

Argosy University, California: Teacher Preparation Program
Student Teacher Form: D

This form is to be completed independently by the Cooperating Teacher and the University Supervisor, **with each evaluation**. The California Standards for the Teaching Profession (CSTPs) are indicators of student teacher competence and growth throughout the field experience. This form will serve as the student teacher's final evaluation for each student teaching experience.

Student Teacher's Name:				School Name:			
Evaluator's Name: (Check Box Below)			Grade Level and Subject: Area:			Date:	
<input type="checkbox"/>	<University Supervisor	<input type="checkbox"/>	Cooperating Teacher>	Subject Matter Area:			
The Student Teacher is effectively				Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
1. Using knowledge of students to engage them in learning. (CSTP 1.1; CF 1, 3)							
2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests. (CSTP 1.2; CF1, 3)							
3. Connecting subject matter to meaningful, real-life contexts. (CSTP 1.3; CF 1, 3)							
4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs. (CSTP 1.4; CF 1,3)							
5. Promoting critical thinking through inquiry, problem solving, and reflection (CSTP 1.5; CF 1, 3, 4)							
6. Monitoring student learning and adjusting instruction while teaching (CSTP 1.6; CF 1, 3)							
7. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully. (CSTP 2.1; CF 1, 3, 4)							

8. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. (CSTP 2.2; CF 1, 3)				
9. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe. (CSTP 2.3; CF 1, 3)				
10. Creating a rigorous learning environment with high expectations and appropriate support for all students. (CSTP 2.4; CF 1, 3)				
11. Developing, communicating, and maintaining high standards for individual and group behavior. (CSTP 2.5; CF 1, 3)				
12. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all student can learn. (CSTP 2.6; CF 1, 3)				
13. Using instructional time to optimize learning. (CSTP 2.7; CF 1, 3)				
14. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks. (CSTP 3.1; CF 1, 2, 3)				
15. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter. (CSTP 3.2; CF 1, 3)				
16. Organizing curriculum to facilitate student understanding of the subject matter. (CSTP 3.3; CF 1, 3)				
17. Utilizing instructional strategies that are appropriate to the subject matter. (CSTP 3.4; CF 1, 3)				
18. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject				

matter accessible to all students. (CSTP 3.5; CF 1, 3)				
19. Addressing the needs of English learners and students with special needs to provide equitable access to the content. (CSTP 3.7; CF 1, 3)				
20. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. (CSTP 4.1; CF 1, 3)				
21. Establishing and articulating goals for student learning. (CSTP 4.2; CF 1, 3)				
22. Developing and sequencing long-term and short-term instructional plans to support student learning. (CSTP 4.3; CF 1, 3)				
23. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students. (CSTP 4.4; CF 1, 3)				
24. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students. (CSTP 4.5; CF 1, 3)				
25. Applying Knowledge of the purposes, characteristics, and uses of different types of assessments. (CSTP 5.1; CF 1, 3)				
26. Collecting and analyzing assessment data from a variety of sources to inform instruction. (CSTP 5.2; CF 1, 3)				
27. Reviewing data, both individually and with colleagues, to monitor student learning. (CSPT 5.3; CF 1, 2, 3)				
28. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction. (CSPT 5.4; CF 1, 3)				
29. Involving all students in self-assessment, goal setting, and monitoring progress. (CSTP 5.5; CF 1,				

3)				
30. Using available technologies to assist in assessment, analysis, and communication of student learning. (CSTP 5.6; CF 1, 2, 3)				
31. Using assessment information to share timely and comprehensible feedback with students and their families. (CSTP 5.7; CF 1, 3)				
32. Reflecting on teaching practice in support of student learning. (CSTP 6.1; CF 1, 2, 3)				
33. Establishing professional goals and engaging in continuous and purposeful professional growth and development. (CSTP 6.2; CF 1, 2)				
34. Collaborating with colleagues and the broader professional community to support teacher and student learning. (CSTP 6.3; CF 1, 2, 3)				
35. Working with families to support student learning. (CSTP 6.4; CF, 1, 3, 4)				
36. Engaging local communities in support of the instructional program. (CSTP 6.5)				
38. Managing professional responsibilities to maintain motivation and commitment to all students. (CSTP 6.6; CF 1, 3, 4)				
39. Demonstrating professional responsibility, integrity, and ethical conduct. (CSTP 6.7; CF 1, 2, 3, 4)				
Dispositional Assessment				
The candidate believes in, values and is committed to:	Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
a school vision of high standards of learning. (CF 1)				
the inclusion of all members of the school community. (CF 3, 4)*				
ensuring that students have knowledge,				

skills, and values needed (CF 1)				
a willingness to continuously examine one's own assumptions, beliefs, and practices.(CF 1, 2)*				
student learning as the fundamental purpose of schooling. (CF 1)				
the variety of ways in which students can learn. (CF 1, 3)				
the benefits that diversity brings to the school community. (CF 1, 3)				
a safe and supportive learning environment. (CF 1, 4)				
preparing students to be contributing members of society (CF 1, 3, 4)				
promoting student learning and professional growth through technology (CF 1, 2)				
trusting people and their judgments while accepting responsibility for one's actions. (CF 2)*				
maintaining high-quality standards, expectations, and performances (CF1)				
families as partners in the education of their children with the belief that parents have the best interests of their children in mind.				
academic integrity and accountability.				
reliability and dependability.				
ethical standards and professionalism (civility, honesty, punctuality, professional appearance, etc.).				
non-discriminatory attitudes and behaviors; respect of others and diverse ideas; justice, fairness.				
clear and accurate written and oral communication.				
reflective response to feedback/supervision.				

<p>Please provide a brief narrative on the following topics:</p> <ul style="list-style-type: none"> • A brief description of the classroom or school setting. • Comments about the candidate's competence and performance observed by you during this student teaching experience. • Areas of special competence • A description of the candidate's competence and performance based on the California Standards for the Teaching Profession. • Additional comments or recommendations 	
<p>The candidate has completed this phase of student teaching and should continue through the program. (initials)</p>	
<p>The candidate has not completed this phase of student teaching. (initials)</p>	
<p>Cooperating Teacher or University Supervisor's Signature and the Date:</p>	
<p>Student Teacher's Signature and Date:</p>	