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## SCHOOL SCHEDULE REPORT

Email to [ascted@adams.edu](mailto:ascted@adams.edu) during the first week of Student Teaching  
along with a school calendar.

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 Student Teacher Name

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 School Name

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 School Phone

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 Principal Name

---

 Mentor Teacher Name

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 Mentor Teacher Email

---

 Grade and Classroom Number

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 Best time to contact you by phone

School Schedule:

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

Hour and subject taught:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Holidays in the semester: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Non-pupil days in the semester: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Best times for a conference: \_\_\_\_\_

Best times for an observation: \_\_\_\_\_

\_\_\_\_\_

## ADAMS STATE COLLEGE

## DEPARTMENT OF TEACHER EDUCATION

## Academic Portfolio Evaluation Rubric

### Introduction

Student teachers will have collected artifacts that demonstrate the 8 Colorado Performance Standards, best practices and conceptual framework components throughout their academic tenure and include them in a comprehensive portfolio to be evaluated by the Student Teacher Supervisors on the first visit, according to the attached rubric.

This will be compiled to form the Professional Portfolio, which is due in draft form, on visit 2 and final form due on visit 3.

Component #		1	2
1 <b>Table of Contents</b> Score: _____	Clear presentation of portfolio contents	Table of contents is incomplete, inaccurate, or both	Table of contents reflects all included components with correct page numbers of section headings
2 <b>Student Information</b> Score: _____	On Portfolio cover or in cover letter inside front cover; appropriate information included.	Some student information, but incomplete (e.g., name only); placed somewhere other than the beginning of the portfolio	Student information page complete (name & contact information) and placed at front of portfolio
3 <b>Philosophy Statement</b> Score: _____	A concise statement of individual belief regarding teaching and learning.	Philosophy statement rambles, digresses, is incoherent; does not reflect attempt to synthesize theory and practice	Philosophy statement coherent; shows individual reflection on teaching and learning and synthesis of theory and practice
4 <b>Resume</b> Score: _____	A typed and formatted professional resume, with accompanying transcripts (unofficial) and letters of reference (or list of references).	Resume incomplete and poorly formatted; references or transcripts missing	Complete, formatted resume with accompanying transcripts and references information
5 <b>Reflection on Teaching</b> Score: _____	A written summary showing evidence of reflection on and self-assessment of knowledge and skill in modeling best practices during lab experiences.	Poorly written, incomplete reflection on developing experiences	Well written summary of developing experiences addressing all relevant state standards
6 <b>Self Assessment</b> Score: _____	Complete the self-assessment and include in your portfolio	Self Assessment reviewed by Student Teacher Supervisor	Self Assessment in portfolio

<p align="center"><b>7</b></p> <p align="center"><b>Evidence of Involvement</b></p> <p align="center">Score: _____</p>	<p>Include participation in extra-curricular activities and community service, employment, clubs, honors, volunteer work, etc.</p>	<p>Evidence provided incomplete or difficult to understand</p>	<p>Selective evidence provided demonstrating interest and expertise in relevant educational area; focus of documentation is clear</p>
<p align="center"><b>8</b></p> <p align="center"><b>Additional Documentation</b></p> <p align="center">Score: _____</p>	<p>Any other relevant information that demonstrates preparation for your educational emphasis and interests. Examples:</p> <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Letter of recommendation for working w/children</li> <li>• Coaching experiences</li> </ul>	<p>Evidence provided appears irrelevant; too much documentation provided with no apparent focus</p>	<p>Clear evidence of additional activities</p>
<p align="center"><b>9</b></p> <p align="center"><b>Organization</b></p> <p align="center">Score: _____</p>	<p>A consistent format is used that follows the Table of Contents. Presentation is aesthetically pleasing. Organization allows reader easy access to all components in document.</p>	<p>Inconsistent formatting followed; portfolio is inconsistent in appearance and sections are difficult for reader to access</p>	<p>Consistent format employed providing easy access to all components of portfolio</p>
<p align="center"><b>10</b></p> <p align="center"><b>Colorado Performance Standards (Proficiencies)</b></p> <p align="center">Score: _____</p>	<p>Evidence showing progression of attainment of relevant state performance standards at “proficient” level or above.</p>	<p>Not all relevant standards met at “proficient” level</p>	<p>All relevant standards met at “proficient” level</p>
<p align="center"><b>11</b></p> <p align="center"><b>Artifacts</b></p> <p align="center">Score: _____</p>	<p>Inclusion of artifacts (may vary by course and individual) that evidence development of teaching skills and strategies in area of emphasis.</p>	<p>Some artifacts included; documentation scanty or irrelevant</p>	<p>Adequate artifacts included representing application of coursework</p>

