

## **Campbellsville University Educator Preparation Program**

### **Assessment Coversheet**

#### **Standard 1**

#### **Summative Assessment of Student Teaching (Summative C)**

The Summative Assessment of Student Teaching (Summative C) is relevant to all components of standard 1.1, some indicators are relevant to diversity and technology (as indicated).

All candidates complete this assessment. Early Childhood candidates use the same process, however, they are measured on KTS IECE, which are aligned to KTPS/InTASC.

**The Summative Evaluation Form C** is scored on a 3 point scale, with 3 being the highest score, indicating satisfactory performance. A 2 indicates progress made, while a 1 indicates unsatisfactory performance. See Component 1.1, Evidence Document 7 for an example of the Summative Form C rubric situated within the Forms A and B formative rubrics.

Upon completion of student teaching, a collaboration of university supervisor and cooperating teacher occurs. At this time, the student teacher is measured on all Kentucky Teacher Standards. This is a reflection of the entire student teaching process, the utilization of the form A and B during a minimum of four formative observations by both the cooperating teacher and university supervisor, other formative feedback is considered to determine a summative score. Strengths, areas of growth, and evidence are cited on this document as well. Results of this summative document are shared with the student teacher and s/he reflects on these results in a professional growth plan.

Furthermore, Summative Assessment of Student Teaching data is analyzed by the entire School of Education faculty every October and April to uncover trends, areas of strength, and areas of growth for our candidates as a whole. The data analysis is aggregated by semester and disaggregated by program and site as needed. This data analysis includes examining the mean, standard deviation, and comparison to mean.

University supervisor and cooperating teacher use the document. The student teacher learns the results.

A training sessions occurs for all new faculty and cooperating teachers. Parts A and B of the training are required by the state. Parts A and B of the training require participants to pass state developed quizzes. Part C of the training is specific to Campbellsville University. This training occurs prior to the cooperating teacher's first semester. University Supervisors and cooperating teachers received training on the entire student teacher process by both EPSB and the EPP Student Teaching Chair. This training includes using the documents and assessments required. Additionally, training occurs as needed when updates occur. Every semester, at the beginning of the student teaching placement, the university supervisor meets with the cooperating teacher to provide necessary assessment documents and answer any questions they may have.

Inter-rater reliability is established by multiple raters because the university supervisor and cooperating teacher work together to establish the scores in a collaborative process.

The **Summative Evaluation of Student Teaching (Summative Form C)** is considered proprietary based on feedback from the Early Instrument Assessment report that indicated that assessments that were utilizing the standards verbatim were considered proprietary and did not require review for content validity.

As a result in the mandated change from KTS to KTPS/InTASC, beginning in fall 2018, a new Summative Evaluation of Student Teaching, aligned to KTPS/InTASC was utilized. The new Summative Evaluation of Student Teaching was co-created as P-12 partners as well as P-12 faculty members completed Lawshe's Analysis. The analysis in fall 2018 yielded an overall CVI of .79 (n=17). All of the indicators for this document score above the minimum CVR of .49 except the indicator related to leadership. However, because KTPS/InTASC standards require leadership, we will keep this indicator within the documents.

All collaborative teachers and university supervisors were trained on the new instruments via video and face-to-face training. Interrater reliability is established by multiple raters in the same way as the previous versions.

**Sample summative evaluation of student teaching documents are included.**

## Campbellsville University School of Education

Teacher Candidate Summative Evaluation: Form C

P-12

Teacher Candidate _____	Date of Meeting _____
School _____	District _____
University Supervisor Signature _____	Cooperating Teacher Signature _____
Check evidence reviewed: <input type="checkbox"/> Form A/B <input type="checkbox"/> Journal <input type="checkbox"/> Portfolio	

*Directions: Select a rating for each indicator and standard using scoring guide:  
3=Satisfactory   2=Progress Made   1=Unsatisfactory*

<b>Standard 1: The Teacher Demonstrates Applied Content Knowledge</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 2: The Teacher Designs &amp; Plans Instruction</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 3: The Teacher Creates &amp; Maintains Learning Climate</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 4: The Teacher Implements &amp; Manages Instruction</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 5: The Teacher Assesses &amp; Communicates Learning Results</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 6: The Teacher Demonstrates the Implementation of Technology</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 7: Reflects on and Evaluates Teaching and Learning</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 8: Collaborates with Colleagues/Parents/Others</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 9: Evaluates Teaching &amp; Implements Professional Development</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 10: Provides Leadership Within School/Community/Profession</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Total Summative Score (30 Possible Points)</b>	REQUIRED <span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px; vertical-align: middle;"></span>

Evidence:

Strengths/Growth Areas:

Overall Comments:

