Hope College Education Department
Student Teaching Assessment Tool (STAT)

WORKING VERSION

Student Teacher:	**Cooperating Teacher:**
School:	**City, State:**
Grade Level:	**Subject Area(s):**
Dates of Experience:	**College Supervisor:**

The Hope College Education Department is committed to a developmental approach to all field experiences, including student teaching. We hope that you will use this working version of STAT to track and promote growth of your student teacher. Here are suggestions:
- **Early in the semester, have all three participants (student teacher, cooperating teacher and college supervisor) individually mark and date a copy of STAT and use this to identify a baseline of where the student teacher is for each of the items**
  - **Write/type evidence or examples in the appropriate box to support your rating**
  - **An electronic version of this is available as a Word document if you would like one.**
- **Celebrate the student teacher's strengths and identify any growth areas that s/he wishes to refine**
- **Choose a few focal growth areas to work on (these may change throughout the semester as the student teacher progresses)**
- **Talk about concrete ways that the mentors will support the student teacher as s/he works to grow in this area**
  - **Record and date these in the boxes at the end of each ability**
- **If the student teacher moves from one proficiency level to another (whether up or down), please date and indicate your reasoning**
- **Take notes throughout the semester on the student teacher's progress and growth**

Please rate the student teacher in each of these areas: Ethical Educator, Skilled Communicator, Engaged Professional, Curriculum Developer, Effective Instructor, Decision Maker, and Reflective Practitioner, using the rating indicators for each item and the following proficiency levels:

EXCEEDS EXPECTATIONS: If you think that the student teacher exceeded expectations for a particular standard, ***please write examples/evidence*** in the "exceeds expectations" box *(e.g. A student teacher "Exceeded Expectations" by going to his field placement and teaching even when he was unsure whether his family was safe after the recent earthquake in Mexico).* Failure to provide written examples/evidence will result in a "Meets Expectations" rating.
MEETS EXPECTATIONS: Student teacher met the standard by the end of student teaching, which is considered "A" work.
DEVELOPING EXPECTATIONS: Student teacher has not met this standard yet, but is still working toward it.
DOES NOT MEET EXPECTATIONS: Student teacher rarely exhibited behavior/disposition/skill and/or responds in an inappropriate manner.
NOT OBSERVABLE: There was *no opportunity* to observe *because of* the classroom, school or district.

NOTE: At the mid-term and final, you will receive an electronic version from the Education Department to complete. Also, for the purposes of evaluating the effectiveness of STAT, please submit this working copy to your college supervisor at the end of the semester.

Color Coding:
Planning -- Pink
Classroom Environment – Blue
Instruction – Green
Professional Responsibilities – Purple

PROFESSIONAL ABILITY 1:
ETHICAL EDUCATOR

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Demonstrates responsibility and maturity		Student teacher embodies professional demeanor, adapts to the responsibilities of the school/classroom's culture and maintains appropriate boundaries with learners	Student teacher has some difficulty in adapting to the school/classroom culture and/or in maintaining boundaries	Student teacher displays irresponsible and/or immature behavior	
Demonstrates respect		Student teacher's interactions are considerate and courteous conveying an inherent dignity and worth for each individual. Interactions are appropriate to cultural norms while appreciating the world views of others	Student teacher's interactions are mostly considerate and courteous but cultural norms and world views are not always understood or appreciated	Student teacher's interactions are disrespectful at times and/or developmentally or culturally inappropriate	
Displays a positive attitude when interacting with students		Student teacher's interactions with students are friendly and demonstrate genuine warmth and caring	Student teacher's interactions with students are not always appropriate and/or positive	Student teacher's interactions with some students are negative, and/or inappropriate	

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Demonstrates a commitment to reach all students		Student teacher shows a tolerance of all P-12 students and believes they have worth regardless of any differences- i.e. ethnicity, race, gender, religion, disability, socio-economic status, sexual orientation, learning style, language	Student teacher shows some biases towards P-12 students and conveys the message that not all are of worth	Student teacher takes issues with P-12 students'' differences and fails to convey the message that they have worth	
Demonstrates personal integrity which shows in truth and honesty		Student teacher upholds personal and professional integrity (i.e. doing the right thing when no one else is looking), behaves in a trustworthy manner, and exercises sound judgment. The student adheres to state law and Code of Ethics	Student teacher generally displays personal and professional integrity and behaves in a trustworthy manner, but has occasional difficulty with sound judgment	Student teacher demonstrates dishonesty, behaves in an untrustworthy manner, and/or does not display sound judgment	
Demonstrates equity		Student teacher demonstrates a desire to promote practices that convey high expectations and provide all students with equal access to educational opportunities	Student teacher demonstrates a desire to promote practices that convey high expectations but struggles with certain groups of students	Student teacher demonstrates a lack of desire to promote practices that convey high expectations and struggles with certain groups of students	
Demonstrates passion for teaching		Student teacher demonstrates enthusiasm for teaching in all aspects, including preparation, delivery and reflection	Student teacher demonstrates moments of enthusiasm for teaching	Student teacher fails to display enthusiasm for teaching	
Demonstrates perseverance		Student teacher demonstrates resilience in the face of stress and adversity	Student teacher tries to be resilient when the going gets tough, but has some difficulty facing challenges	Student teacher struggles when faced with challenges and/or has difficulty managing stress	

Which growth areas have you identified to focus on with your student teacher?

