

Summative Evaluation Guidelines for Beloit College Student Teachers Fall 2015

The summative evaluation will address the entire student teaching experience and touch upon all ten standards, general trends that have emerged over the course of the semester, and any specific anecdotes that provide an insight into the performance and potential of the student teacher. The summative evaluations by the *cooperating teacher* and the *college supervisor* will also serve as a letter of reference for the student teacher and should be formulated with this in mind. (For those who would like to give more specific feedback or commentary which they feel would not fit into a letter of reference, you may opt to complete BOTH a summative evaluation AND a letter of reference. Please use the instructions listed above for both the evaluation and the letter of reference.) The *student teacher's* summative evaluation will serve as a reflection on the entirety of her/his student teaching experience.

Please complete the summative evaluation/letter on school letterhead, sign it, and provide a copy to Kathryn Johnson (edys@beloit.edu OR Education and Youth Studies Department, 700 College St, Beloit, WI 53511) on or before the January 14, 2016 (or 2 weeks before the end of student teaching for those completing at a different time). Student teachers, cooperating teachers, and supervisors must complete this evaluation in a timely manner in order for us to process certification documents as quickly as possible. As this is both an evaluation and a letter of recommendation, we ask that you allow a sufficient amount of time for completion in a thoughtful and meaningful way.

Suggested Format for the Summative Evaluation/Letter of Reference

** Please address each topic within your evaluation/letter **

- *Instructional Setting*: grade level, description of student population school community, and larger community, etc.
- *Student Teacher's Activities*: illustrative examples of subject areas, lessons, and units taught; instructional styles utilized, etc.
- *Planning and Teaching Skills*: demonstrated ability to develop and implement lessons; ability to differentiate curriculum based on student needs, etc.
- *Pupil Relationships/Classroom Management*: ability to create and maintain a classroom environment that allows for the realization of learning goals; awareness of what is happening in the classroom; ability to design and clearly communicate expectations; ability to react quickly to unanticipated situations; knowledge of academic and social characteristics of students, etc.
- *Commitment to Teaching*: follow-through on commitments; degree to which student has taken both responsibility and initiative; ability to reflect on practice and make necessary changes, etc.
- *Content Knowledge*: understanding of content for grade level, as well as surrounding grade levels, etc.
- *Intercultural Sensitivity*: sensitivity to individual differences (cultural, social, intellectual, racial, gender, physical); ability and desire to bring about an understanding and respect for individual differences through teaching and other interactions with children and adults, etc.
- *Interpersonal and Professional Collaboration Skills*: student's ability to relate to pupils, colleagues, and parents; openness to new ideas; collaboration skills; ability to accept constructive feedback, etc.
- *Demonstrated Strengths and Areas of Needed Growth*

Whenever possible, please illustrate and support judgments that you are making with specific examples. This will assist potential employers in understanding the rationale for judgments and provide student teachers with concrete feedback on their performance.