

SOUTHWEST MINNESOTA STATE UNIVERSITY
 Marshall, Minnesota 56258
Communities of Practice Investigating Learning and Teaching
Undergraduate Teacher Education Program Outcomes
Student Teaching Final Assessment

Teacher Candidate Name _____ Subject/Grade _____

School _____ Date Begin _____ End _____ Semester _____

Directions: The outcomes are listed under each of the ten Minnesota Standards of Effective Practice (SEP). For each outcome/proficiency listed under a standard, please assess whether or not the student teacher/intern has demonstrated competence at the entry level necessary for a beginning teacher. Evidence will be shown with comments or suggestions regarding each standard.

Aware	Developing	Proficient	Exemplary

1. Subject Matter

1-1 Select teaching methods, activities and materials appropriate for students and the discipline. (SEP 1-A,E,F,G)

1-2 Demonstrate subject mastery and general teaching knowledge. (SEP 1-H,I,J)

1-3 Understand and teach the connections of the discipline with other disciplines and everyday life. (SEP 1-B,C)

Evidence and/or suggestions:

Aware	Developing	Proficient	Exemplary

2. Student Learning

2-1 Demonstrate ability to identify and be sensitive to students' base knowledge, beliefs and experiences. (SEP 2-B)

2-2 Demonstrate familiarity with how students learn and develop. (SEP 2-A,C,D)

2-3 Provide and guide learning opportunities that support a student's intellectual, social, emotional and physical growth.

(SEP 2- E,F,G)

Evidence and/or suggestions:

Aware	Developing	Proficient	Exemplary

3. Diverse Learners

3-1 Demonstrate familiarity with students' cultural, language, and experiential backgrounds. (SEP 3-D,F,G,H,J)

3-2 Demonstrate familiarity with students' differences in learning capabilities and approaches. (SEP 3-A,E,I,K,N,P,Q)

3-3 Provide and guide learning opportunities that are adapted for students with diverse backgrounds and exceptionalities.

(SEP 3-B,C,L,M,O)

Evidence and/or suggestions:

Aware	Developing	Proficient	Exemplary

4. Instructional Strategies

- 4-1 Use leadership skills to make the learning goals and instructional procedures clear to students. (SEP 4-A,I,J)
- 4-2 Make content comprehensible to students. (SEP 4-C,F,G,I,J)
- 4-3 Encourage and guide students to extend their thinking to include inquiry, critical thinking, problem solving, and performance skills. (SEP 4-B,E,H,K)
- 4-4 Use technology to enhance student learning. (SEP 4-D,L)

Evidence and/or suggestions:

Aware	Developing	Proficient	Exemplary

5. Learning Environments

- 5-1 Create a climate that promotes democratic, fair and positive social interaction. (SEP 5-D,H,M)
- 5-2 Communicate behavioral expectations to students and establish consistent standards of behavior. (SEP 5-A,E,O,P,R)
- 5-3 Attend to making the physical environment safe and conducive to learning. (SEP 5-C,I,N,Q)
- 5-4 Understand and use “community building” theory to guide and maintain effective learning communities. (SEP 5-B,F,G,J,K,L)

Evidence and/or suggestions:

Aware	Developing	Proficient	Exemplary

6. Communication

- 6-1 Use knowledge of effective verbal, non-verbal and media communication techniques to foster learning and positive social interactions. (SEP 6-A,B,C,D,K)
- 6-2 Assist and enable students to communicate effectively about their learning needs and accomplishments. (SEP 6-E,F,G,I)
- 6-3 Formulate and ask questions effectively and stimulate discussion. (SEP 6-H,J)

Evidence and/or suggestions:

Aware	Developing	Proficient	Exemplary

7. Planning Instruction

- 7-1 Articulate clear learning goals for the lesson that are appropriate for the students and the content. (SEP 7-A,E)
- 7-2 Select teaching methods, activities and materials appropriate for the students and the content. (SEP 7-B,C,F)
- 7-3 Align goals, instruction, and assessment. (SEP 7-D,G,H)
- 7-4 Plan and use instructional skills to help students meet the graduation standards. (SEP 7-H)

Evidence and/or suggestion:

Aware	Developing	Proficient	Exemplary

8. Assessment

8-1 Demonstrate knowledge of and employ a variety of formal and informal assessment tools, including self-assessment strategies. (SEP 8-B,D,G,I)

8-2 Use assessment information to adapt instruction and to support student learning. (SEP 8-E,F,H,J,K)

8-3 Report information regarding student learning accurately and appropriately. (SEP 8-A,C,L,M)

Evidence and/or suggestions:

Aware	Developing	Proficient	Exemplary

9. Reflection and Professional Development

9-1 Reflect on the extent to which the learning goals were met. (SEP 9-C,E,H)

9-2 Demonstrate professional dispositions, responsibility, and integrity. (SEP 9-G,K,L)

9-3 Use research, colleagues, and professional development opportunities to become a better teacher, learner, and leader. (SEP 9-A,B,D,F,I,J)

Evidence and/or suggestions:

Aware	Developing	Proficient	Exemplary

10. Collaboration, Ethics and Relationships

10-1 Build professional relationships with colleagues. (SEP 10-B,D,E)

10-2 Communicate with parents and guardians about student learning. (SEP 10-C,F,L)

10-3 Collaborate with colleagues, families, and the community to foster healthy and productive learning environments and organizations. (SEP 10-A,G,H,I,J,K)

Evidence and/or suggestions.

The Teacher Candidate _____ has _____ has not successfully completed this Student Teaching Experience.

Summary Statement:

Cooperating School _____ Phone _____

Address _____

Teacher Candidate (Print) _____ Signature _____

Classroom Mentor Teacher (Print) _____ Position _____ Signature _____

University Supervisor (Print) _____ Phone _____ Signature _____