SCORE: \_\_\_\_\_/22

# Professional Portfolio Evaluation Rubric

	Criteria	Descriptor	Advanced	Proficient	Not Proficient
Professional Documents	<b>Resume</b>	Portfolio includes a resume that clearly presents the education and experience of the candidate	Resume has all essential elements and formatting that enhances the presentation	Lacks key elements or is formatted in a way that makes it difficult to identify elements	Resume has several spelling or grammar errors, or is missing
	<b>Transcripts</b>	Transcripts from all college work	Transcripts are complete and official or copies of official	Transcripts are complete but may not be clear copies	Transcripts are incomplete and/or unclear
	<b>Licenses</b>	Includes application for licensure and any sub or relevant certifications	Licensure application and other certifications included	Licensure application included	Errors or missing pieces to application
Teaching	<b>Teaching Philosophy</b>	Includes a 1 to 2- page description of an educational vision that clearly presents the beliefs of the candidate	Philosophy is clear and compelling—no grammatical or spelling errors	Philosophy is adequately developed--few grammatical or spelling errors	Philosophy is poorly developed or missing-- many grammatical or spelling errors
	<b>Teaching Artifacts</b>	Lecture notes, assignments, projects, visuals, quizzes, assessments, Power Points, reflections , etc	Well developed, thoughtful and standards-based artifacts that present a concise snapshot of candidate's teaching	Adequate artifacts that present a concise snapshot of candidate's teaching	Incomplete, haphazardly done, not linked to standards or incomplete picture of candidate's teaching
	<b>Evidence of Effectiveness</b>	Student evaluations, teaching awards, reflections or plans for gathering student feedback	Artifacts demonstrate systematic, purposeful and standards based learning by students and candidate's ability to use data to inform instruction	Adequate artifacts demonstrate learning by students and candidate's awareness of the use of data to inform instruction	Incomplete artifacts do not demonstrate: systematic, purposeful and standards-based learning by students or candidate's ability to use data to inform instruction
Presentation	<b>Format</b>	Cover page, Table of Contents, dividers make materials accessible and easy to read	Portfolio contains a cover page with name and contact information, dividers are visible and readable, TOC directs reader to each section	All elements are present, but lack clarity	Some elements missing
	<b>Context Setting</b>	Each portfolio entry is preceded by a paragraph that describes what the artifact is and what is shows about the portfolio developer	Paragraph clearly describes the entry and how it reveals the candidate's capabilities	Paragraph explains connection of entry to abilities, but is poorly written or has significant mistakes	Paragraph is missing
	<b>Professional Plan</b>	Indications of or plans for continuing professional development—courses, workshops, professional organizations, reading lists Pulls in outside observations /visits	Well developed plan for continuing development Makes connections with current experiences, including outside observations and follows up on areas of need	Well developed plan for continuing development May miss connections with current experiences Does not follow up with areas of need	Incomplete or missing plan for continuing development Does not make connections with current experiences or follow up with areas of need

## ADAMS STATE COLLEGE

## DEPARTMENT OF TEACHER EDUCATION

## Student Teaching Initial Report of Goals

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**Purpose**

This activity will help you focus on what it is you hope to gain during the student teaching experience.  
Place this initial report of goals in your Student Teaching notebook and share it with your mentor teacher and college field supervisor.

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**Professional Goals and Resources**

List at least five professional goals you wish to achieve during the student teaching experience that will demonstrate your ability to be a reflective decision maker. Incorporate goals directed toward

- professional competence
- facilitating learning
- demonstrating leadership

Include resources and assistance you think you will need to accomplish these goals.

---

1.

2.

3.

4.

5.

