

Instructions:

mind that these standards are for *beginning* teachers. In the space provided, please support your choice of descriptor with evidence from your observations and interactions with the student teacher. *Not all indicators need to be satisfied for the standard to be met.*

Bowdoin College Education Department
Student Teacher Evaluation

Student Teacher: _____

Year: _____

Evaluator: _____

Standard	Performance (Indicators)	Essential Knowledge (Indicators)	Critical Disposition (Indicators)
<p>#1: Learner Development The teacher understands how students learn 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.</p>	<p>The teacher regularly assesses individual and group performance in order to design and modify instruction to</p> <p>development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>The teacher creates developmentally appropriate instruction that takes into</p>		

Standard	Performance (Indicators)	Essential Knowledge (Indicators)	Critical Disposition (Indicators)
<p>#2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.</p>	<p>Designs and delivers instruction to strengths and needs, and creates opportunities for students to show learning in different ways.</p> <p>Makes provisions for students with learning differences; accesses resources and supports to address differences.</p> <p>knowledge/experience; allow them to accelerate as they demonstrate understandings.</p> <p>Incorporates multiple perspectives into and cultural norms.</p> <p>Incorporates tools of language development; make content accessible for English Language Learners; evaluate and support language proficiency.</p>	<p>Understands and identifies differences in approaches to learning and performance.</p> <p>learning needs disabilities and giftedness.</p> <p>Understands second language acquisition processes.</p> <p>Understands that learners bring assets for learning based on experiences, abilities, prior learning, and interactions, as well as language, culture, family, and community values.</p> <p>Knows how to access information about values and norms of diverse cultures.</p>	<p>Believes that all learners can achieve at high levels and persists in helping each learner reach his/her potential.</p> <p>Respects learners as individuals, with differing personal/family backgrounds, skills, abilities, perspectives, talents, and interests.</p> <p>Makes learners feel valued and helps them learn to value each other.</p> <p>Values diverse languages/dialects, and seeks to integrate them into practice.</p>

Mid-Course Evaluation**Comments****Date:****Does not meet****Approaching****Meets**

Standard

Performance (Indicators)

**Essential Knowledge
(Indicators)**

Standard	Performance (Indicators)	Essential Knowledge (Indicators)	Critical Disposition (Indicators)
<p>#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.</p>	<p>The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p> <p>The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>current tools and resources to maximize content learning in varied contexts.</p> <p>The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p>The communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>The teacher develops and implements supports for learner literacy development across content areas.</p>	<p>The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>The teacher understands creative thinking processes and how to engage learners create producing original work.</p>	

Standard	Performance (Indicators)	Standard	Performance (Indicators)
<p>#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.</p>	<p>The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>The teacher plans how to achieve each appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.</p> <p>The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet enhance learning.</p>	<p>The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>The teacher understands learning theory, human development, 2-(b)(kn)-(b)</p>	

Standard #8: Instructional Strategies	Performance (Indicators)	Standard	Performance (Indicators)
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Standard	Performance (Indicators)	Standard	Performance (Indicators)
<p>#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.</p>			

Standard	Performance (Indicators)	Standard	Performance (Indicators)
<p>#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.</p>	<p>The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for</p> <p>The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> <p>The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.</p> <p>The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>The teacher uses and generates meaningful research on education issues and policies.</p> <p>The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p>	<p>The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>The teacher knows how to work with other adults and has developed skills in</p>	