

**STUDENT TEACHER FINAL ASSESSMENT and ENDORSEMENT**

Standards for the Teaching Profession and BCOE Dispositions

Student Teacher: \_\_\_\_\_ District: \_\_\_\_\_  
 Cooperating Teacher: \_\_\_\_\_ School: \_\_\_\_\_  
 University Supervisor: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Final Date: \_\_\_\_\_ Content: \_\_\_\_\_

**DIRECTIONS:** This Assessment is to be completed collaboratively by the cooperating teacher and university supervisor using evidence collected during the student teaching experience. Using the scoring criteria, indicate the teacher candidate's performance of each element of the standard. Select only one score per element. Then determine if the teacher candidate should be recommended for a teaching license. This signed Assessment will be returned to the Office of Student Field Experiences and will remain in this office as part of the student's file. The Assessment is evidence that the student teacher has been involved in an on-going evaluation process during the student teaching experience.

**Final Assessment****A. The Standards for the Teaching Profession**

This Assessment is divided into the three organizers identified by the state: 1. *The Focus of Teaching and Learning*, 2. *The Conditions for Teaching and Learning*, 3. *Teaching as a Profession*. The seven Standards fall under one of these organizers. Each standard has a set of elements that require scoring as they are exit criteria from the student teaching experience. The scores represent the growth and development of the teacher candidate in the student teaching experience.

**An average score of a 2 in each standard and each disposition AND a "YES" endorsement from the cooperating teacher and university supervisor is necessary to receive credit in student teaching and licensure recommendation.**

**B. The Scoring Process**

- The scoring of the standard's elements is based on evidence collected to support the element. Collected evidence includes cooperating teacher and university supervisor observations, conferencing, the lesson plan binder, and any other evidence collected during the student teaching experience.
- The score indicates the cooperating teacher and university supervisor have sufficient evidence to support that the teacher candidate is performing at the indicated level for the element within the student teaching setting.
- Scoring is based on a scale of 0 to 4 and only one score is selected per element.

**Scoring Criteria:**

- |                |  |
|----------------|--|
| 1: Ineffective | A teacher candidate whose performance consistently fails to demonstrate minimum competency of the element, has shown little or no improvement over time, requires constant assistance, and needs to gain further experience in the classroom for this element on an improvement plan.              |
| 2: Developing  | A teacher candidate whose performance demonstrates some competency of the element and indicates the candidate is making progress and growing with support.   |
| 3. Competent   | A teacher candidate whose performance consistently meets expectations, demonstrates competency of most of or the entire element, has impacted student learning and indicates the candidate is capable and requires little support for growth to occur.   |
| 4. Skilled     | A teacher candidate, whose performance exceeds expectations, competently demonstrates the entire element, has significantly impacted student learning and indicates the candidate is proficient, requires no assistance for growth to occur and strives to contribute to the school and community. |

**C. Endorsement**

After the scoring this Assessment, the cooperating teacher and university supervisor will determine if the teacher candidate should be recommended for a teaching license. The cooperating teacher and university supervisor will verify their endorsement of the teacher candidate by signing in the space provided.

**D. Review of the Assessment**

Upon completion of the scoring and endorsement, the cooperating teacher and/or university supervisor will conference with the teacher candidate to discuss the candidate's progress and performance. The cooperating teacher, university supervisor, and student teacher will sign the form to indicate that a review of the Assessment has taken place. A copy of the Assessment will be provided to the teacher candidate.

## THE FOCUS OF TEACHING AND LEARNING

### Standard 1: Students

<i>Does the candidate understand the students' backgrounds and learning styles and needs, and expect that all students can achieve?</i>	1	2	3	4
1.1 The candidate understands how students learn and the developmental characteristics of this age group. (CF:R4B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The candidate uses his/her knowledge of what students know and are able to do to meet the needs of all students. (CF: R4B; R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The candidate expects that all students will achieve to their full potential. (CF:R3C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The candidate demonstrates respect for students' diverse cultures, language skills and experiences. (CF: R3B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 The candidate assists in the appropriate identification, instruction and intervention for gifted students, students with disabilities and at-risk students.(CF:R3C; R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 2: Content

<i>Does the candidate have an understanding of the content he/she teaches?</i>	1	2	3	4
2.1 The candidate uses knowledge of content-specific concepts, assumptions and skills to plan effective instruction. (CF:R5B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The candidate uses knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. (CF: R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The candidate understands and uses the Common Core and/or the [REDACTED] academic content standards. (CF:R2B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 The candidate connects the discipline with other content areas to plan and deliver effective instruction.(CF:R5B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 The candidate connects content to relevant life experiences and career opportunities. (CF:R5A; R4A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 3: Assessment

