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**Student Teaching Internship**

**Common Summative Assessment/ Individualized Professional Learning Plan**Based on the Charlotte Danielson Framework for Teaching

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Term/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **In order to be recommended for teacher certification, teacher candidates must score Basic or above in all components of each domain.**
* **Each component must have either a strength or growth opportunity listed. Domains 2 and 3 must include SMART goals, and a third goal from any domain must be included; all goals addressing components with a proficiency of Basic.**
* **All information needs to be typed, signed and entered as one attachment in Taskstream.**

***U = Unsatisfactory, B= Basic, P = Proficient***

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| **Domain 1:Planning and Preparation** | **U** | **B** | **P** | **Strengths/Growth Opportunities** |
| 1. Demonstrating knowledge of content and pedagogy |  |  |  |  |
| 1. Demonstrating knowledge of students |  |  |  |  |
| 1. Setting instructional outcomes |  |  |  |  |
| 1. Demonstrating knowledge of resources |  |  |  |  |
| 1. Designing coherent instruction |  |  |  |  |
| 1. Designing student assessments |  |  |  |  |

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| **Domain 2: The Classroom Environment** | **U** | **B** | **P** | **Strengths/Growth Opportunities** |
| 1. Creating an environment of respect and rapport |  |  |  |  |
| 1. Establishing a culture for learning |  |  |  |  |
| 1. Managing classroom procedures |  |  |  |  |
| 1. Managing student behavior |  |  |  |  |
| 1. Organizing Physical Space |  |  |  |  |

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| **Domain Two SMART** Goal (2a – 2d): Identify Component\_\_\_\_\_\_Select a component with a proficiency of 2. | | |
| Action Steps/Activities  (Specific Teacher or specialist Professional Activities that are part of this plan.) | Resources  (Principal, Staff, PD or Materials) | Evidence  (How will you know if this goal has been accomplished) |
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| **Domain 3: Instruction** | **U** | **B** | **P** | **Strengths/Growth Opportunities** |
| 1. Communicating with students |  |  |  |  |
| 1. Using questioning and discussion techniques |  |  |  |  |
| 1. Engaging students in learning |  |  |  |  |
| 1. Using Assessment in Instruction |  |  |  |  |
| 1. Demonstrating flexibility and responsiveness |  |  |  |  |

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| **Domain Three SMART Goal** (3a – 3d): Identify Component\_\_\_\_\_\_ Select a component with a proficiency of 2. | | |
| Action Steps/Activities  (Specific Teacher or specialist Professional Activities that are part of this plan.) | Resources  (Principal, Staff, PD or Materials) | Evidence  (How will you know if this goal has been accomplished) |
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| **Domain 4: Professional Responsibilities** | **U** | **B** | **P** | **Strengths/Growth Opportunities** |
| 1. Reflecting on teaching |  |  |  |  |
| 1. Maintaining accurate records |  |  |  |  |
| 1. Communicating with families |  |  |  |  |
| 1. Participating in the professional community |  |  |  |  |
| 1. Growing and developing professionally |  |  |  |  |
| 1. Showing professionalism |  |  |  |  |

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| **Third SMART Goal** (D1-D4): Identify Domain and Component\_\_\_\_\_\_ Chose a component from any domain with a proficiency of 2. | | |
| Action Steps/Activities  (Specific Teacher or specialist Professional Activities that are part of this plan.) | Resources  (Principal, Staff, PD or Materials) | Evidence  (How will you know if this goal has been accomplished) |
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| **Professional Action Plan Goal Criteria** | | |
| **S** | **Specific Standards-Based** | * Is the goal clearly focused on what is to be accomplished? * Why is this goal important? * Is it based on the *Framework for Teaching* (or *Framework for Specialist*) components and aligned critical attributes? |
| **M** | **Measurable** | * Can this goal be measured? * Will the teacher be able to collect evidence of achievement? * Is this goal based upon multiple sources of data? |
| **A** | **Aligned and Attainable** | * Is this goal aligned to district and school improvement goals? * Will resources be available to achieve this goal? |
| **R** | **Relevant** | * How will this goal enhance teaching/professional practice/craft? * How will this goal enhance learning opportunities for students? |
| **T** | **Time Bound** | * Can this goal be attained within the required timeframe? |

Level four is indicative of an experienced master teacher and is not an appropriate score for novice teacher candidates.

(Signatures indicate that information has been discussed with all parties unless comments indicate otherwise)

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Cooperating Teacher’s Signature Date

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University Supervisor’s Signature Date

Teacher Candidate Statement:

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|  | I have read this evaluation by my Cooperating Teacher and University Supervisor, and I understand I have five (5) working days from date of evaluation in which to respond in writing to the Teaching and Learning Coordinator. | |
|  | I will not be responding to this evaluation. | I will be responding to this evaluation. |

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Teacher Candidate’s Signature Date