

STUDENT TEACHING SUMMARY REPORT

_____ Candidate Name	_____ Term/Year	_____ Institution
_____ School	_____ Authorization Level(s)	_____ Subject Area(s)

The information reported on this form presents summary judgments by the candidate's supervisors about his/her performance on the teaching competencies prescribed by TSPC standards.

DIRECTIONS: Check the appropriate box by each area of competence to attest to the candidate's performance. Completion of student teaching requires verification of satisfactory performance by both the institution supervisor and the cooperating teacher in all five areas.

<p>The candidate plans instruction that supports student progress in learning and is appropriate for the developmental level of the student. The candidate is able to:</p> <ul style="list-style-type: none"> a) Select or write learning goals for units of instruction that are consistent with the school's long-term goals, State content standards, district standards, research on how students learn and the physical and mental maturity of students b) Determine the current performance level of the students with respect to learning goals c) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and evaluating the progress of the students d) Determine content, skills, and processes that assist students to accomplish desired outcomes and design learning activities that lead to mastery e) Select and organize materials and equipment needed to teach the unit f) Adapt lesson plans for exceptional learners and students with varying cultural, social and linguistic backgrounds g) Estimate time required for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving 	<p>Institution Supervisor</p> <p>Met</p> <p>Not Met</p>	<p>Cooperating Teacher</p> <p>Met</p> <p>Not Met</p>
<p>The candidate establishes a classroom climate conducive to learning. The candidate is able to:</p> <ul style="list-style-type: none"> a) Affirm the dignity and worth of all students and provide positive support needed by students to be effective learners b) Communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the developmental level of students and are consistent with laws governing student rights and responsibilities c) Establish classroom rules that apply to all students' principles of gender equity and racial justice and apply principles of least restrictive environment for students with disabilities d) Establish and maintain classroom rules and procedures that model appropriate social behavior and provide reinforcement when it occurs e) Establish and maintain classroom rules and procedures that take into account the influence of the physical, social, and emotional climates of students' homes and the community f) Monitor students conduct and take appropriate action when misbehavior occurs g) Interact courteously with students and parents and resolve conflicts in a professional manner, respecting the cultural context of the community h) Use classroom time effectively i) Manage instructional transitions decisively and without loss of instructional time j) Arrange instructional materials in advance of class k) Coordinate the use of instructional assistants, parent volunteers, student assistants and other support to achieve instructional objectives 	<p>Institution Supervisor</p> <p>Met</p> <p>Not Met</p>	<p>Cooperating Teacher</p> <p>Met</p> <p>Not Met</p>