**Submit**

**Summative Evaluation of Student Teaching**

Candidate \_\_\_\_\_ ID \_\_\_\_\_  
 Date of Summative Evaluation \_\_\_\_\_ Grade Level \_\_\_\_\_  
 School \_\_\_\_\_ District \_\_\_\_\_

Candidate Signature \_\_\_\_\_

Cooperating Teacher Signature \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_

**Please use the following rating scale to rate the candidate in each of the indicators and the four overall categories.**

- 1: Ineffective** Candidate provides little evidence to denote competency in the KTPS/InTASC standard. Candidate exhibits difficulties and requires much assistance.
- 2: Developing** Candidate provides some evidence of competency in the KTPS/InTASC standard. Candidate exhibits some difficulty and requires some assistance.
- 3: Accomplished** Candidate provides consistent evidence of competency in the KTPS/InTASC standard. Candidate rarely exhibits difficulty and requires occasional assistance.
- 4: Exemplary** Candidate provides continuous evidence of competency in the KTPS/InTASC standard. Candidate does not exhibit difficulty or require assistance.

**KTPS/InTASC Standards 1-3 Learner and Learning**

The candidate...	KTPS/InTASC Indicator	Rating			
		I	D	A	E
1. Allows for different learning styles, language development, abilities, cultures, genders, and experiences	2a, 2d				
2. Fosters respect for individual differences by demonstrating warmth, caring, and respect toward learners through verbal and nonverbal communication	2m, 2n, 3f, 3q, 3r				
3. Uses developmentally appropriate instruction to meet the needs of all learners	1b, 1d, 2b, 2f, 2h, 3e, 7b				
4. Makes appropriate adaptations to instructional tasks and assessments to accommodate unique learning needs of all students	1a, 1e, 1f, 8l				
5. Recognizes and assists students in need of remediation/help	1h, 2l				
6. Helps students work cooperatively and productively with each other	3j, 3o				
<b>Category Rating</b>		<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

The Summative Evaluation of Student Teaching occurs at the end of each student teaching placement. In the meeting with the candidate, cooperating teacher, and university supervisor, ratings will be given to each indicator, category, and an overall rating will be determined. The candidate must score at least developing in all indicators, categories, and overall.

**KTPS/InTASC Standards 4-5 Content Knowledge**

The candidate...	KTPS/InTASC Indicator	Rating			
		I	D	A	E
7. Demonstrates a thorough understanding and command of subject matter	5j	I	D	A	E
8. Engages learners in activities that demonstrate development of critical thinking and problem solving within the content area	5a, 5b	I	D	A	E
9. Uses a variety of appropriate materials, technology, and teaching strategies	4a, 4g, 5c, 5l, 6i, 7c	I	D	A	E
10. Provides students with opportunities to apply content knowledge to solve real-world problems through collaboration	5m	I	D	A	E
11. Recognizes and addresses learner misconceptions and prior knowledge related to content	4d, 4e, 4k, 8i	I	D	A	E
12. Utilizes content specific vocabulary and encourages student use	4h, 4l	I	D	A	E
13. Relates instructional practices to relevant Kentucky Academic Standards (KAS)	4n	I	D	A	E
<b>Category Rating</b>		<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

**KTPS/InTASC Standards 6-8 Instructional Practice**

The candidate...	KTPS/InTASC Indicator	Rating			
		I	D	A	E
14. Develops a comprehensive lesson plan including an engaging opening and reviews to conclude lesson	7a	I	D	A	E
15. Includes measurable objective which is shared with students	7g	I	D	A	E
16. Aligns assessments and instruction to Kentucky Academic Standards and measurable objective	6r, 7a	I	D	A	E
17. Paces lesson appropriately	3d	I	D	A	E
18. Includes higher-order thinking questions, metacognitive practices, AND defines key vocabulary	6f, 8f	I	D	A	E
19. Effectively utilizes formative assessments to evaluate KAS	6a, 6b, 6j, 8b	I	D	A	E
20. Provides models of quality work, descriptive feedback, OR rubric	6d	I	D	A	E
<b>Category Rating</b>		<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

**KTPS/InTASC Standards 9-10 Professional Responsibility**

The candidate...	KTPS/InTASC Indicator	Rating			
21. Takes initiative in creating and planning lessons to enhance the curriculum	10a, 10b	I	D	A	E
22. Returns student evaluations in a timely manner and provides formative feedback	6s	I	D	A	E
23. Uses self-reflection to improve teaching and develop a pre-professional growth plan	9g, 9k	I	D	A	E
24. Projects leadership within the school community	10i, 10n	I	D	A	E
25. Works collaboratively with school personnel, family, and community	1c, 10d	I	D	A	E
<b>Category Rating</b>		I	D	A	E

Consider dispositional data when making final rating.