---

 Mentor Teacher

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 College Field Supervisor  
 (Signature indicates report was reviewed)

## School Policies Report

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**Handbooks** By the end of the first week, obtain a copy of the following information as it pertains to your assigned school:

- Safe Schools Handbook
  - Student Handbook
  - Faculty and Staff Handbook
- 

**Student's Rights and Responsibilities**

Rights

- Smoking policy
- Suspected drug or alcohol abuse
- Student locker privacy
- School discipline procedures (ie, detention, suspension, expulsion)
- Alternative enrichment programs

Responsibilities

- Dress code
  - Supplies and expenditures (what students are expected to provide)
  - Charges for lost/damaged materials
  - Referral procedures for student support services
- 

**Attendance and Movement Policies**

Policy for Attendance

- Attendance
- Tardiness
- Make-up work

Policy for Movement

- Hallways
  - Restrooms
  - Change of classes
  - Emergency evacuations
  - Field trips
  - Visitors in the school
- 

**Teacher Rights and Responsibilities**

Rights

- Leaving school premises
- District leave policy
- School violence and harassment policies

Responsibilities

- School day start and end times
  - Lesson plan procedures
  - Grading policies
  - Dress code
  - Student health needs policies
    1. Administering prescription and non-prescription drugs
    2. Handling seizure episodes
    3. Parental notification
    4. Emergency health care
  - Reporting suspected child neglect and abuse
  - Supervision duties
  - Fund raising activities
- 

**Community/School Relationships**

Policy for involvement

- Parent-teacher organizations
  - School committees
  - Career education exploration
-

**ADAMS STATE COLLEGE**

**DEPARTMENT OF TEACHER EDUCATION**

**Student Teaching Weekly Planning and Reflection Report**

Week # \_\_\_\_\_

**Directions:** The student teacher and the mentor teacher should complete this form together. In Part I, plans are made for the upcoming week. At the end of the week, Parts II, III and IV should be completed, reflecting on the week and planning for professional growth.

**I. Classroom/School Responsibilities**

The specific responsibilities I will assume this week are:

Teaching Responsibilities \_\_\_\_\_

A.

B.

C.

Non-Teaching Responsibilities

A.

B.

C.

**II. Weekly Reflection**

Reflect on the responsibilities I assumed this week.

I feel I gained new skills in:

I feel I need to work on these areas:

**III. Summary (to be completed by Mentor Teacher)**

Observation of growth and recommendations for continued progress.

**IV. Student Teacher Growth Goals for Week # \_\_\_\_\_**

A.

B.

C.

D.

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**Mentor Teacher**

**Date**

---

**Student Teacher**

**Date**

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College Field Supervisor (Signature of college field supervisor indicates the report was reviewed.)

## ADAMS STATE COLLEGE

## DEPARTMENT OF TEACHER EDUCATION

## Student Teaching Reflective Exercise

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Subject \_\_\_\_\_ Grade \_\_\_\_\_

Title of Lesson: \_\_\_\_\_

**Directions** Complete this reflective exercise as indicated on the Student Teaching Task Timeline. Select a specific lesson for your responses.  
 Then use this as a guide to write a 1-2 page narrative and post it in WebCT.

**Colorado Content Standard** The complete and precise standard:

**Lesson Evidences**

1. Motivation
  - \_\_\_ Anticipatory set
  - \_\_\_ Opportunity for student success
  - \_\_\_ Student interest
  - \_\_\_ Students engaged in lesson
2. Reinforcement
  - \_\_\_ Positive reinforcement
  - \_\_\_ Feedback with encouragement
  - \_\_\_ Corrective feedback
  - \_\_\_ Intermittent reinforcement
3. Constructivist learning
  - \_\_\_ Relevance to real-life application
  - \_\_\_ Guided practice
  - \_\_\_ Independent practice
  - \_\_\_ Closure
  - \_\_\_ Appropriate modeling
  - \_\_\_ Accommodations for diversity
4. Assessment
  - \_\_\_ Validity of tool
  - \_\_\_ Aligned to content standard
  - \_\_\_ Learning style accommodations
  - \_\_\_ \*Assessment profile

\*Assessment profile: written tests, performance assessments, rubrics, projects, demonstrations, oral reports, etc.

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**Best Practice**

How did this lesson reflect my understanding of best practices?

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**Effective Lesson**

What could I have done differently that would have made the lesson more effective?  
(Procedures, physical environment, method of assessment, behavior management, monitoring and adjusting, etc.)

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**Benchmark**

What follow-up work is needed for students who did not reach the benchmark?

---

**Teaching Practices**

What have I learned about my teaching practices as a result of this reflection? What will I do with this information?

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**Educational Practices**

What have I learned about educational practices?

