

Weekly Student-Teaching Performance Assessment

Kaira
(Student Teacher/Major)

TMS
(School)

Maxwell
(Cooperating teacher/University supervisor)

2/3/25
(Week of)

0
Number of Days Tardy This Week

0
Number of Days Absent This Week

3 Above Entry Level	2 Entry Level	1 Below Entry Level
All the observable/measurable behaviors for this area of evaluation are witnessed in that the student teacher <u>consistently</u> exhibits such behaviors.	Most of the observable/ measurable behaviors for this area of evaluation are witnessed in that the student teacher has <u>repeatedly</u> exhibited such behaviors.	A <u>few</u> of the observable/ measurable behaviors for this area of evaluation are witnessed in that the student teacher has <u>occasionally</u> exhibited such behaviors.

1A: Core Content	NA	<input checked="" type="checkbox"/>	2	1	3E: Use of assessments in instruction	NA	<input checked="" type="checkbox"/>	2	1
1B: Pedagogy	NA	<input checked="" type="checkbox"/>	2	1	3F: Demonstrating flexibility and responsiveness	NA	<input checked="" type="checkbox"/>	2	1
1C: Setting goals and objectives for learning	NA	<input checked="" type="checkbox"/>	2	1	4A: Professional learning	NA	<input checked="" type="checkbox"/>	2	1
1D: Designing instruction	NA	<input checked="" type="checkbox"/>	2	1	4B: Professional collaborative practice	NA	<input checked="" type="checkbox"/>	2	1
1E: Student assessments	NA	<input checked="" type="checkbox"/>	2	1	4C: Reflection on Practice	NA	<input checked="" type="checkbox"/>	2	1
2A: Understanding intellectual/ cognitive, social, and emotional development	NA	<input checked="" type="checkbox"/>	2	1	4D: Professional contribution	NA	<input checked="" type="checkbox"/>	2	1
2B: Creating an environment of respect and rapport	NA	<input checked="" type="checkbox"/>	2	1	5A: School mission	NA	<input checked="" type="checkbox"/>	2	1
2C: Establishing a culture for learning	NA	<input checked="" type="checkbox"/>	2	1	5B: School-wide activities	NA	<input checked="" type="checkbox"/>	2	1
2D: Implementing classroom procedures	NA	<input checked="" type="checkbox"/>	2	1	5C: Learner-centered culture	NA	<input checked="" type="checkbox"/>	2	1
2E: Managing student behaviors	NA	<input checked="" type="checkbox"/>	2	1	5D: Student support systems	NA	<input checked="" type="checkbox"/>	2	1
2F: Organizing the learning environment	NA	<input checked="" type="checkbox"/>	2	1	5E: Student management systems	NA	<input checked="" type="checkbox"/>	2	1
3A: Importance of content	NA	<input checked="" type="checkbox"/>	2	1	5F: School, family, and community	NA	<input checked="" type="checkbox"/>	2	1
3B: Communicating with students	NA	<input checked="" type="checkbox"/>	2	1	5G: Strategic planning/continuous improvement	NA	<input checked="" type="checkbox"/>	2	1
3C: Questioning and discussion techniques	NA	<input checked="" type="checkbox"/>	2	1	5H: Teacher leadership	NA	<input checked="" type="checkbox"/>	2	1
3D: Student engagement	NA	<input checked="" type="checkbox"/>	2	1	5I: Ethical standards	NA	<input checked="" type="checkbox"/>	2	1

Comments: Another productive week. Watching Olivia grow confident. She has a sense of humor that the kids relate to and enjoy. Great job on the math lessons and games. ~~Her~~ Olivia's Greek and Latin root word instruction is effective as evidenced by the student's ability to both recall and use the roots!