SUNY GENESEO
Ella Cline Shear School of
EDUCATION
Teachers committed to improving the lives of students through education

Geneseo

ELLA CLINE SHEAR SCHOOL OF EDUCATION

South Hall 200, SUNY Geneseo, 1 College Circle, Geneseo, NY 14454

STUDENT TEACHING FEEDBACK AND EVALUATION

EARLY CHILDHOOD: GRADES 1 - 2

Teacher Candidate_____

Cooperating Teacher_____

College Supervisor_____

School_____

District _____

City_____

Final Grade (by College Supervisor)	
Satisfactory	Unsatisfactory
S	**U**

Evaluator: College Supervisor _____
Cooperating Teacher _____
Teacher Candidate _____

Semester: _____ 20____

Placement: 1st _____ 2nd _____

Grade Level _____

Please indicate whether the placement includes experience with the following kinds of students or classrooms.

Bilingual/ESL: Y N

Inclusion: Y N

DIRECTIONS

Cooperating Teacher: Please complete and discuss this form with the teacher candidate midway and at the end of the student teaching placement. Any serious concerns about the candidate's performance should be communicated to the College Supervisor and the Office of Student Teaching as soon as possible. At the end of the placement, please make a copy for yourself and the teacher candidate and send the original to the Office of Student Teaching.

College Supervisor: Please complete and discuss this form with the teacher candidate midway and at the end of the student teaching placement. Any serious concerns about the candidate's performance should be communicated to the Office of Student Teaching as soon as possible. At the end of the placement, please make a copy for yourself and the teacher candidate and send the original to the Office of Student Teaching.

RATING CATEGORIES

S = Superior	Indicates highly independent action, much self-direction, and exceptional

	competence.
P = Proficient	Indicates self-direction and a high level of competence.
D = Developing	Indicates moderate self-direction and developing competence.
U = Unsatisfactory	Indicates limited self-direction or independent action and significantly uneven competence in a number of areas.
N = Not Observed	Occasionally, some items might not be observed.

1. PROFESSIONAL DISPOSITIONS

Midpoint		Final
U D P S N	1. Shows a proactive disposition in learning to teach and in reflecting regularly on own practices (willing to experiment and take risks, to try another way, and to use suggestions; interested in solving the problems that arise in teaching).	**U D P S N**
U D P S N	2. Participates in professional activities outside the classroom or program and sees self as a member of a profession.	**U D P S N**
U D P S N	3. Maintains an ethical and respectful attitude toward all members of the school community, i.e., children, teachers, parents, and administrators; Shows knowledge of NAEYC's Code Ethical Conduct, legal standards, and other relevant guidelines and can apply them to multiple situations of teacher practice.	**U D P S N**
U D P S N	4. Demonstrates professional standards and correct usage in written and oral communication.	**U D P S N**

2. BUILDING POSITIVE RELATIONSHIPS AND SUPPORTIVE INTERACTIONS WITH CHILDREN

Midpoint		Final
U D P S N	1. Listens to the child responsively and respectfully; Allows for wait time; Shows delight in children's learning and development; Shows curiosity about and tries to understand the child's perspective.	**U D P S N**
U D P S N	2. Is able to elaborate and expand children's ideas at their level.	**U D P S N**
U D P S N	3. Practices and encourages pro-social interactions (kindness, cooperation between children, sharing, and courtesy).	**U D P S N**
U D P S N	4. Can sensitively interpret and appropriately respond to children's challenging behaviors.	**U D P S N**
U D P S N	5. Builds awareness of and demonstrates cultural sensitivity and anti-bias practices; Demonstrates skill in creating relationships with culturally and linguistically diverse children.	**U D P S N**
U D P S N	6. Contributes to the development of an inclusive classroom learning community.	**U D P S N**

3. BUILDING FAMILY, COMMUNITY, AND STAFF RELATIONSHIPS

Midpoint		Final
U D P S N	1. Demonstrates various family communication strategies: Exhibits empathy for parent perspectives; Presents self as a professional ally of parents and gains their confidence and respect; Develops inquiry strategies to gather information about families' goals and experiences, language and literacy practices, cultural practices, and composition. Example: Parent Communication Log.	**U D P S N**
U D P S N	2. Develops inquiry strategies to gather information about community resources, programs, and services for families and parents (e.g. Family/Community	**U D P S N**