My comments on those that apply:

1. The role of the teacher
2. The role of schools and society
3. The role of the learner
4. The science of learning
5. Specific teaching competencies
6. The role of community and family

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**College Field Supervisor (Signature indicates the report was reviewed.)****Date**

## ADAMS STATE COLLEGE

### DEPARTMENT OF TEACHER EDUCATION

#### Colorado Content Standards Based Education Lesson Plan Format

A critical part of effective teaching is the way in which lessons are organized, instructional materials are utilized, and lessons are presented.

As part of HB 1313, the State of Colorado issued the mandate for Standards Based Education.

Therefore, the following lesson plan format incorporates the Standards Based Education components.

**Content standards, benchmarks, and proficiencies**

- Which state relevant standard(s) and benchmark(s) are you addressing in your lesson plan?
- Which proficiencies does this lesson meet?

**Knowledge and objectives**

- What must students know?
- What are your content objectives?

**Skills**

- What must students be able to do?
- What are your language objectives?

**Relevance**

- Why do students need this knowledge and these skills?
- How are knowledge and skills used by adults?

**Background knowledge**

- What will I do to activate background knowledge to assist the student in transfer of knowledge?

**Vocabulary development**

- How am I presenting new vocabulary?

**Grouping**

- Are my students working independently? In pairs? In groups?

**Materials**

- What materials do I need to prepare for this lesson?

**Instruction**

- What instructional strategies and resources might I use to help students perform well on the assessment(s)?

**Accommodation**

- What changes might I make to accommodate the unique learning needs of exceptional students?

**Assessment**

- What will students do to demonstrate this knowledge and these skills?  
For example: oral report, paper/pencil task, project, etc.

**Scoring criteria**

- On what traits will student responses be evaluated?  
For example: accuracy, rubric scoring, appearance, communication, etc.

**Follow up**

- What activities might I use for remediation or extension?

## EMERGENCY LESSON PLANS

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**Explanation** Many schools require teachers to provide emergency lesson plans in case of unexpected absence. As the student teacher, you will be advised to prepare emergency lesson plans for the same reason. These plans are written in advance and contain the same contents needed in all good lesson planning:

- standards
- objectives
- materials
- instruction procedures
- assessment of pupils and instruction
- accommodations

All materials should be included and ready to use without additional preparation.

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**Content** The content of the emergency lesson plans need not relate to a particular content area. Learning activities may be planned in areas as follows:

- physical education
- music
- art
- creative writing
- literature

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**Intended use** These plans may be challenging and thought provoking (e.g., mind-benders or mazes) and may be intended for one or more of the following:

- relaxation/recreation
- appreciation
- developing creative expression
- reinforcement of a skill
- reinforcement of facts needing later recall
- enrichment
- greater breadth of application and/or understanding in any knowledge area previously presented

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## DEPARTMENT OF TEACHER EDUCATION

**STUDENT TEACHER CLASSROOM VISITATION RECORD**


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Student Teacher Name	Date of Observation
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School Name	Name of Host Teacher
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Grade	Description of environment
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Student teachers are required to complete four ½ day observations in other classrooms. These visits could be in the same building, in another school, or in another school district.

You may take notes on this page or your notebook. However, your reflection essay should be 2-3 pages typed and placed in your Student Teaching notebook.

Detail the structure and activities of the class you observed. Be sure to include:

- A description of the learners
- A description of the program environment
- A description of the learning processes observed
- A reflection of what was learned from the observation

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Signature of Host Teacher	Date
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## Mid-term and Final Student Teaching Rubric and Tracking Log

Student Teacher Name: \_\_\_\_\_ Term of Evaluation: \_\_\_\_\_

Mentor Teacher Name: \_\_\_\_\_

Teacher Education Faculty Supervisor Name: \_\_\_\_\_

Content Area Supervisor Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ School: \_\_\_\_\_

### RUBRIC

Please utilize the following rubric to complete this evaluation form.

Stage	Description
<b>Level 1 Basic</b>	The student teacher: <ul style="list-style-type: none"> <li>• is introduced to the standard/standard element</li> <li>• demonstrates a basic level of knowledge and understanding</li> <li>• has not yet had the opportunity to apply the standard/standard element in a college classroom or field setting</li> </ul>
<b>Level 2 Developing</b>	The student teacher <ul style="list-style-type: none"> <li>• demonstrates an increasing knowledge and understanding of the standard/standard element</li> <li>• is able to begin demonstrating, with assistance, the standard/standard element in a field setting or college classroom</li> <li>• can evaluate, with assistance, the success of the teaching performance</li> </ul>
<b>Level 3 Proficient</b>	The student teacher <ul style="list-style-type: none"> <li>• demonstrates substantial knowledge and understanding of the standard/standard element</li> <li>• demonstrates the ability to apply the standard/standard element in a field setting</li> <li>• can assess student learning and evaluate teaching performance</li> </ul>
<b>Level 4 Advanced</b>	The student teacher <ul style="list-style-type: none"> <li>• demonstrates comprehensive knowledge and understanding of the standard/standard element</li> <li>• can consistently apply the standard/standard element in a field setting</li> <li>• can skillfully integrate it into an overall lesson</li> <li>• can critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction</li> </ul>