**Overall Rating**

**I D A E**

**Comments**

<p><b>Overall Strengths</b></p>	<p><b>Suggestions for Growth</b></p>
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**Campbellsville University School of Education**  
**Teacher Candidate Summative Evaluation: Form C**  
**IECE**

Teacher Candidate _____	Date of Meeting _____
School _____	District _____
University Supervisor Signature _____	Cooperating Teacher Signature _____
Check evidence reviewed: <input type="checkbox"/> Form A/B <input type="checkbox"/> Journal <input type="checkbox"/> Portfolio	

*Directions: Circle a rating for each indicator and standard using scoring guide:  
3=Satisfactory   2=Progress Made   1=Unsatisfactory*

<b>Standard I: The IECE Educator Designs and Plans Instruction</b>	<b>3   2   1   N/A</b>
<b>Standard II: The IECE Educator Creates and Maintains Environment</b>	<b>3   2   1   N/A</b>
<b>Standard III: The IECE Educator Implements/Manages Instruction</b>	<b>3   2   1   N/A</b>
<b>Standard IV: The IECE Educator Assesses and Communicates Learning Results</b>	<b>3   2   1   N/A</b>
<b>Standard IX: The IECE Educator Demonstrates the Implementation of Technology</b>	<b>3   2   1   N/A</b>

<b>Standard V: The IECE Educator Reflects on and Evaluates Professional Practices</b>	<b>3   2   1   N/A</b>
<b>Standard VI: The IECE Educator Collaborates with Colleagues/Families/Others</b>	<b>3   2   1   N/A</b>
<b>Standard VII: The IECE Educator Engages in Professional Development</b>	<b>3   2   1   N/A</b>
<b>Standard VIII: The IECE Educator Supports Families</b>	<b>3   2   1   N/A</b>
<b>Standard X: The IECE Educator Provides Leadership Within School/Community/Profession</b>	<b>3   2   1   N/A</b>
<b>Total Summative Score (30 Possible Points)</b>	

Evidence:

Strengths/Growth Areas:

Overall Comments:

# Campbellsville University School of Education

Teacher Candidate Summative Evaluation: Form C

P-12



Teacher Candidate <u>Karey Sellers</u>	Date of Meeting <u>3-2-18</u>
School <u>Liberty Elementary School</u>	District <u>Casey</u>
University Supervisor Signature _____	Cooperating Teacher Signature <u>Kristen Wilson</u> <span style="float: right;">KS</span>
Check evidence reviewed: <input checked="" type="checkbox"/> Form A/B <input checked="" type="checkbox"/> Journal <input type="checkbox"/> Portfolio	

*Directions: Select a rating for each indicator and standard using scoring guide:  
3=Satisfactory 2=Progress Made 1=Unsatisfactory*

Standard 1: The Teacher Demonstrates Applied Content Knowledge	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 2: The Teacher Designs & Plans Instruction	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 3: The Teacher Creates & Maintains Learning Climate	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 4: The Teacher Implements & Manages Instruction	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 5: The Teacher Assesses & Communicates Learning Results	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 6: The Teacher Demonstrates the Implementation of Technology	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 7: Reflects on and Evaluates Teaching and Learning	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 8: Collaborates with Colleagues/Parents/Others	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 9: Evaluates Teaching & Implements Professional Development	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 10: Provides Leadership Within School/Community/Profession	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Total Summative Score (30 Possible Points)</b>	REQUIRED <span style="border: 1px solid black; padding: 2px;">30</span>

Evidence: Mrs. Sellers is very knowledgeable in regards to resources, strategies, student achievement. She plans and delivers quality lessons that reflect a strong content knowledge, effective planning, and a variety of instructional strategies. She maintains a climate that is inclusive to learning. She does so through consistent and high expectations for all students. She communicates learning results with the students through specific, timely feedback. She uses available technology and allows students opportunities to utilize technology. She reflected throughout her journal on things that were successful in the classroom and what adaptations she would make in her own classroom in the future.

Strengths/Growth Areas: Mrs. Sellers has a strong connection with the students. They love and respect her, which makes for a wonderful learning environment. She is knowledgeable about a variety of strategies and techniques and is able to make adjustments to her instruction as misconceptions arise. As a new teacher she will learn quickly how to meet the specific needs of her students through differentiation.

Overall Comments: Mrs. Sellers has done an amazing job in this placement. She has taken on every task and completed it with professionalism and knowledge.

