Student Teaching Appraisal Form
School of Education
Concordia University Wisconsin

Revised: 6/30/2020

Student: _____   F00: _____

School: _____   Cooperating Teacher: _____

Grade/Subject: _____ City: _____ State: _____

University Supervisor: _____ Start Date: _____ End Date: _____

Placement: ☐1ˢᵗ   ☐2ⁿᵈ   Evaluation: ☐Midterm   ☐Final

Evaluator's Name: _____   Today's Date: _____

DIRECTIONS: Please check the box to show the level of performance which best matches the behavioral descriptions on pages 3-8. <mark>**Highlight or underline the behavioral descriptions on pp. 3-8 and include those pages with your appraisal.**</mark> **All candidates should be assessed on all standards (including #11). The advanced level includes all of the expectations of the proficient level and some of the expectations of the advanced level.**

PERFORMANCE CATEGORIES   PERFORMANCE LEVELS

Adapted from the Wisconsin Department of Public Instruction's Standards for Teacher Development and Licensure	Minimal	Emerging	Proficient	Advanced
1. Learner Development				
2. Learning Differences				
3. Learning Environment				
4. Content Knowledge				
5. Application of Content				
6. Assessment				
7. Planning for Instruction				
8. Instructional Strategies				
9. Professional Learning and Ethical Practice				
10. Leadership and Collaboration				
11. Character/Faith Development for all Candidates				

SUMMARY STATEMENT: Describe and evaluate the student teacher's strengths and challenges as well as his/her overall growth pattern during the professional experience. (One may use school letterhead stationery, a separate sheet, or the space below to produce this summary statement.)

ATTENDANCE PATTERN: Please note the student teacher's pattern of punctuality, absenteeism, or health problems if appropriate.

ADDITIONAL COMMENTS:

☐By checking this box I verify that the above information is accurate and true.

Name: _____   Date: _____

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, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)**

    Minimal: Learning experiences do not reflect the development level, interests, or prior knowledge of the learners; fails to modify learning experiences to fit the needs of learners within their classrooms;

    Emerging: Ability to create and implement developmentally appropriate learning opportunities fluctuates from day to day; sometimes fails to modify learning experiences to fit the needs of learners within their classrooms;

    Proficient: Creates and implements developmentally appropriate learning experiences based on developmental theory; analyzes and reflects on learners' abilities in order to individualize learning experiences; works with colleagues to design and implement experiences that are responsive to learners' complex developmental needs;

    Advanced: Uses individual and group assessments to design and modify learning experiences to meet learners' needs in the areas of development (cognitive, linguistic, social, emotional, physical, and spiritual), and scaffolds to the next level of development;

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. (Human Relations, Pedagogical Knowledge)**

    Minimal: Planning and learning experiences do not address the strengths and needs of learners with disabilities and exceptionalities; does not attempt to adapt learning experiences, materials, resources, tools, or technology; little awareness of multilingual and/or multicultural backgrounds of their learners; high expectations are applied only to some learners.

    Emerging: Identifies strengths **and/or** needs of learners with disabilities and exceptionalities and attempts to adapt learning experiences, materials, resources, tools, **or** technology with inconsistent results; includes superficial multilingual and/or multicultural perspectives in the presentation of content; plans for high expectations for all learners, but implements them inconsistently.

    Proficient: Frequently adapts learning experiences, materials, resources, tools, **and** technology to address the strengths **or** needs of learners with disabilities and exceptionalities; includes multilingual and/or multicultural perspectives in the presentation of content that includes individual learner's personal, family, community and/or cultural assets; promotes high expectations for all learners.

    Advanced: Consistently adapts learning experiences, materials, resources, tools, **and** technology to address the strengths **and** needs of learners with disabilities and exceptionalities; consistently includes multilingual and multicultural perspectives in the presentation of content that includes individual learner's personal, family, community and cultural assets; implements high expectations for all learners.

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. (Teaching Practice, Human Relations)**

Minimal: Lacks a safe, positive learning environment. Norms for behavior are not set or communicated to learners. Difficulty expressing and modeling appropriate verbal and nonverbal interactions. Inability to judge appropriate use of instructional time. Classroom has an appearance of minimal control.

Emerging: Attempts to maintain a safe, positive learning environment by beginning to address some of the following: setting norms for behavior, promoting positive peer relationships among learners, modeling respectful verbal and nonverbal interactions, and being a responsive and supportive listener. Struggles to make use of instructional time and to build learner self-direction and ownership of learning.

Proficient: Usually maintains a safe, positive learning environment by setting norms for behavior, promoting positive peer relationships among learners, modeling respectful verbal and nonverbal interactions, and being a responsive and supportive listener. Makes good use of instructional time by utilizing learning activities in varied groupings, and employs strategies to build learner self-direction and ownership of learning.