**Standard Element Ratings:** 1=BEGINNING 2=DEVELOPING 3=PROFICIENT 4=ADVANCED

**Midterm:** A rating of “2 - Normal Development” or “2 NP - Needs Plan” may be used.

“2 NP” or below requires development and implementation of improvement plan by the student teacher, mentor teacher and field supervisor.

**Final:** The rating must be a ‘3’ or above to pass student teaching.

Midterm Evaluation	Standard Element	Final Evaluation
1 2 3 4	1.1 Plan and organize reading instruction based on ongoing assessment.	1 2 3 4
1 2 3 4	1.2 Develop phonological and linguistic skills related to reading	1 2 3 4
1 2 3 4	1.3 Develop reading comprehension and promotion of independent reading.	1 2 3 4
1 2 3 4	1.4 Support reading through oral and written language development.	1 2 3 4
1 2 3 4	1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.	1 2 3 4
1 2 3 4	2.1 Develop in the student an understanding and use of: a) Number systems and number sense b) Geometry c) Measurement d) Statistics and probability e) Functions and use of variables	1 2 3 4
1 2 3 4	2.2 Utilize Colorado Model content Standards in Mathematics for the improvement of instruction.	1 2 3 4
1 2 3 4	3.1 Design short and long-range standards-based instructional plans.	1 2 3 4
1 2 3 4	3.2 Develop valid and reliable assessment tools for the classroom.	1 2 3 4
1 2 3 4	3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.	1 2 3 4
1 2 3 4	3.4 Assess, compare, and contrast the effects of various teaching strategies on individual student performance relative to content standards.	1 2 3 4
1 2 3 4	3.5 Use Assessment data as a basis for standards-based instruction.	1 2 3 4
1 2 3 4	3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.	1 2 3 4
1 2 3 4	3.7 Prepare student for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.	1 2 3 4
1 2 3 4	3.8 Ensure that instruction is consistent with school district priorities and goal, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.	1 2 3 4
1 2 3 4	4.1 Utilize content knowledge to ensure student learning.	1 2 3 4
1 2 3 4	4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.	1 2 3 4
1 2 3 4	4.3 Apply expert content knowledge to enrich and extend student learning.	1 2 3 4
1 2 3 4	4.4 Integrate literacy and mathematics into content area instruction.	1 2 3 4
1 2 3 4	5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills and understanding.	1 2 3 4
1 2 3 4	5.2 Apply sound disciplinary practices in the classroom.	1 2 3 4

1 2 3 4	5.3 apply appropriate intervention strategies and practices to ensure a successful learning environment.	1 2 3 4
1 2 3 4	5.4 Raise the academic performance level of a group of students, over time, to a higher level.	1 2 3 4
1 2 3 4	5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.	1 2 3 4
1 2 3 4	5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.	1 2 3 4
1 2 3 4	5.7 Accurately document and report ongoing student achievement.	1 2 3 4
1 2 3 4	5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.	1 2 3 4
1 2 3 4	5.9 Communicate a variety of assessment results, and their implication to students, parents, guardians, professionals, administrators, and the community.	1 2 3 4
1 2 3 4	6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.	1 2 3 4
1 2 3 4	6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.	1 2 3 4
1 2 3 4	6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.	1 2 3 4
1 2 3 4	6.4 Teach student within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes.	1 2 3 4
1 2 3 4	6.5 Develop and apply individualized education plans.	1 2 3 4
1 2 3 4	6.6 Collect data on individual student achievement and be accountable for each child's learning.	1 2 3 4
1 2 3 4	6.7 Use specific knowledge of student medical conditions and medication and their possible effects on student learning and behavior.	1 2 3 4
1 2 3 4	7.1 Apply technology to the delivery of standards-based instruction.	1 2 3 4
1 2 3 4	7.2 Use technology to increase student achievement.	1 2 3 4
1 2 3 4	7.3 Utilize technology to manage and communicate information.	1 2 3 4
1 2 3 4	7.4 Apply technology to data-driven assessments of learning.	1 2 3 4
1 2 3 4	7.5 Instruct students in basic technology skills.	1 2 3 4
1 2 3 4	8.1 Model and articulate the democratic ideal to students, including: ~ The school's role in developing productive citizens. ~ The school's role in teaching and perpetuating the principles of a democratic republic.	1 2 3 4
1 2 3 4	8.2 Model and develop on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being.	1 2 3 4

