

# University of Pittsburgh at Bradford

## Competencies for Elementary and Secondary Student Teachers

Student Teacher: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

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

Year: \_\_\_\_\_ Semester: \_\_\_\_\_ Evaluation Period: Mid-Term

Grade Recommendation: \_\_\_\_\_ S = Satisfactory U = Unsatisfactory

The following evaluation should be completed by the cooperating teacher during the fourth week of student teaching. It is expected that the cooperating teacher and the university supervisor will meet to discuss the evaluation with the student teacher during each of these weeks.

**DIRECTIONS:** Please rate the student teacher for each competency. You may place **NA (Not Applicable)** if a particular issue does not pertain. Such a rating should be comparative of an average student teacher. Comment on each section of the competencies, noting the student teacher's strengths and weaknesses.

### Continuum – the Rating Explanations

- 4 Very little need for improvement. The student is able to assume a beginning teacher position without the need for additional guided practice.
- 3 Some need for improvement. The student needs modest assistance and guided practice.
- 2 Notable need for improvement. The student needs continual guided assistance and practice.
- 1 Significant need for improvement. The student is not ready to assume to duties of teaching.

**4=Very Little Need for Improvement, 3=Some Need for Improvement, 2=Notable Need for Improvement, 1=Significant Need for Improvement, 0=Does Not Demonstrate at All**

<b>I. Professional Preparation</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
1. Has sound knowledge of subject matter related to the teaching assignment.						
2. Creates a learning environment that encourages positive social interaction, self-motivation and active engagement in learning.						
3. Seeks ongoing development of knowledge of content and pedagogy.						
4. Collaborates with others to improve opportunities for student learning.						
5. Uses correct English in written communication.						
6. Has a command of Standard English in speaking.						
<b>TOTAL</b>						

Comments:

<b>II. Planning for Instruction</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
1. Writes appropriate objectives (coded to PA Academic Standards or other appropriate standards for the content area) based on identified needs and curriculum.						
2. Creates learning experiences that make the subject matter meaningful for students.						
3. Plans in sufficient detail.						
4. Uses a variety of teaching models, e.g. direct instruction, cooperative learning, problem solving, inquiry, and interdisciplinary learning experiences.						
5. Understands how students differ in their ability and approaches to learning.						
6. Plans instruction to meet student needs at multiple learning levels and the needs of diverse learners in an inclusion classroom.						
7. Selects appropriate formal and informal assessments for the intended objectives.						
<b>TOTAL</b>						

Comments:

**4=Very Little Need for Improvement, 3=Some Need for Improvement, 2=Notable Need for Improvement, 1=Significant Need for Improvement, 0=Does Not Demonstrate at All**

<b>III. Teaching Skills</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
1. Matches the teaching model with the selected objectives.						
2. Selects and uses a variety of instructional methods.						
3. Uses appropriate motivational techniques.						
4. Demonstrates ability to monitor the learners and adjust the teaching in response to learner feedback.						
5. Provides timely, relevant and appropriate feedback to students.						
6. Involves all of the learners.						
7. Uses a variety of levels of questions.						
<b>TOTAL</b>						

Comments:

**4=Very Little Need for Improvement, 3=Some Need for Improvement, 2=Notable Need for Improvement, 1=Significant Need for Improvement, 0=Does Not Demonstrate at All**

<b>IV. Personal and Interpersonal Characteristics</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
1. Demonstrates enthusiasm.						
2. Has a professional appearance.						
3. Uses appropriate voice modulation and projection.						
4. Has vitality, stamina, and general good health.						
5. Is dependable in matters such as attendance, punctuality and responsibility.						
6. Demonstrates habits of conduct appropriate to the school setting.						
7. Evidences resiliency.						
8. Demonstrates willingness to cooperate.						
9. Has an apparent understanding of children and how they learn and develop.						
10. Has a rapport with children.						
11. Establishes a rapport with colleagues and other adults.						
<b>TOTAL</b>						

Comments:

**4=Very Little Need for Improvement, 3=Some Need for Improvement, 2=Notable Need for Improvement, 1=Significant Need for Improvement, 0=Does Not Demonstrate at All**

<b>V. Professional Qualities</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
1. Assumes responsibilities without being asked.						
2. Relates to pupils on a professional level.						
3. Reflects upon practice and learns from experience.						
4. Analyzes own strengths and weaknesses.						
5. Uses supervisory help.						
6. Shows evidence of professional attitude.						
7. Shows evidence of professional judgment.						
<b>TOTAL</b>						

Comments:

**4=Very Little Need for Improvement, 3=Some Need for Improvement, 2=Notable Need for Improvement, 1=Significant Need for Improvement, 0=Does Not Demonstrate at All**

<b>VI. Classroom and Behavior Management</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
1. Is consistent and fair in applying corrective measures.						
2. Establishes a productive routine.						
3. Uses sound reinforcement strategies to shape student behavior.						
4. Retains emotional control of self in managing student behavior.						
5. Matches appropriate strategies to the developmental level of the students.						
<b>TOTAL</b>						

Comments:

### SUMMARY

	<b>Categories</b>	<b>#</b>	<b>Total</b>	<b>Average</b>	<b>Final</b>
<b>I.</b>	<b>Professional Preparation</b>	<b>6</b>			
<b>II.</b>	<b>Planning for Instruction</b>	<b>7</b>			
<b>III.</b>	<b>Teaching Skills</b>	<b>7</b>			
<b>IV.</b>	<b>Personal and Interpersonal Characteristics</b>	<b>11</b>			
<b>V.</b>	<b>Professional Qualities</b>	<b>7</b>			
<b>VI.</b>	<b>Classroom and Behavior Management</b>	<b>5</b>			
		<b>43</b>			

**NARRATIVE**

**Things to Work On:** *(To Be Completed at the Mid-Point Evaluation. May be completed on a separate paper.)*

**Additional Input**

Narrative: *(Please write an overall assessment of the student teacher's performance. Include strengths and weaknesses for the (final) evaluation. You may use a separate sheet; write "See Attached" below and get signatures and dates on the attachment).*

**Signatures below indicate that we have met and discussed this evaluation and the student teacher has a copy.**

**Cooperating Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_