Advanced: Consistently maintains a safe, positive learning environment by explicitly communicating norms for behavior, promoting positive peer relationships among learners, modeling respectful verbal and nonverbal interactions, and being a responsive and supportive listener. Supports learners by tailoring interventions to their individual strengths and needs. Makes full use of instructional time by utilizing learning activities in varied groupings, and employs evidenced-based strategies to build learner self-direction and ownership of learning.

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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)**

Minimal: Subject matter competence very inadequate; commonly conveys misinformation and is unable to add to learners' subject matter understanding; unable to recognize or address learner misconceptions.

Emerging: Inconsistent background in assigned area(s); minimal effort made to upgrade subject matter competence; seldom extends subject matter beyond that in textbook; identifies some learner misconceptions, but unsure how to guide learners to accurate conceptual understanding.

Proficient: Content background sufficient to handle subject matter taught at this grade level; researches and uses supplementary resources and technology to provide accessible and relevant content for diverse learning needs, including academic language needs; recognizes common misconceptions and creates learning experiences to build accurate conceptual understanding; connects new content to learners' prior knowledge **or** personal, community, or cultural assets.

Advanced: Exceptional background in subject matter; researches and uses supplementary resources and technology frequently to ensure that content is accessible and relevant for all learners; anticipates learner misconceptions and creates learning experiences

to build and extend accurate conceptual understanding; connects new content to learners' prior knowledge **and** personal, community, or cultural assets.

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.

Minimal: Minimal attempts to integrate interdisciplinary themes into learning experiences or make applications to real world problems; little attempt to implement critical thinking, creativity, communication, or collaborative problem solving; rarely uses digital or interactive technology;

Emerging: Attempts to integrate interdisciplinary themes into learning experiences and make applications to real world problems; attempts to implement critical thinking, creativity, communication, or collaborative problem solving; attempts to use digital or interactive technology;

Proficient: Integrates interdisciplinary themes into learning experiences and makes applications to real world problems; facilitates critical thinking, creativity, communication, or collaborative problem solving; uses digital and interactive technology; supports disciplinary literacy practices;

Advanced: Skillfully integrates interdisciplinary themes into learning experiences and makes applications to real world problems; facilitates critical thinking, creativity, communication, and collaborative problem solving; facilitates learner use of digital and interactive technology; able to employ disciplinary literacy practices;

6. **Assessment Strategies:** 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. (Content Knowledge, Pedagogical Knowledge)

Minimal: Misalignment between assessments, standards, and objectives; does not consider assessment data in planning; limited or no feedback to learners; relies on one method of assessment;

Emerging: Evaluates learners' progress using limited types of formative and summative assessment; assessments are inconsistently aligned to objectives and standards; feedback to learners is brief and general.

Proficient: Consistently evaluates learners' progress using a variety of formative and summative assessment techniques that are aligned to objectives and standards; often adapts learning experiences based on assessment data; provides specific and meaningful feedback (formal and informal) to learners individually and as a group.

Advanced: Uses feedback to engage learners actively in the assessment process and develops each learner's capacity to assess and communicate their progress toward their learning goals; consistently individualizes learning experiences based on assessment data; provides specific and meaningful feedback on both strengths and needs to learners individually and as a group.

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. (Content Knowledge, Pedagogical Knowledge)**

Minimal: Central focus (subject matter) is vague, confusing, or inaccurate; attention to learner characteristics and curricular goals ignored; misalignment of central focus, standards, objectives, instructional procedures, and assessments.

Emerging: Partial alignment between central focus (subject matter), objectives, instructional procedures, and assessments; procedural emphasis is teacher-centered or solely subject-matter driven, with minimal learner involvement.

Proficient: Develops appropriate sequencing of student-centered learning experiences and provides multiple ways to demonstrate knowledge and skill; plans build on each other while connecting learning experiences to learners' personal, cultural, and community assets and background knowledge; utilizes short and long-term planning to meet the needs of all learners; subject matter is clear and supported with varied techniques, technologies, and materials.

Advanced: Able to adapt instructional plans in the moment based on data and learner responses; plans for student use of technology to create a challenging and individualized learning environment that engages learners; collaborates with professionals with specialized expertise;

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. (Pedagogical Knowledge, Communication Skills, Teaching Practice)**

Minimal: Lack of variety and intentionality in aligning learner needs within instructional strategies; no evidence of differentiation; questions are primarily factual (product) rather than higher order (process); does not attempt to adapt instruction based on the needs and contributions of learners.

Emerging: Occasionally uses a variety of instructional strategies to meet learner needs; minimal attempt to differentiate instruction; inconsistently uses higher order questions to engage critical thinking; sporadically attempts to adapt instruction based on the needs and contributions of learners.