1 2 3 4	8.3 Understand and respond to influences of educational practice including: ~ Federal and state constitutional provisions ~ Federal executive, legislative and legal influences ~ State roles of the governor, legislature and State Board of Education ~ Local school districts, boards of education and boards of cooperative educational services. ~ Non-traditional and non-public schools, including: charter schools, religious schools and home schooling. ~ Public sector input from business, advocacy groups, and the public	1 2 3 4
1 2 3 4	8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national and international options, higher education, public and private education.	1 2 3 4
1 2 3 4	8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.	1 2 3 4

**Midterm:**

Student Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

College Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Final:**

Student Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

College Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Teaching Field Experience Epilogue

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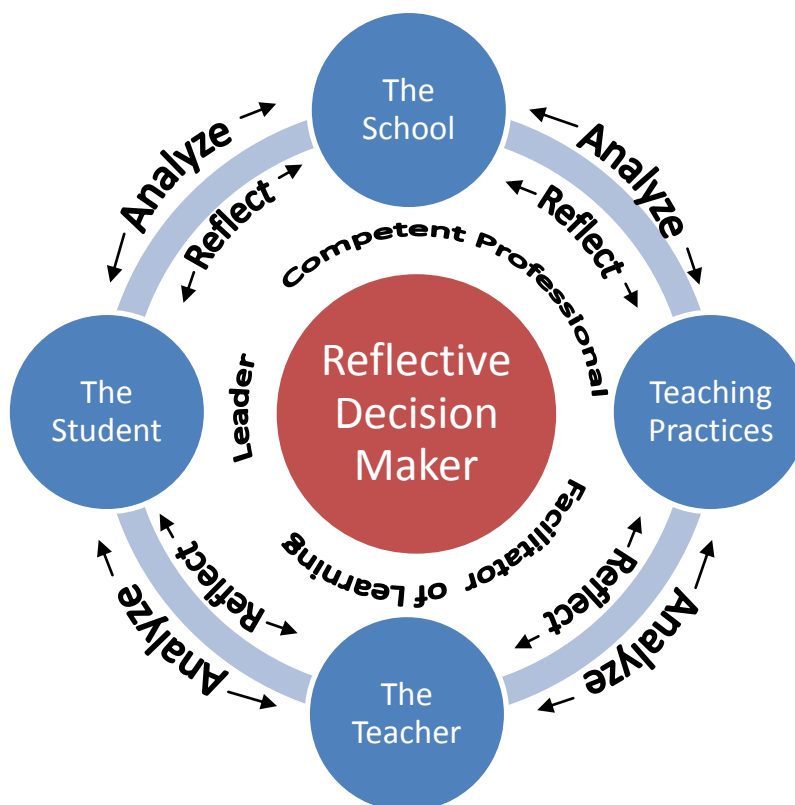
### Final Reflection

Spend time reflecting on the experience and your growth as a professional during student teaching. Consider the following questions and respond to them accordingly. Use this to guide your narrative essay. This narrative should be in your Professional Portfolio, and posted to Web-CT (optional).

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### Consider

1. How successful were you in achieving your initial professional goals and in demonstrating your ability to be a reflective decision maker?
  2. What have you discovered about facilitating learning for students?
  3. What have you discovered about professional responsibility?
  4. How will you continue to grow as a professional as you work toward acquiring your Initial Educator's License?
    - seek out and manage resources for the purpose of instruction
    - develop positions on a wide-range of educational issues
    - understand and implement state standards
    - model best practices
- 




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College Field Supervisor (Signature of college field supervisor indicates the report was reviewed.)

Reformatted 5/09/dm

***PROGRAM EVALUATION******Elementary Education***

At the end of the student teaching semester,  
this evaluation will be available to the student  
on Web-CT,  
completed and submitted electronically.