	Project).	
U D P S N	3. Advocates for children, families, and the profession based on the information gathered (e.g. Family/Community Project).	**U D P S N**
U D P S N	4. Maintains professional relations with other adults (cooperates and seeks collaboration with staff, willing to ask and accept help, willing to accept extracurricular responsibilities).	**U D P S N**

4. CURRICULUM DEVELOPMENT

Midpoint		Final
U D P S N	1. Demonstrates broad knowledge of content areas and understanding of key ideas for teaching at this level; Incorporates key concept statements and questions in teaching procedures.	**U D P S N**
U D P S N	2. Demonstrates awareness of the learning continuum in each curriculum content area (e.g., literacy, mathematics, science, social studies, fine arts, and health).	**U D P S N**
U D P S N	3. Plans a variety of strategies for assuring each child's progress in accomplishing New York State Learning Standards as well as national learning standards.	**U D P S N**
U D P S N	4. Develops integrated multi-day or multi-week plans, i.e., unit or project plan; Selects and develops with children sustained, in-depth investigations.	**U D P S N**
U D P S N	5. Seeks to reflect family life and values in the classroom; Investigates and incorporates school and community resources into the curriculum; Makes adequate arrangements for local excursions, field trips, or resource persons.	**U D P S N**
U D P S N	6. Uses the children's ideas, interests, needs, and social experiences as resources for planning and organizing learning experiences; Plans learning experiences suitable for the abilities of the children; Plans varying approaches to learning experiences, e.g., inquiry, demonstration-presentation, discussion, technology, and learning centers; Designs curriculum that builds problem-solving and thinking skills.	**U D P S N**
U D P S N	7. Plans the environment with inquiry and discovery in mind; Develops learning centers, displays, and bulletin boards supportive of children’s learning; Creates displays of children’s work; Provides and uses appropriate learning aids (pictures, charts, flannel board, realia, and artifacts); Provides a variety of materials and activities that are real, concrete, and relevant to children's lives.	**U D P S N**
U D P S N	8. Submits plans in advance to allow for input and feedback from the cooperating teacher.	**U D P S N**

5. EFFECTIVENESS OF IMPLEMENTATION

Midpoint		Final
U D P S N	1. Blends phases of a plan into a cohesive learning experience and adjusts plans to children’s responses; Helps children to integrate ideas from various content areas of the curriculum.	**U D P S N**

U D P S N	2. Gives clear, simple directions.	**U D P S N**
U D P S N	3. Capitalizes on incidental learning and teachable moments.	**U D P S N**
U D P S N	4 Provides for individual choice and individual differences in learning experiences.	**U D P S N**
U D P S N	5. Creates a learning context in which rich oral language and other communication strategies are embedded; Asks thought-provoking questions and engages children in discussions and group work; Provides children with demonstrations, explanations, and scaffolding, as needed, to assist them in their learning.	**U D P S N**
U D P S N	6. Provides many opportunities for children to plan, to reflect on, and to revisit their learning experiences and to record observations and ideas through multiple forms of representation.	**U D P S N**
U D P S N	7. Uses a variety of strategies (e.g., language experience, shared book, DLTA, KWL, phonics practice games, literature circles, writing workshop, or journaling) to support development of the students' reading and writing abilities.	**U D P S N**
U D P S N	8. Promotes mathematical problem-solving and mathematical reasoning processes; Encourages children to use a variety of means--verbal and nonverbal--to communicate their mathematical thinking to others.	**U D P S N**
U D P S N	9. Helps children to use all their senses to make careful observations of objects, organisms, and events; Uses inquiry tools with children to extend their observations (e.g., magnifying lenses, measuring tools, mirrors, or sieves).	**U D P S N**
U D P S N	10. Provides opportunities for children to describe, compare, sort, classify, and order, using observable characteristics and properties; Engages children in simple investigations that include making predictions, gathering and interpreting data, recognizing simple patterns and relationships, and drawing conclusions.	**U D P S N**
U D P S N	11. Offers children opportunities to work collaboratively with others, share and discuss ideas, and listen to new perspectives.	**U D P S N**
U D P S N	12. Provides various and in-depth opportunities for students to develop social studies concepts, social relation skills, a sense of social responsibility, and respect for others, including those who differ in gender, ethnicity, ability, or ideas.	**U D P S N**
U D P S N	13. Provides opportunities for children to learn about the places in which they live and the changes that occur in their lives; Develops children's awareness of those in the community who produce goods and offer services.	**U D P S N**
U D P S N	14. Enables students to do direct investigations and first-hand research through field trips and/or community resource people.	**U D P S N**
U D P S N	15. Encourages children to express themselves physically and aesthetically, to represent ideas and feelings, and to acquire basic concepts and skills in the fine arts; Fosters children's expressive participation in art, music, storytelling, poetry, drama, and creative movement.	**U D P S N**
U D P S N	16. Engages and supports children in large motor activities; Provides opportunities for children to develop and refine motor skills in planned movement activities, both indoors and outdoors.	**U D P S N**

