Identifies instructional objectives that reflect some knowledge of content and CCSS.	Does not identify instructional objectives that reflect knowledge of content and CCSS.	
Student teacher plans activities that align with instructional objectives.	Plans activities that align strongly with instructional objectives.	Plans activities that align with instructional objectives.	Plans activities that partially align with instructional objectives.	Does not plan activities that align with instructional objectives.	
Student teacher plans activities that differentiate instruction to meet individual students’ needs.	Plans activities that differentiate instruction to effectively meet individual students’ needs.	Plans activities that differentiate instruction to meet individual students’ needs.	Plans activities that attempts to differentiate instruction to meet individual students’ needs.	Does not plan activities that differentiate instruction to meet individual students’ needs.	
Student teacher uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	Uses resources that are strongly aligned with the instructional objectives and reflect strong knowledge of content and CCSS.	Uses resources that are clearly aligned with the instructional objectives and reflect knowledge of content and CCSS.	Uses resources that are partially aligned with the instructional objectives and reflect some knowledge of content and CCSS.	Does not use resources that are clearly aligned with the instructional objectives or reflect knowledge of content and CCSS.	
<i>Supporting Student Intellectual Engagement throughout Lesson</i>					
	4 – Consistent	3 – Frequent	2 – Occasional	1 – Rare/Not evident	
Student teacher uses activities that require students to engage intellectually with the material.	Consistently uses activities that require students to engage intellectually with the material.	Frequently uses activities that require students to engage intellectually with the material.	Occasionally uses activities that require students to engage intellectually with the material.	Rarely or never uses activities that require students to engage intellectually with the material.	
Student teacher uses a range of questioning and discussion techniques that elicit higher-order thinking.	Consistently uses a range of questioning and discussion techniques that elicit higher-order thinking.	Frequently uses a range of questioning and discussion techniques that elicit higher-order thinking.	Occasionally uses a range of questioning and discussion techniques that elicit higher-order thinking.	Rarely or never uses range of questioning and discussion techniques that elicit higher-order thinking.	
Student teacher provides students time to develop their ideas and answers.	Consistently provides students time to develop their ideas and answers.	Frequently provides students time to develop their ideas and answers.	Occasionally provides students time to develop their ideas and answers.	Rarely or never provides students time to develop their ideas and answers.	

Student teacher supports students to productively struggle with concepts and material.	Consistently supports students to productively struggle with concepts and material.	Frequently supports students to productively struggle with concepts and material.	Occasionally supports students to productively struggle with concepts and material.	Rarely or never supports students to productively struggle with concepts and material.	
Student teacher encourages students to explain their thinking and appropriately question the thinking of others.	Consistently encourages students to explain their thinking and appropriately question the thinking of others.	Frequently encourages students to explain their thinking and appropriately question the thinking of others.	Occasionally encourages students to explain their thinking and appropriately question the thinking of others.	Rarely or never encourages students to explain their thinking and appropriately question the thinking of others.	
Student teacher encourages students to reflect on their learning.	Consistently encourages students to reflect on their learning.	Frequently encourages students to reflect on their learning.	Occasionally encourages students to reflect on their learning.	Rarely or never encourages students to reflect on their learning.	
<i>Assessing Learning by All Students</i>					
	4 – Consistent	3 – Frequent	2 – Occasional	1 – Rare/Not evident	
Student teacher uses formative and summative assessments aligned to learning outcomes to support learning for all students.	Consistently uses formative and summative assessments aligned to learning outcomes to support learning for all students.	Frequently uses formative and summative assessments aligned to learning outcomes to support learning for all students.	Occasionally uses formative and summative assessments aligned to learning outcomes to support learning for all students.	Rarely or never uses formative and summative assessments aligned to learning outcomes to support learning for all students.	
Student teacher monitors student learning (individuals and groups) throughout lesson.	Consistently monitors student learning (individuals and groups) throughout lesson.	Frequently monitors student learning (individuals and groups) throughout lesson.	Occasionally monitors student learning (individuals and groups) throughout lesson.	Rarely or never monitors student learning (individuals and groups) throughout lesson.	
Student teacher provides actionable feedback on individual students' work.	Consistently provides actionable feedback on individual students' work.	Frequently provides actionable feedback on individual students' work.	Occasionally provides actionable feedback on individual students' work.	Rarely or never provides actionable feedback on individual students' work.	
Student teacher provides closing activity that checks for student understanding.	Consistently provides closing activity that checks for student understanding.	Frequently provides closing activity that checks for student understanding.	Occasionally provides closing activity that checks for student understanding.	Rarely or never provides closing activity that checks for student understanding.	
<i>Maintaining a Safe, Respectful, Supportive, and Challenging Learning Environment</i>					
	4 – Consistent	3 – Frequent	2 – Occasional	1 – Rare/Not evident	
Student teacher uses language of caring and respect for all students.	Consistently uses language of caring and respect for all students.	Frequently uses language of caring and respect for all students.	Occasionally uses language of caring and respect for all students.	Rarely or never uses of language of caring and respect for all students.	

Student teacher demonstrates awareness of students' lives beyond school.	Consistently demonstrates awareness of students' lives beyond school.	Frequently demonstrates awareness of students' lives beyond school.	Occasionally demonstrates awareness of students' lives beyond school.	Rarely or never demonstrates awareness of students' lives beyond school.	
Student teacher fosters a safe environment for student risk taking.	Consistently fosters a safe environment for student risk taking.	Frequently fosters a safe environment for student risk taking.	Occasionally fosters a safe environment for student risk taking.	Rarely or never fosters a safe environment for student risk taking.	
Student teacher demonstrates high expectations for all students' capabilities for learning.	Consistently demonstrates high expectations for all students' capabilities for learning.	Frequently demonstrates high expectations for most students' capabilities for learning.	Occasionally demonstrates high expectations for some students' capabilities for learning.	Rarely or never demonstrates high expectations for students' learning	
Student teacher fosters student engagement in a range of learning contexts (including individual, small-group, and whole-class work).	Consistently fosters student engagement in a range of learning contexts.	Frequently fosters student engagement in a range of learning contexts.	Occasionally fosters student engagement in a range of learning contexts.	Rarely or never fosters student engagement in a range of learning contexts.	
Student teacher ensures that standards of conduct and classroom norms are understood by the students.	Consistently ensures that standards of conduct and classroom norms are understood by the students.	Frequently ensures that standards of conduct and classroom norms are understood by the students.	Occasionally ensures that standards of conduct and classroom norms are understood by the students.	Rarely or never ensures that standards of conduct and classroom norms are understood by the students.	
Student teacher applies appropriate classroom management strategies.	Consistently applies appropriate classroom management strategies.	Frequently applies appropriate classroom management strategies.	Occasionally applies appropriate classroom management strategies.	Rarely or never applies appropriate classroom management strategies.	
<i>Critical Self-Reflection on Practice</i> [Note: Evidence for this dimension based on conferences with supervisor and/or cooperating teacher.]					
	4 – Consistent	3 – Frequent	2 – Occasional	1 – Rare/Not evident	
Student teacher critically reflects on his/her own practice.	Student teacher critically reflects on his/her own practice continually.	Student teacher critically reflects on his/her own practice.	Student teacher begins to critically reflect on his/her own practice Occasionally.	Student teacher does not critically reflect on his/her own practice.	