***PROGRAM EVALUATION******Secondary Education***

At the end of the student teaching semester,  
this evaluation will be available to the student  
on Web-CT,  
completed and submitted electronically.

***PROGRAM EVALUATION******K - 12 Education***

At the end of the student teaching semester,  
this evaluation will be available to the student  
on Web-CT,  
completed and submitted electronically.

***FACULTY FIELD-SUPERVISOR EVALUATION***

At the end of each student teaching supervisor visit,  
this evaluation will be available to the student on Web-CT,  
completed and submitted electronically.



## ADAMS STATE COLLEGE

**DEPARTMENT OF TEACHER EDUCATION**  
**Professional and Ethical Behavior Evaluation**

Name \_\_\_\_\_ Date \_\_\_\_\_ ID# \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_ Title of Evaluator: \_\_\_\_\_

This form is used to evaluate the student teacher's performance. Qualities other than grades are important in the preparation of a successful teacher. Please rank the student on the following characteristics and use the back for any other comments you wish to make.

Rate your perception of your preparation in the following areas by entering the appropriate number using the following scale:

**N/A - Did not observe      1 - Never      2 - Rarely      3 - Occasionally      4 - Consistently**

**Communication**

writes with clarity, detail & conciseness	
speaks effectively with respect to volume, intonation, and enunciation	
demonstrates competence in oral & written usage/grammar	
writes legibly	

**Interpersonal Relations / Teamwork**

demonstrates confidence	
interacts appropriately & positively with others	
treats others with courtesy and open-mindedness	
exhibits leadership	
expresses empathy for & sensitivity to others	
demonstrates a sense of humor	
demonstrates adaptability	
participates & contributes actively	
handles issues of equity & equality respectfully	
demonstrates appropriate self control of emotions & behavior	

**Professionalism**

interacts positively with young people & school personnel	
shows initiative in academic work (and field experiences)	
is punctual & regular in attendance	
prepares thoroughly for all assigned tasks	
uses constructive criticism	
meets deadlines	
wears appropriate attire in field experiences & uses appropriate hygiene	
is reliable & responsible	
is well organized	
demonstrates resourcefulness	
demonstrates curiosity/interest in life-long learning	
demonstrates creativity/imagination	
demonstrates reflective thinking/decision-making	
demonstrates restraint in the discussion of confidential matters	
demonstrates ethical & professional behavior	





## DEPARTMENT OF TEACHER EDUCATION

## Philosophy Statement Rubric

Student Teaching Purpose:

Students are to articulate their evolution of their philosophy based on their experiences with K-12 students and teachers. The philosophy statement will be a required artifact in the student's portfolio.

The writer must earn a Proficient or Advanced score in all areas. Minimum score for passing is a total of 18.

Content	12-Advanced	9-Proficient	6-Developing	3-Basic
<b>I. Content of the Philosophy Statement</b>	Discussion of the beliefs goes beyond the superficial level with connections to actual practice and experiences.	Beliefs are distinguished and there is accurate elaboration of the belief system.	Beliefs are labeled as such, but there is no elaboration.	No evidence of the student's underlying beliefs is detected in the writing.
<b>Writing Quality</b>	<b>4-Advanced</b>	<b>3-Proficient</b>	<b>2-Developing</b>	<b>1-Basic</b>
<b>II. Organization</b>	The beliefs are clearly organized. Key issues are developed with details to inform and elaborate.	The introduction, body, and conclusion are clearly evident with a smooth transition between ideas.	There is an attempt to organize ideas into a logical sequence but without a smooth transition between ideas.	There is no clear evidence of the introduction, body, or conclusion.
<b>III. Grammar</b>	There are no spelling or grammatical errors.	There are minimal spelling/ grammatical errors. No more than 1 per page. They do not interfere with the reader's ability to understand the content.	Grammatical or spelling errors interspersed throughout the theme. 2-3 errors per page. The reader has some difficulty understanding the content.	There are significant grammatical/ spelling errors that interfere with the reader's ability to understand the content. More than 3 errors per page.
<b>IV. Academic Language</b>	Style reflects formal, academic writing.	Style is mostly academic, 1-2 instances of informal language.	Style reflects casual or informal use of language.	Style reflects fragmented, informal use of language.