How will you help the student teacher move forward?

- What will the cooperating teacher do?

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PROFESSIONAL ABILITY 2:
SKILLED COMMUNICATOR

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Communicates with students and families		Student teacher uses a variety of information resources to enhance communication with students and families	Student teacher uses minimal information resources to communicate information with students and families	Student teacher refuses to or does not have the necessary skills to gather and communicate information	
Communicates high expectations for students' learning		Student teacher has high and appropriate expectations for learners in terms of learning, participation, effort, persistence and quality work and s/he communicates these to students with examples	Student teacher may have high expectations for students in terms of learning, participation, effort, persistence and quality work, but does not effectively communicate this to all students and/or give examples	Student teacher's communication does not convey that s/he believes that students will be successful in terms of their learning, participation, effort, persistence and quality of work	

Communicates clear expectations for conduct		Student teacher has established standards of conduct which are made clear to all learners both in writing and orally	Student teacher has clear expectations for student behavior but is not always clear when communicating with students	Student teacher does not establish or communicate expectations for behavior	
Establishes and communicates procedures		Student teacher establishes and regularly communicates procedures for transitions and routines. Student teacher practices procedures with students	Student teacher is inconsistent with communication and reinforcement of established procedures	Student teacher does not communicate or reinforce procedures	
Gives clear directions		Student teacher's directions are clear to learners and contain an appropriate level of detail	Student teacher's directions and procedures are sometimes unclear to learners and/or do not contain an appropriate amount of detail	Student teacher's directions and procedures are confusing to learners	
Explains content accurately		Student teacher's explanation of content is consistently accurate and effectively answers students' questions	Student teacher's explanation of content is typically accurate but at times answers to students' questions lack clarity	Student teacher's explanations are confusing and often contribute to students' lack of understanding.	
Speaks articulately and with expression		Student teacher's spoken language is clear and expressive	Student teacher's spoken language is generally clear and expressive	Student teacher's spoken language is unclear and lacks expression	
Communicates at a professional level		Student teacher's written and spoken language is grammatically correct and appropriate in vocabulary and style for the audience	Student teacher's written and spoken language is typically grammatically correct, but may use vocabulary or a writing style inappropriate for the audience	Student teacher uses written and spoken language that is full of errors and/or is inappropriate for the audience	
Communicates in a culturally appropriate way		Student teacher's communications are appropriate to families' cultural norms	Student teacher's communications may at times be inappropriate and/or insensitive to families' cultural norms	Student teacher's communications are culturally inappropriate	

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PROFESSIONAL ABILITY 3:
ENGAGED PROFESSIONAL

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Uses data from school-wide and classroom assessments to plan instruction		Student teacher collaborates with colleagues to analyze school-wide data and uses classroom data to plan instruction	Student teacher uses some forms of data to inform planning, but misses opportunities to utilize all forms of data	Student teacher disregards both formal and informal forms of data when planning	
Participates in school and district activities		Student teacher voluntarily participates in some school/district activities, including parent/teacher conferences	Student teacher participates in some school/district activities when specifically asked	Student teacher participates in school and district activities reluctantly or not at all	
Complies with district/school policies		Student teacher seeks to understand building and district policies and consistently adheres to them	Student teacher is not proactive in learning about district policies and/or at times fails to adhere to them	Student teacher disregards or misapplies building and/or district policies	

Maintains accurate records		Student teacher maintains accurate and consistent records of completed assignments, student progress in learning and non-instructional records	Student teacher maintains accurate and consistent records in some areas, but not all	Student teacher has not developed an effective record-keeping system	
Respects confidentiality of the classroom		Student teacher appropriately identifies confidential information and maintains confidentiality	Student teacher may unintentionally reveal confidential information due to uncertainty about which information needs to remain confidential	Student teacher knowingly reveals confidential information	
Establishes and maintains professional relationships with colleagues		Student teacher has amicable, collaborative relationships with colleagues	Student teacher has some difficulty establishing and/or maintaining amicable relationships with colleagues	Student teacher's relationships with colleagues are characterized by negativity	
Seeks involvement in a culture of professional inquiry		Student teacher seeks out opportunities for professional development and actively engages in professional activities with colleagues	Student teacher participates in professional activities when asked	Student teacher reluctantly participates with colleagues in professional activities or does not participate at all	

