

Stony Brook University

Teacher Candidate Professional Development Form

Semester: Fall 20_____ Spring 20_____

Date: _____

Teacher Candidate: _____

Stony

Brook ID: _____

Cooperating Teacher _____

School: _____

USB Instructor: _____

Assessment Period: Methods I Methods II Student Teaching

SCORING DIRECTIONS

The scoring system employed on this form is designed to simultaneously track candidate development as they move through the teacher education program and to assess their proficiency at each stage in the program. Please read the following directions before completing the form:

Methods I: 1-2-3-4. In this course, Level 1 represents performance which does not meet program standards, while Level 2 meets at a minimal proficiency level program standards for student performance in the first methods course. Levels 3 and 4 represent performance which meets and exceeds program standards, respectively, for this stage of the program. Candidates must achieve minimum average score of at least 2.5, and may have no more than three “Does Not Meet Standards,” to advance to Methods II.

Methods II: 3-4-5-6. In this course, Level 3 represents performance which does not meet program standards, while Level 4 represents performance which meets at a minimal proficiency level program standards for students in the second methods course. Level 5 represents performance which meets program standards, while Level 6 exceeds program standards for students in the second methods course. Candidates must achieve minimum average score of at least 4.5, and may have no more than two “Does Not Meet Standards,” to advance to student teaching.

Student Teaching: 5-6-7-8. In this course, Level 5 represents performance which does not meet program standards, while Level 6 represents performance which meets at a minimal proficiency level program standards for this stage of the program. Level 7 represents performance which meets program standards, while Level 8 represents performance which exceeds program standards for this stage. Candidates must achieve an average of 7.0 with no score below 6 in order to graduate from student teaching.

Candidates who fail to meet minimum requirements in all areas in any course may be allowed to proceed to the next course pending the satisfactory completion of additional remedial work or required to repeat the course. Decisions concerning remedial work or course repetition are made by the course instructor.

To what extent does the teacher candidate:

1. Understand the central concepts, tools of inquiry, and structures of the discipline. (Knowledge)

- Demonstrate understanding and ability to apply major concepts of the discipline.
- Demonstrate familiarity with the processes of inquiry, discourses, and debates of the discipline.
- Relate disciplinary knowledge to other subject areas.

5	6	7	8
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

2. Understand and apply knowledge of human development and research in pedagogy to design diverse learning experiences that promote intellectual, social and personal development. (Knowledge and Performance)

- Demonstrate understanding that students’ physical, social, emotional, moral and cognitive development influence learning and know how to address these factors when making instructional decisions.
- Link new ideas to familiar ones, making connections to students’ prior experiences.
- Assess both individual and group performance in order to design instruction which promotes students’ learning and development.
- Provide opportunities for students’ active engagement in learning (students speaking, writing, working in groups, etc.), including the chance to assume responsibility for shaping their learning tasks.

Comments: _____

3. Understand and appreciate how students differ in their approaches to learning: is sensitive to diversity and can adapt learning experiences to diverse learners. (Disposition)

- Demonstrate respect for all students and believe all students can learn at high levels.
- Help students value each others’ differing backgrounds, languages, skills, talents and interests.
- Respect community norms and make students feel valued.

Comments: _____

4. Apply a variety of instructional strategies grounded in pedagogical content knowledge to creatively develop critical thinking, cognitive and performance skills, and intellectual curiosity for all learners. (Performance)

- Use alternative teaching strategies and materials creatively to meet students’ needs.
- Monitor learning and feedback, adjusting teaching strategies in response to students’ developmental stages, prior knowledge, learning styles, and interests.
- Vary his or her role (e.g. instructor, facilitator, coach, audience) in relation to the context and purposes of instruction and the needs of students.

Comments: _____

5. Understand and apply knowledge of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.



(Knowledge and Performance)

- Demonstrate understanding of how to help students work productively and cooperatively with each other.
- Prepare students for, and monitor both individual and group work so that all individuals can participate.
- Provide active and equitable engagement of students in productive tasks.

Comments: _____

6. Understand and apply knowledge of effective verbal, nonverbal, and media communication strategies to foster active inquiry, collaboration, and supportive interaction in the classroom. (Knowledge and Performance)

- Demonstrate understanding of how cultural, gender, and other differences can affect communication.
- Support and expand learner expression in speaking, writing, and other media.
- Use a variety of media tools to enrich learning opportunities.

Comments: _____

7. Plan and adjust learning experiences based upon knowledge of the discipline and its pedagogy, curriculum goals, the individual student, and community. (Performance)

○ ○ ○ ○

- Integrate understanding and knowledge of learning theory, content and student and curriculum development with contextual considerations to create and adjust learning experiences to meet the needs of all learners.
- Engage in and value long term and short term planning in a collaborative way with the understanding that adjustment and revision based on student needs and changing circumstances is an integral part of the planning process.
- Demonstrate ability through individual and collaborative planning that results in learning experiences that are appropriate and relevant to learners, curriculum goals and prior instruction, and are based on principles of prior instruction.
- Demonstrate skill in this area through the development of plans that take into account learner style and variation, and that operate at multiple levels to meet the developmental and individual needs of diverse learners.

Comments: _____

8. Understand and apply formal and informal modes of assessment to evaluate learners, monitor learner progress, and inform and improve instruction. (Knowledge and Performance)

○ ○ ○ ○

- Demonstrate understanding of both formal and informal assessments, the role different assessments play in evaluating teaching and learning, and create a comprehensive assessment plan that includes national, state and local assessments as well as authentic performance based assessment.
- Value ongoing and embedded assessment and understand that evaluation of student learning must be based on a variety of information from different sources.
- Integrate a variety of assessments, gather information about learners from colleagues, caregivers and the student as well as formal and informal assessments. Involve learners in self assessment and reflection, help them set learning goals and communicate with students about their progress.

Comments: _____

9. Actively seek opportunities to grow professionally, including engagement in reflective practice; continually evaluate the effects of actions on others and is flexible in responses; open to constructive criticism; and intellectually curious. (Disposition)

- Demonstrate an appropriate work ethic, arriving on time, prepared, and dressed appropriately.
- Demonstrate commitment to critical thinking, intellectual curiosity, learning, reflection, and assessment as an ongoing process.
- Develop, and continually refine practices that address the individual needs of students.
- Show professional responsibility, seek out and provide constructive and critical input to improve the learning environment of all students.

Comments: _____

10. Foster collegial and communal partnerships to support student learning and well-being, both inside and outside the classroom. (Disposition)

○ ○ ○ ○

- Demonstrate concern for the linguistic, social, academic and affective aspects of a learner's well being and is alert to signs of difficulty.
 - Respect the privacy of students and confidentiality of information.
 - Demonstrate active listening.
 - Work with other professionals to improve the overall learning environment for students.
- Communicate clearly and articulately--where relevant and in consultation with cooperating teachers--with students, families, colleagues and community members concerning student academic and behavioral progress.

Comments: _____

11. Develop an awareness of dispositions, their role, and their impact on the profession as demonstrated in the disposition essay. (Disposition)

○ ○ ○ ○

Further comments by Person Completing this Assessment:

Signature of Person Completing This Assessment:

Title

Teacher Candidate's Reflection and Response:

Signature of Teacher Candidate: _____

Date _____