Content Score: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Writing Quality Score: \_\_\_\_\_

Print Name: \_\_\_\_\_

Total Score: \_\_\_\_\_

## ACTION PLAN FOR PROFESSIONAL GROWTH

Occasionally, concerns arise regarding a student teacher's development of specific professional skills. This instrument is to be used in a three-way conference setting involving the student teacher, the mentor teacher, and the teacher education faculty-supervisor or content area supervisor. Completing this Action Plan does not necessarily indicate unsatisfactory progress but targets areas of concern.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Areas of Concern and related Standard Element:

Plan of Action: (be specific)

Evidence of Proficiency:

Timeline: \_\_\_\_\_ Date accomplished: \_\_\_\_\_

Resources needed (people and materials)

\_\_\_\_\_  
Student Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
College Field-Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Content Area Supervisor

\_\_\_\_\_  
Date

**SUPERVISORS CHECKLIST**

APPENDIX U (rev) (1/2 pages)

**STUDENT TEACHER NAME** \_\_\_\_\_ **SEMESTER** \_\_\_\_\_

		<u>VISIT 1</u>	<u>VISIT 2</u>	<u>VISIT 3</u>	<u>VISIT 4</u>
<b>DATE:</b>					
<b>SIGNATURE:</b>					
<b>TASK</b>		<b>Shaded areas do not need to be addressed at that visit.</b>			
<b>APPNDX</b>	<b>Timeline</b>				
	<b>Proficiencies</b>	5	5	5	Bal
A	<b>School schedule report</b>				
C	<b>Initial report of goals</b>				
D	<b>School policies</b>				
E	<b>Weekly planning and reflection</b>	E, S (2)	E, S (3)	E, S (3)	E, S
		K-12 (2)	K-12 (2)	K-12 (2)	K-12 (2)
I	<b>Classroom visitation report</b>	1	1	1	1

P	<b>Report on observation</b>	ASC sprvsr	ASC sprvsr	ASC sprvsr	ASC sprvsr
		Mentor	Mentor	Mentor	Mentor
B	<b>Portfolio check</b>	Academic	Professional draft	Final Professional	
E	<b>Reflective exercise</b>	Web CT	Web CT	Web CT	Web CT
G	<b>Lesson plan</b>	1	4	4	1
H	<b>Emergency lesson plans</b>		1		
J	<b>Mid-term evaluation</b>		1		1
Q	<b>Professional and ethical checklist</b>				1
W	<b>Final evaluation and report</b>				Appendices: K, L, R, S, V Program evaluation

## Self Assessment for Teaching

STUDENT NAME: \_\_\_\_\_ ID #: \_\_\_\_\_

DATE: \_\_\_\_\_ COURSE: Elementary Secondary K-12 (circle one)

The results of this assessment will be returned to you to include in your portfolio.

Data from the assessment will be analyzed for your individual growth and aggregated across unit, programs and sub areas.

### Scoring

Decide the extent to which each statement matches your beliefs or abilities at this point in time.

Rate your perception of your preparation in the following areas by entering the appropriate number using the following scale:

**1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree**

### Professional Leadership

With my current knowledge, I feel I can participate in school improvement	
I believe I could actively facilitate school wide progressive change	
I can collaborate and cooperate with multiple stakeholders	

### Competent Professional

I know where to look for professional resources to improve instruction	
I am well informed in a wide range of professional issues	
I understand the Colorado State Content Standards	
I feel ready to implement Colorado State Content Standards	
I am able to model best practices in teaching	

### Facilitate Learning for all Students

I believe all students can learn	
I understand the impact of diversity in the classroom	

### Accreditation Dispositions

I am committed to continue professional development	
I know how to set up a safe and supportive learning environment	
I understand that the school operates as an integral part of the community	
I believe that families are partners in the education of children	
I am dedicated to bringing ethical principles into the decisions made in the classroom	



DEPARTMENT OF TEACHER EDUCATION

## Field Supervisor Final Report Checklist

Student Teacher Name \_\_\_\_\_ ID # \_\_\_\_\_

**Items to be checked by the  
College Field Supervisor**

- \_\_\_ Final evaluation (Apdx K)
- \_\_\_ Epilogue and final reflection (Apdx L)
- \_\_\_ Program evaluation (Electronic)
- \_\_\_ Professional and ethical behavior evaluation (Apdx R)
- \_\_\_ Philosophy statement assessment (Apdx S)
- \_\_\_ Self assessment (Apdx V)
- \_\_\_ Completed Colorado Performance Based Standards Proficiency Log

I recommend a **PASS** grade for the above named student teacher.

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 Supervisor Signature

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 Date

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 (Print Supervisor Name)