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PROFESSIONAL ABILITY 4:
CURRICULUM DEVELOPER

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Demonstrates knowledge of the subject area		Student teacher displays solid content knowledge. S/he plans and explains content accurately and anticipates students' misconceptions	Student teacher sometimes plans/explains content inaccurately and/or may not be able to anticipate students' misconceptions	Student teacher displays errors or gaps in content knowledge and cannot anticipate students' misconceptions	
Demonstrates knowledge of curriculum		Student teacher demonstrates, in lesson plans and units, knowledge of curriculum and how content is sequenced and aligned to broader standards, like the Common Core and state standards	Student teacher does not always plan instruction that is appropriately sequenced and/or that demonstrates that s/he understands how the standard fits into the broader curriculum	Student teacher's plans lack sequence and/or are not based on standards	
Develops clear, measurable objectives		Student teacher develops clear, measurable and observable learning objectives that describe what students will know and be able to do	Student teacher's learning objectives do not always indicate what students will know or be able to do and/or are not always measurable and observable	Student teacher's objectives are not clear and measurable and it is unclear what students are supposed to know and be able to do	
Plans clearly structured lessons		Student teacher's lessons or units align. The instruction and assessments are tied to the objectives	Student teacher's lessons or units do not always align. At times, there is a lack of consistency between the objective, instruction and assessment	Student teacher's lessons or units have no clearly defined structure. The objective, instruction and assessment are not aligned	
Integrates content across disciplines		Student teacher consistently makes thoughtful and relevant connections between different content areas when planning	Student teacher misses opportunities to make connections across the content areas	Student teacher fails to recognize and/or make connections between the content areas	

Designs meaningful learning experiences		Student teacher engages students in learning experiences that include intellectually demanding learning tasks that require higher-order thinking and allow for multiple approaches	Student teacher does not always plan learning experiences that require students to think deeply about the content	Student teacher designs learning experiences that only require lower-level thinking	
Plans differentiated instruction based on individual student differences		Student teacher plans instruction that takes into account individual learners' strengths, interests, and needs and adjusts learning experiences, using appropriate support and challenge, to move learners toward their next levels of development	Student teacher demonstrates understanding of the different needs in the classroom, but does not always know how to utilize this information when planning	Student teacher disregards the different needs of students when planning instruction	

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PROFESSIONAL ABILITY 5:
EFFECTIVE INSTRUCTOR

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Assesses student learning		Student teacher plans and implements various types of assessments (pre, formative and post/summative) to determine and/or measure student learning	Student teacher plans and utilizes summative assessments, but sometimes misses opportunities to assess learning before or throughout the lesson	Student teacher plans lessons that do not include various types of assessments	
Maximizes instructional time		Student teacher maximizes instructional time by using all possible opportunities to teach	Student teacher attempts to make good use of instructional time, but misses some instructional opportunities	Student teacher loses considerable instructional time	
Engages students in subject matter		Student teacher intentionally engages students in the content by providing meaningful experiences that help them make connections with ideas	Student teacher understands the need to engage students in the content, but does not always create meaningful learning experiences	Student teacher plans lessons without thinking about ways to engage students in the content	
Creates a learning environment		Student teacher creates an environment where mistakes are seen as opportunities to learn and students feel free to share their thinking	Student teacher creates an environment where students sometimes feel hesitant to make mistakes, take risks and/or share their thinking	Student teacher creates an environment where students do not feel safe to take risks or make mistakes	
Demonstrates enthusiasm for the content		Student teacher enthusiastically conveys the belief that what is being taught and learned is important	Student teacher believes that what is being learned is important, but this is not always evident in his/her teaching	Student teacher lacks conviction or passion for the content	
Establishes efficient routines and procedures		Student teacher establishes efficient procedures and transitions	Student teacher occasionally takes too much time dealing with procedures or transitions	Student teacher has failed to establish efficient transitions	