U D P S N	17. Offers students health and safety projects that help them to learn important health and safety concepts and to integrate that learning into daily living habits and practices.	**U D P S N**
U D P S N	18. Helps individual children with special learning/developmental needs; Adapts instruction for students who are ahead or behind grade-level expectations for curriculum content areas.	**U D P S N**

6. Managing the Classroom/Guiding Children

Midpoint		Final
U D P S N	1. Shows awareness of total classroom situation and group involvement (shows room awareness; Alert to other adults in classroom; Is able to maintain environment consistent with the demands of the teaching-learning situation).	**U D P S N**
U D P S N	2. Creates and maintains healthy and safe environments for children and adults; Follows state and local safety and health regulations.	**U D P S N**
U D P S N	3. Adjusts and varies groupings of children to meet individual and group instructional needs; Uses a variety of flexible groupings to promote learning and socio-emotional development.	**U D P S N**
U D P S N	4. Helps children to recognize and negotiate the routines of the classroom; Provides for smooth, effective transitions between activities and from one program or group to another throughout the day..	**U D P S N**
U D P S N	5. Maintains a room tempo appropriate to the nature of the instructional and/or managerial situation; Paces the learning experience to the children's understanding and progress.	**U D P S N**
U D P S N	6. Secures, focuses, and maintains group attending behavior, using positive verbal and nonverbal communication strategies.	**U D P S N**
U D P S N	7. Demonstrates, in guidance and management, respect for children and their families; Helps children to build their sense of security, self-regulation, and respect for others; Serves as a translator in conflicts and coaches in problem solving.	**U D P S N**
U D P S N	8. Assumes complete responsibility for the entire class (solo week).	**U D P S N**

7. Using Observation, documentation, and Assessment

Midpoint		Final
U D P S N	1. Able to evaluate teaching-learning experiences for group(s) and individuals: Keeps accurate records of children's work, recording needs, interests, and accomplishments; Saves representative samples of their work and discussions or conversations; Uses observations of children's activities to plan learning experiences.	**U D P S N**
U D P S N	2. Documents the evolution of curriculum and learning (using displays, photographs, recordings of children's language, newsletter, etc.); Evaluates project or unit implementation.	**U D P S N**
U D P S N	3. Gives children timely recognition and supports interest with specific feedback.	**U D P S N**

U D P S N	4. Involves children in self-assessment (summary discussions, observations, recordings, language experience charts, experiments, and enactments).	**U D P S N**
U D P S N	5. Makes use of evaluative feedback from other professionals to reformulate plans.	**U D P S N**
U D P S N	6. Can communicate with some parents examples of a child's involvement in the program and curriculum.	**U D P S N**
U D P S N	7. Seeks information from other program professionals about assessment practices and about building assessment partnerships with parents.	**U D P S N**

Midpoint Comments (Please summarize the teacher candidate's performance and progress in terms of strengths and areas in need of improvement. Attach other pages if needed):

Final Comments (Please summarize the student teacher's performance and progress in terms of strengths and areas in need of improvement. Attach other pages if needed.)

SIGNATURES

Teacher Candidate _____ Midterm date _____

_____ Final date _____

Cooperating Teacher _____Midterm date _____

_____ Final date _____

College Supervisor _____ Midterm date _____

_____ Final date _____