****

*FINAL SUMMARY EVALUATION*

|  |  |
| --- | --- |
| Teacher Candidate: | Date:  |
| Classroom Teacher: | School:  |
| University Supervisor: | Grade/Subject: |
| Evaluator: | Date of Final Conference: |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning** | **Unsatisfactory 1** | **Developing****2** | **Proficient****3** |
|  | Work is incomplete or non-existent, late, full of errors, is unprofessional in appearance, and does not meet requirements.  | Component parts may be represented, but may not be complete or on time. There is evidence of research and preparation. Documentation contains errors. Objectives and assessments are represented, but may require clarification as to the value to the learner and the criteria for assessing learning. | Contains all key components indicated in the handbook, is on time, and each area meets expectations and shows competent research and preparation. Documentation is free of errors and is professional in appearance. Overall, objectives and assessments are clear as to the value to the learner and the criteria for assessing learning. |
| **APS 1: LONG RANGE PLANNING** | **Candidate Score** | **Rationale** |
| **1 A.** Obtains/analyzes student information and uses this information to determine student learning needs and to guide instructional planning. CF Capable Practice |  |  |
| **1 B.** Establishes appropriate standards-based long-range learning and developmental goals for all students. CF Caring Actions, sub-element 2 |  |  |
| **1 C.** Identifies and sequences appropriate instructional units in a manner that facilitates the accomplishment of long-range goals.CF Capable Knowledge  |  |  |
| **1 D**. Develops appropriate processes for evaluating and recording students’ progress and achievement. CF Capable Practice  |  |  |
| **1 E**. Plans appropriate procedures for managing the classroom.  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning** | **Unsatisfactory 1** | **Developing****2** | **Proficient****3** |
|  | Work is incomplete or non-existent, late, full of errors, is unprofessional in appearance, and does not meet requirements.  | Component parts may be represented, but may not be complete or on time. There is evidence of research and preparation. Documentation contains errors. Objectives and assessments are represented, but may require clarification as to the value to the learner and the criteria for assessing learning. | Contains all key components indicated in the handbook, is on time, and each area meets expectations and shows competent research and preparation. Documentation is free of errors and is professional in appearance. Overall, objectives and assessments are clear as to the value to the learner and the criteria for assessing learning. |
| **APS 2: SHORT-RANGE PLANNING OF INSTRUCTION** | **Candidate Score** | **Rationale** |
| **2 A.** Develops unit & lesson objectives that facilitate student achievement of academic standards and long range learning goals. CF Capable Knowledge  |  |  |
| **2 B.** Develops unit & lesson plans (content, strategies, materials, resources) that are appropriate for all students.CF Capable Knowledge |  |  |
| **2 C.** Uses student performance data to guide planning of instruction. CF Capable Practice |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning** | **Unsatisfactory 1** | **Developing****2** | **Proficient****3** |
|  | Work is incomplete or non-existent, late, full of errors, is unprofessional in appearance, and does not meet requirements.  | Component parts may be represented, but may not be complete or on time. There is evidence of research and preparation. Documentation contains errors. Objectives and assessments are represented, but may require clarification as to the value to the learner and the criteria for assessing learning. | Contains all key components indicated in the handbook, is on time, and each area meets expectations and shows competent research and preparation. Documentation is free of errors and is professional in appearance. Overall, objectives and assessments are clear as to the value to the learner and the criteria for assessing learning. |
| **APS 3: PLANNING ASSESSMENTS & USING DATA** | **Candidate Score** | **Rationale** |
| **3 A.** Develops/selects and administers a variety of appropriate assessments.CF Capable Practice |  |   |
| **3 B.** Gathers, accurately analyzes, and uses assessment data to guide instructional planning. CF Capable Practice |  |  |
| **3 C.** Uses assessment data to assign grades that accurately reflect student progress and achievement. CF Capable Practice  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 2: Instruction** | **Unsatisfactory 1** | **Developing****2** | **Proficient****3** |
|  | Competencies reflect poor instruction, classroom environment, and professionalism & deter teaching/learning process. | Competencies are demonstrated at a satisfactory level in some areas. Improvement is needed to enhance the teaching/learning process. | Competencies are demonstrated appropriately in all areas and enhance the teaching/learning process. |