Facilitates classroom discussions		Student teacher values discussions and is able to facilitate various types of discussions that help students articulate and clarify their thinking	Student teacher values discussions but sometimes has difficulty planning and leading effective discussions	Student teacher plans lessons that do not include discussions	
Encourages students to explain their thinking		Student teacher asks questions to probe students' understanding and that encourage students to explain their thinking and provide evidence to support their ideas	Student teacher asks students to explain their thinking, but may not encourage them to provide evidence to support their ideas	Student teacher asks few questions and does not attend to student thinking	
Encourages positive student–student interactions		Student teacher intentionally teaches students how to interact with and learn from one another during some discussions	Student teacher gives opportunities for students to talk with one another, but does not teach them how to actively listen or interact with one another's ideas	Student teacher facilitates discussions that include teacher-student interactions, but not student-student interactions	
Monitors student learning		Student teacher formatively assesses students by checking for understanding, recording the information and using responses to inform future planning, instruction and assessment	Student teacher checks for understanding during lessons but may not always record and/or use the information to inform teaching	Student teacher teaches lessons without checking for student understanding	
Implements suitable pacing		Student teacher implements suitable pacing that provides time for intellectual engagement with the content	Student teacher's pacing is at times dragged out or rushed	Student teacher makes inappropriate pacing choices during lessons	
Provides specific and timely feedback		Student teacher provides specific and timely feedback and allows students to revise their work (except when a summative assessment)	Student teacher provides feedback, but it is not always timely or specific enough to help students	Student teacher rarely provides feedback	

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PROFESSIONAL ABILITY 6:
DECISION MAKER

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Chooses appropriate materials		Student teacher chooses appropriately challenging materials that align with objectives and engage students in content	Student teacher is learning to evaluate materials, but at times chooses materials that are not challenging, aligned with objectives and/or do not connect students with the content	Student teacher has trouble evaluating resources and/or often chooses inappropriate materials	
Creates a safe environment		Student teacher creates a classroom environment where students feel physically and emotionally safe	Student teacher does not always recognize or adjust unsafe physical and/or emotional elements in the environment	Student teacher creates a classroom environment where some students do not feel physically and/or emotionally safe	

Addresses student behavior		Student teacher consistently and positively reinforces appropriate behavior and addresses inappropriate conduct	Student teacher is not always consistent in positively reinforcing appropriate behavior and/or addressing inappropriate conduct	Student teacher fails to positively reinforce appropriate behavior or address inappropriate conduct	
Capitalizes on teachable moments		Student teacher seizes opportunities to enhance learning, by building on questions, misunderstandings, student interest and spontaneous events that arise during lessons	Student teacher may recognize questions, misunderstandings, student interest and spontaneous events, but does not always seize the teachable moment	Student teacher does not recognize teachable moments as evidenced by ignoring or brushing aside questions, misunderstandings, student interest and spontaneous events	
Demonstrates responsiveness to students		Student teacher demonstrates flexibility during lessons when it becomes evident that students need further explanation or a different approach	Student teacher sometimes has difficulty responding to students and/or altering a lesson in the moment even when it is clear that students are struggling	Student teacher continues with lessons even when it is clear that students do not understand the content	

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PROFESSIONAL ABILITY 7:
REFLECTIVE PRACTITIONER

	Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations	Not Observable
Identifies and uses research-based best practices		Student teacher's pedagogical practices reflect research-based best teaching methods within the discipline	Student teacher displays basic knowledge of research-based best teaching methods within the discipline, but does not always use them in his/her teaching	Student teacher displays little understanding or awareness of research-based best practices	
Applies knowledge of human growth, development and learning theories		Student teacher applies knowledge of learning theories and human development in lesson plans and instruction	Student teacher can acknowledge characteristics of developmental levels but does not always use this information in planning and instruction	Student teacher plans lessons that are developmentally inappropriate and/or lack knowledge of how students learn	
Utilizes technology to enhance instruction		Student teacher designs lessons utilizing technology to meet instructional goals and engage students	Student teacher utilizes technology, but not always in ways that enhance the lesson	Student teacher plans lessons that rarely include technology (even though it is available)	
Helps students access and use technology		Student teacher provides opportunities and supports students with technology and helps them learn how to use it	Student teacher provides students with opportunities to use technology but does not explicitly help them learn how to use it	Student teacher plans lessons that do not give students opportunities to use technology	
Engages in meaningful reflection of lessons		Student teacher makes thoughtful and evidence-based assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing specific examples from the lesson and weighing the relative strengths of each	Student teacher does not always reflect on lessons and/or provide specific examples to substantiate his/her analysis	Student teacher is unable to say whether a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson partially due to a lack of evidence	

Develops professional goals collaboratively		Student teacher works with mentor teachers (cooperating teacher and college supervisor) to identify growth areas and set goals	Student teacher is sometimes hesitant to work with mentors to identify growth areas and set goals for improvement	Student teacher ignores feedback and fails to set professional goals	
Utilizes feedback to inform teaching		Student teacher utilizes feedback from cooperating teacher, college supervisor, and students to inform planning and teaching	Student teacher receives, but does not always utilize feedback from cooperating teacher, college supervisor, and/or students	Student teacher does utilize feedback	

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