Proficient: Consistently implements a variety of instructional strategies to engage the cognitive processes (critical and creative thinking, problem framing and problem solving, invention, memorization and recall) associated with learning to differentiate instruction, stimulate discussion using higher order questioning, and continually assesses learner progress to adapt instruction.

Advanced: Flexibly adapts instruction based on learner responses, ideas, and needs; integrates technology to support and promote learning; engages learners in collaborative work; varies his/her role in the instructional process (instructor, facilitator, coach, audience); provides opportunities for and supports self-directed learning.

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.**

   Minimal: Participates in few or no professional learning opportunities; does not use feedback from others to improve instruction or learner engagement or is unaware of his/her impact on others; complies with laws and ethical codes, but all policies may not be followed; uses most technology in a safe, legal, and ethical way.

   Emerging: Participates in professional learning opportunities; uses feedback from others to improve some aspects of instruction or learner engagement; complies with laws, policies, and ethical codes; uses technology in safe, legal, and ethical ways including social media.

   Proficient: Seeks out and participates in professional learning opportunities which broaden his/her understanding of learner development and diverse needs; seeks out and reflects upon feedback from others to evaluate the effects of his/her actions on learners; follows and supports others in adhering to laws and policies and making ethical decisions; models, and teaches safe, legal, and ethical use of information and technology including social media.

   Advanced: Collaborates with or leads colleagues to participate in professional learning opportunities which improve practices to address learner, school, or professional needs; reflects on and analyzes feedback from others to evaluate the impact of instruction on learners and to set goals for improvement; collaborates with others in deepening the community's awareness of moral and ethical demands or advocates for changes in policies; advocates for the safe, legal, and ethical use of information and technology including social media.

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.**

   Minimal: Spends little time working with colleagues and students outside of the school day; is unaware of or fails to utilize community resources to enhance student learning; is unaware of clues of student distress or fails to act on their behalf by investigating and seeking help.

   Emerging: Attends professional activities and meetings when expected; inconsistently notices clues of distress from students; sometimes serves as an advocate for students, and seeks outside help when appropriate; finds and utilizes some resources to enhance student learning; when prompted, works cooperatively with colleagues, parents, and/or members of the community.

   Proficient: Takes an active role in the instructional team; works with other professionals to plan, analyze data, and facilitate learning to meet diverse needs of learners; engages in professional learning networks and shares effective teaching practices with colleagues.

Advanced: Takes a leadership role in the instructional team; contributes to a culture that supports high expectations for student learning; collaborates with family, school, and community partners to provide support for all learners; advocates for learner needs and is accountable for their success; collaboratively develops research-based learning experiences, shares current research on effective teaching practices, and models best practices for colleagues; contributes to professional learning networks and takes an active role in advancing the teaching profession.

11. **Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)**

Minimal: **All candidates** - unable to independently complete tasks satisfactorily; continually places blame on others rather than accepting responsibility; is not forthcoming; behaves in an unprofessional or immoral manner within the school environment.

Christian school candidates - provides little or no evidence of faith integration throughout curriculum. (in LCMS placements - doctrine of the LCMS).

Emerging: **All candidates** - routine responsibilities are sometimes handled with inconsistent regard for a value system that emphasizes moral and ethical character; sometimes acts in an unprofessional manner.

Christian school candidates - periodically makes statements or choices that do reflect faith integration and adhere to the doctrine and practice of the school (in LCMS placements - doctrine of the LCMS).

Proficient: **All candidates** - requires minimal supervision in completing routine responsibilities; handles problems independently and with sound judgment; rarely demonstrates a failure of character; is trustworthy and dependable.

Christian school candidates - consistently demonstrates a faith consistent with the doctrine and practice of the school. Candidate integrates the faith into the classroom on a regular basis (in LCMS placements - doctrine of the LCMS).

Advanced: **All candidates** - demonstrates the ability to handle the whole gamut of professional responsibilities and burdens; constantly uses mature judgment in seeking viable solutions to problems; embodies high moral and ethical standards and behavior.

Christian school candidates - a role model of a demonstrative faith; exemplifies the mission of the school. Candidate integrates the faith into all aspects of the school day (in LCMS placements - doctrine of the LCMS).

A CHRISTIAN EVALUATION

To be completed for student teaching placements in Lutheran or Christian schools.

Please describe and summarize the student's observable performance in the following areas:

I.   **Student's interest in, understanding of, and philosophy of Christian education.**
Click here to enter text.

II.   **Student's application of Christian teachings to pertinent situations in the curriculum.**
Click here to enter text.

III.   **Student's involvement in the parish program.**
Click here to enter text.

IV.   **Student's personal exemplification of Christian faith.**
Click here to enter text.

Cooperating Teacher: Click here to enter text. Date: Click here to enter text.