| **APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS** | **Candidate Score** | **Rationale** |
| **4 A.** Establishes, communicates, and maintains high expectations for student achievement. CF Caring Actions  |  |   |
| **4 B.** Establishes, communicates, and maintains high expectations for student participation.  |  |  |
| **4 C.** Helps students assume responsibility for their own participation and learning. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 2: Instruction** | **Unsatisfactory 1** | **Developing****2** | **Proficient****3** |
|  | Competencies reflect poor instruction, classroom environment, and professionalism & deter teaching/learning process. | Competencies are demonstrated at a satisfactory level in some areas. Improvement is needed to enhance the teaching/learning process. | Competencies are demonstrated appropriately in all areas and enhance the teaching/learning process. |
| **APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING** | **Candidate Score** | **Rationale** |
| **5 A.** Uses appropriate instructional strategies. CF Connected Integration |  |   |
| **5 B.** Uses a variety of instructional strategies. CF Connected Integration EEDA Std. 7 |  |  |
| **5 C.** Uses instructional strategies effectively. CF Connected Integration EEDA Std. 6  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 2: Instruction** | **Unsatisfactory 1** | **Developing****2** | **Proficient****3** |
|  | Competencies reflect poor instruction, classroom environment, and professionalism & deter teaching/learning process. | Competencies are demonstrated at a satisfactory level in some areas. Improvement is needed to enhance the teaching/learning process. | Competencies are demonstrated appropriately in all areas and enhance the teaching/learning process. |
| **APS 6: PROVIDING CONTENT FOR LEARNERS** | **Candidate Score** | **Rationale** |
| **6 A.** Demonstrates a thorough command of the discipline he/she teaches.CF Capable Knowledge |  |   |
| **6 B.** Provides appropriate content. CF Capable Practice  |  |  |
| **6 C.** Structures content to promote meaningful learning. CF Capable Practice, EEDA Std. 5  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 2: Instruction** | **Unsatisfactory 1** | **Developing****2** | **Proficient****3** |
|  | Competencies reflect poor instruction, classroom environment, and professionalism & deter teaching/learning process. | Competencies are demonstrated at a satisfactory level in some areas. Improvement is needed to enhance the teaching/learning process. | Competencies are demonstrated appropriately in all areas and enhance the teaching/learning process. |
| **APS 7: MONITORING, ASSESSING AND ENHANCING LEARNING** | **Candidate Score** | **Rationale** |
| **7 A.** Monitors student learning during instruction by using informal/formal assessments. CF Capable Practice |  |   |
| **7 B.** Enhances student learning during instruction by using information from informal/formal assessments. CF Capable Practice |  |  |
| **7 C.** Provides appropriate instructional feedback to all students. CF Connected Communication |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 3: Environment** | **Unsatisfactory 1** | **Developing****2** | **Proficient****3** |
|  | Competencies reflect poor instruction, classroom environment, and professionalism & deter teaching/learning process. | Competencies are demonstrated at a satisfactory level in some areas. Improvement is needed to enhance the teaching/learning process. | Competencies are demonstrated appropriately in all areas and enhance the teaching/learning process. |
| **APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING** | **Candidate Score** | **Rationale** |
| **8 A.** Creates and maintains a safe physical environment that is conducive to learning.  |  |   |
| **8 B.** Creates and maintains a positive affective classroom climate. CF Connected Communication  |  |  |
| **8 C.** Creates and maintains a classroom culture of learning. CF Connected Integration  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 3: Environment** | **Unsatisfactory 1** | **Developing****2** | **Proficient****3** |
|  | Competencies reflect poor instruction, classroom environment, and professionalism & deter teaching/learning process. | Competencies are demonstrated at a satisfactory level in some areas. Improvement is needed to enhance the teaching/learning process. | Competencies are demonstrated appropriately in all areas and enhance the teaching/learning process. |
| **APS 9: MANAGING THE CLASSROOM** | **Candidate Score** | **Rationale** |
| **9 A.** Manages student behavior appropriately.  |  |   |
| **9 B.** Makes maximum use of instructional time |  |  |
| **9 C.** Manages non-instructional routines efficiently.  |  |  |