<i>Does the candidate understand and effectively use varied assessments?</i>	1	2	3	4
3.1 The candidate understands varied types of assessments, their purposes and the data they generate. (CF: R1B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The candidate selects, develops, and uses a variety of diagnostic, formative and summative assessments. (CF: R1B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 The candidate analyzes data to monitor students' progress and learning, and to plan, differentiate and modify instruction. (CF: R1C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 The candidate collaborates and communicates student progress with students, parents and colleagues. (CF: R3A; R3D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 The candidate involves learners in self-assessment and goal setting to address gaps between performance and potential. (CF:R1C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 4: Instruction

<i>Does the candidate plan and deliver effective instruction that advances the learning of each individual student?</i>	1	2	3	4
4.1 The candidate aligns instructional goals and activities with school and district priorities and with [REDACTED] academic content standards. (CF:R2B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 The candidate uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap. CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 The candidate communicates clear learning goals and links learning activities to those goals.(CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 The candidate applies knowledge of how students think and learn to planning and instruction. (CF:R1A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 The candidate differentiates instruction to meet the needs of all students, including gifted students, students with disabilities and at-risk students. (CF:R3C;R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 The candidate creates and selects activities that are designed to help students become independent learners and complex problem-solvers. (CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 The candidate uses resources effectively, including technology, to enhance student learning. (CF:R7A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## THE CONDITIONS FOR TEACHING AND LEARNING

### Standard 5: Learning Environment

<i>Does the candidate create a learning environment that promotes learning and high achievement?</i>	1	2	3	4
5.1 The candidate treats all students fairly and has established a classroom environment that is respectful, supportive and caring. (CF: R3B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 The candidate has created a classroom environment that is physically and emotionally safe. (CF:R3C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 The candidate motivates students to work productively and take responsibility for their own learning. (CF: R1C; R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 The candidate creates learning situations in which students work independently, collaboratively and/or as a whole class. (CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 The candidate maintains an environment that is conducive to learning for all students. (CF: R3B; R3C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TEACHING AS A PROFESSION

### Standard 6: Collaboration and Communication

<i>Does the candidate collaborate and communicate effectively with colleagues, administrators, parents and the community?</i>	1	2	3	4
6.1 The candidate communicates clearly and effectively. (CF: R3A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 The candidate shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health. (CF:R3D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 The candidate collaborates effectively with other teachers, administrators and school and district staff. (CF:R6B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 The candidate collaborates effectively with the local community and community agencies when appropriate to promote student learning. (CF:R3D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 7: Professional Responsibility and Growth

<i>Does the candidate assume responsibility for professional performance and development?</i>	1	2	3	4
7.1 The candidate understands, upholds and follows professional ethics, policies and legal codes of professional conduct. (CF: R2A: R2C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 The candidate takes responsibility for engaging in continuous, purposeful professional development. (CF: R6A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 The candidate seeks opportunities that positively impact his/her teaching quality and student achievement. (CF: R6B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>DISPOSITIONS</b>	1	2	3	4
<b>1. Creating Fairness in the Classroom</b>				
<ul style="list-style-type: none"> <li>The candidate conveys the attitude that all students are important.</li> <li>The candidate consistently shows support for individual students based on their needs.</li> <li>The candidate acts as a positive role model by establishing a climate of courtesy and respect</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Maintaining an Inclusive Environment that is Safe and Conducive to Learning</b>				
<ul style="list-style-type: none"> <li>The candidate recognizes a physically and emotionally safe environment.</li> <li>The candidate maintains a conducive learning environment for all students.</li> <li>The candidate utilizes and varies the physical environment to meet individual needs and enhance student learning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Demonstrating the Belief All Students Can Learn</b>				
<ul style="list-style-type: none"> <li>The candidate demonstrates through instructional preparation the belief all students can learn.</li> <li>The candidate exhibits while teaching the belief all students can learn.</li> <li>The candidate demonstrates through classroom procedures the belief all students can learn.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Fostering Collaborative Relationships to Support Student Learning and Well-being</b>				
<ul style="list-style-type: none"> <li>The candidate requests professional assistance from appropriate sources (staff, counselors, and specialists).</li> <li>The candidate establishes and maintains rapport with cooperating teacher and communicates and collaborates with other school staff.</li> <li>The candidate maintains oral and/or written communication with parents</li> <li>The candidate attends school functions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Exhibiting Professional Skills</b>				
<ul style="list-style-type: none"> <li>The candidate follows the professional ethics and codes of professional conduct for teachers.</li> <li>The candidate complies with school policies and procedures, demonstrates punctuality, maintains appropriate appearance, and performs assigned professional duties.</li> <li>The candidate demonstrates a professional demeanor in all written and oral communications.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_ Yes    \_\_\_\_\_ No

**I recommend that the [REDACTED]  
[REDACTED] College of Education endorse this  
candidate to the [REDACTED] State Department of  
Education for a teaching license.**

\_\_\_\_\_ Yes    \_\_\_\_\_ No

\_\_\_\_\_  
Signature Cooperating Teacher

\_\_\_\_\_  
Signature University Supervisor

FINAL COMMENTS:

Sign and date the provided space to indicate that a formal evaluation has taken place and shared with the teacher candidate.

\_\_\_\_\_  
Review Date

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

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Teacher Candidate