
Candidate

Cooperating Teacher

School

Grade(s) & Subjects

Country

Dates

Purpose: Report Satisfactory/unsatisfactory progress toward successful completion of student teaching (At a minimum, to be completed approximately half-way through the placement).

Check the boxes that most accurately describe the above candidate in relation to the Standards of Effective Practice for **teachers at this stage in their professional development** that are described on the back of this form. In the space provided present detailed explanation and identify what the student should do during the placement to improve. Provide copies to student, cooperating teacher, and EA.

	Unsatisfactory (does not meet standard)	Basic (meets standard at minimum level)	Proficient (meets and sometimes exceeds standard)	Distinguished (consistently exceeds the standard)
Learner Development				
Learning Differences				
Learning Environments				
Content Knowledge				
Application of Content				
Assessment				
Planning for Instruction				
Instructional Strategies				
Professional Learning and Ethical Practice				
Leadership and Collaboration				

Check one: Satisfactory progress OR Specific goals must be met if the placement is to continue

Compliments and/or Concerns (continue on an additional page if needed):

Suggestions and/or Required Actions (continue on an additional page if needed):

Expectations and/or Consequences (continue on an additional page if needed):

Student Signature _____ Date _____

Cooperating teacher or EA Supervisor _____ Date _____

STUDENT TEACHING ASSESSMENT CRITERIA - USA

Interstate New Teacher Assessment and Support Consortium (INTASC)

The knowledge, dispositions, and performances deemed essential for all teachers regardless of the subject or grade level being taught.

The levels of achievement (Unsatisfactory, Basic, Proficient, or Distinguished) and written comments that form this recommendation are based on an assessment of the individual's performance in relation to the following ten INTASC principles (revised 2011) and the related knowledge, disposition, and performance standards for each principle. The complete list of INTASC standards is available in Program Materials at educatorsabroad.org.

1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotion, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.