**Rate candidates on the following professionalism and dispositional items**

**as *“Regularly”,* *“Sometimes”* or *“Rarely”.* Please also add notes.**

*APS 10 Professionalism/Teaching Dispositions*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Rarely 1** | **Sometimes 2** | **Regularly 3**  |
| **Advocate for Students**ADEPT 10A | * Teacher is committed to treating students and others with kindness, fairness, patience, dignity and respect.
* Teacher advocates for ALL students and exhibits belief that ALL students can learn.
* Teacher collaborates with teachers, school personnel and other professionals to determine needs of his/her students and to plan and provide students with appropriate learning experiences and assessments.
 |
| **Candidate Score** | **Evidence Notes** |
|  |  |
|  | **Rarely 1** | **Sometimes 2** | **Regularly 3**  |
| **Professional & Ethical Demeanor & Behavior**ADEPT 10D  | * Teacher is prompt, exhibits professional appearance and dress, responsibility and initiative.
* Teacher complies with professional, school and district rules, policies, and procedures; cognizant of policies set forth in Standards of Conduct for SC Educators.
* Teacher performance is characteristic of ethical standards and quality of work (completing tasks in timely, accurate and effective manner).
* Teacher does not criticize the school, teachers, or the community and safeguards all personal and confidential information for professional use only.
 |
| **Candidate Score** | **Evidence Notes** |
|  |  |
|  | **Rarely 1** | **Sometimes 2** | **Regularly 3**  |
| Effective CommunicatorADEPT 10C | * Inside and outside of classroom teacher’s spoken and written language is clear, correct and appropriate for each target audience.
* Teacher communicates and engages with families of classroom children to support learning and through variety of formats (contacts, meetings, telephone, conferences, letters/newsletters, through technology, etc.) to maintain effective and ongoing communication.
* Concerns & questions are communicated in professional manner with teachers, school personnel, and University faculty and staff.
* Candidate demonstrates understanding of and engagement in maintaining a positive collaborative relationship with families, school colleagues and agencies.
 |
| **Candidate Score** | **Evidence Notes** |
|  |  |
|  | **Rarely 1** | **Sometimes 2** | **Regularly 3**  |
| Active Learner/ EngagementADEPT 10A, 10B, 10E | For continual professional growth and enhancement of student learning:* Teacher is reflective practitioner who systematically collects, synthesizes, and evaluates student growth data to identify ways to enhance learning.
* Teacher seeks out and participates in professional growth activities such as conferences, presentations, and school professional development offerings.
* Teacher attends and volunteers at school meetings (school boards, school improvement council, and faculty meetings), community events involving the school, PTA meetings, after school care programs/tutoring.
* Teacher attends parent planning meetings, open house, IEP/504 planning meetings as appropriate.
 |
| **Candidate Score** | **Evidence Notes** |

*Technology Evaluation (not included in Final Summary Evaluation total points score)*

|  |  |  |  |
| --- | --- | --- | --- |
| Use of Instructional technology within the classroom (eg., smartboards, laptops, Ipads) effectively in engaging students in learning. | **Rarely 1** | **Sometimes 2** | **Regularly 3**  |
|  | * Teacher uses instructional technology in the classroom for student learning such as Smartboards, laptops, Ipads.
 |
| **Candidate Score** | **Evidence Notes** |
|  |  |
|  | **Rarely 1** | **Sometimes 2** | **Regularly 3**  |
| Use of digital tools and resources such as web sites and web applications in designing and implementing lessons. | * Teacher uses web sites and web applications in the design and implementation of lessons.
 |
| **Candidate Score** | **Evidence Notes** |
|  |  |

**Additional Comments (if necessary):**

|  |
| --- |
| **SCORE** |
| **APS1-10 FINAL EVALUATION (TOTAL POINTS POSSIBLE: 99)**  |  |
| **ELECTRONIC PORTFOLIO (TOTAL POINTS POSSIBLE: 18)**  |  |
| **FINAL POINTS** |  |
| **FINAL GRADE** |  |

|  |
| --- |
| **Final Grade Calculations for Student Teaching:** Scores from the **Final Summary Evaluation, Long Range Plan assignment, Unit Plan assignment** and the **electronic** **portfolio/presentation** **assignment** will be combined to compute the student’s final grade. The following scale will be used to assign student grades: |
| **Letter Grade**  | **Total Points Earned** |
| **A** |  105-117 |
| **B** |  94-104 |
| **C** |  82-93 |
| **D** |  70-81 |
| **F** |  69 and below |

**The Unit Plan, Long Range Plan, Professionalism/Teaching Dispositions, and Lesson Observations evaluations are all taken into account in the final summary evaluation of APS1-10.**