



MAT Program Student Teaching Proficiency Assessment

Student Teacher _____ Signature _____

Cooperating Teacher _____ Signature _____

Supervising Faculty _____ Signature _____

School _____ Grade Level _____ Subject Area _____

This evaluation was completed collaboratively by the SOU faculty, cooperating teacher and student teacher on _____ (date).

Describe the student teacher's ("candidate's") level of proficiency according to the following scale:

B – Beginning: Behavior inconsistent; may not have had adequate opportunity to apply.

E – Exploring: Behaviors occasionally or inconsistently applied, but potential is evident; demonstrates some reflection upon teaching practices.

D – Developing: Behaviors occasionally or frequently applied.

R/A – Refining/Applying: Behaviors usually applied; integrates skills and knowledge into cohesive whole; minor weaknesses do not detract from overall quality; critically examines practice.

Proficiency 1. The candidate plans instruction that supports student progress in learning and is appropriate for the developmental levels of students. The candidate is able to:

	B	E	D	R/A
a. Select or write learning goals for units of instruction that are consistent with the school's long-term goals, state content standards and district standards, research findings on how students learn, and the physical and mental maturity of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Determine the current performance level of one's students with respect to learning goals established for a unit of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Establish objectives within the unit of instruction that will be useful in formulating daily lessons and evaluating the progress of students toward the attainment of unit goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Determine content, skills, and processes that assist students in accomplishing desired outcomes and design learning activities that lead to mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Select and organize materials, equipment, and technologies needed to teach the unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic, and linguistic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Estimate time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting, and re-teaching/problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

Goal Setting _____

Proficiency 2. The candidate establishes a classroom climate conducive to learning. The candidate is able to:

	B	E	D	R/A
a. Affirm the dignity and worth of all students, and provide positive support students need to be effective learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Establish, communicate, and maintain rules, procedures, and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the developmental level of students and are consistent with laws governing student rights and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Employ equitable practices that are just and that support a least restrictive environment for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Model and reinforce classroom social behavior that supports student learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Monitor student conduct and take appropriate action when misbehavior occurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Interact thoughtfully and courteously with students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Use classroom time effectively to provide maximum time for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Manage instructional transitions decisively and without loss of instructional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

Goal Setting _____

Student Teacher _____ Term/Year _____

B – Beginning

E – Exploring

D – Developing

R/A – Refining/Applying

Proficiency 3. The candidate engages students in planned learning activities. The candidate is able to:

	B	E	D	R/A
a. Choose organizational structures appropriate for the objectives of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicate learning outcomes to be achieved and focus on student interest on tasks to be accomplished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Implement instructional plans that employ knowledge of subject matter and basic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

Goal Setting _____

Proficiency 4. The candidate evaluates, acts upon, and reports student progress in learning. The candidate is able to:

	B	E	D	R/A
a. Select or develop non-biased, valid and reliable tests, performance measures, observations, student interviews, or other formal or informal assessment procedures to determine the progress of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Document student progress in accomplishing state-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors and parents about progress in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

Goal Setting _____

Proficiency 5. The candidate exhibits professional behaviors, ethics and values. The candidate is able to:

	B	E	D	R/A
a. Be dependable, conscientious, and punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Meet work schedule demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Be aware of the importance of dressing appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Be aware of, and act in accordance with, school policies and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understand the organizational culture and expectations that operate within a school and that impacts students and student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Perform advisory functions for students in formal and informal settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Function as a member of an interdisciplinary team to achieve long-term curriculum goals and state content standards and district standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Exhibit energy, drive, and determination to make one's school and classroom the best possible environment for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Exhibit energy, drive, and determination to become a professional educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

Goal Setting _____

General Comments _____

Candidate has satisfactorily completed student teaching assignment for _____ (term)

SOU Faculty _____ Date _____