**Submit**



# Campbellsville University School of Education

Teacher Candidate Summative Evaluation: Form C

P-12



Teacher Candidate <u>Karey Sellers</u>	Date of Meeting <u>4/30/18</u>
School <u>Liberty Elementary School</u>	District <u>Casey</u>
University Supervisor Signature _____	Cooperating Teacher Signature <u>Andrea McGowan</u>
Check evidence reviewed: <input type="checkbox"/> Form A/B <input type="checkbox"/> Journal <input type="checkbox"/> Portfolio	

KS

*Directions: Select a rating for each indicator and standard using scoring guide:  
3=Satisfactory 2=Progress Made 1=Unsatisfactory*

<b>Standard 1: The Teacher Demonstrates Applied Content Knowledge</b>	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 2: The Teacher Designs &amp; Plans Instruction</b>	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 3: The Teacher Creates &amp; Maintains Learning Climate</b>	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 4: The Teacher Implements &amp; Manages Instruction</b>	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 5: The Teacher Assesses &amp; Communicates Learning Results</b>	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 6: The Teacher Demonstrates the Implementation of Technology</b>	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 7: Reflects on and Evaluates Teaching and Learning</b>	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 8: Collaborates with Colleagues/Parents/Others</b>	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 9: Evaluates Teaching &amp; Implements Professional Development</b>	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 10: Provides Leadership Within School/Community/Profession</b>	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Total Summative Score (30 Possible Points)</b>	REQUIRED <span style="border: 1px solid black; padding: 2px;">30</span>

Evidence: After observing Karey in the classroom and reviewing her portfolio/journal, it is evident that she has obtained a satisfactory rating in the areas above.

Strengths/Growth Areas: Karey's strongest area is in Standard 3-- she maintains a respectful, nurturing climate for students. They feel safe speaking to Karey and she has a pleasant disposition at all times. Students feel comfortable coming to her with questions or to just talk to her about themselves. She treats every student fairly as well. Karey's other strongest area is Standard 2-- she takes great pride in her lessons from creation to implementation. She is very conscious of student needs and plans accordingly.

Overall Comments: Karey has the necessary skills to maintain her own classroom and create a positive learning environment as well. Not only that, she is willing to be team player and will fit in well at any school.

**Submit**

**Campbellsville University School of Education**  
 Teacher Candidate Summative Evaluation: Form C  
 P-12



LDR  
5/11/2018

Teacher Candidate <u>Landon Rogers</u>	Date of Meeting <u>2-28-18</u>
School <u>King Middle School</u>	District <u>Mercer County</u>
University Supervisor Signature _____	Cooperating Teacher Signature <u>[Signature]</u>
Check evidence reviewed: <input checked="" type="checkbox"/> Form A/B <input checked="" type="checkbox"/> Journal <input checked="" type="checkbox"/> Portfolio	

*Directions: Select a rating for each indicator and standard using scoring guide:  
 3=Satisfactory 2=Progress Made 1=Unsatisfactory*

Standard 1: The Teacher Demonstrates Applied Content Knowledge	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 2: The Teacher Designs & Plans Instruction	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 3: The Teacher Creates & Maintains Learning Climate	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 4: The Teacher Implements & Manages Instruction	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 5: The Teacher Assesses & Communicates Learning Results	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 6: The Teacher Demonstrates the Implementation of Technology	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 7: Reflects on and Evaluates Teaching and Learning	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 8: Collaborates with Colleagues/Parents/Others	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 9: Evaluates Teaching & Implements Professional Development	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
Standard 10: Provides Leadership Within School/Community/Profession	3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Total Summative Score (30 Possible Points)</b>	REQUIRED <input checked="" type="checkbox"/> 30

Evidence:

- #6 - Use of a recorded Facetime interview with native of Nigeria to teach about Nigerian culture.
- #7 - Good use of reflection/planning evidenced in his journal.

Strengths/Growth Areas:

- #2 - Developed creative approaches to teaching the material. (Games, technology, stations, video, etc.)
- #8 - Landon worked well with our teaching team and we all enjoyed having him as a colleague. Good rapport with parents/administrators.

Overall Comments:

- The best compliment I could give is the fact that I told our principal that, if we have an opening, we would be fortunate to hire Landon. 😊

Submit

# Campbellsville University School of Education

Teacher Candidate Summative Evaluation: Form C

P-12



LDR  
5/11/2018

Teacher Candidate <u>Landon D. Rogers</u>	Date of Meeting <u>05/03/2018</u>
School <u>Mercer County Senior High School</u>	District <u>Mercer County Schools</u>
University Supervisor Signature <u>A. Clark</u>	Cooperating Teacher Signature <u>S. Howard</u>
Check evidence reviewed: <input type="checkbox"/> Form A/B <input type="checkbox"/> Journal <input type="checkbox"/> Portfolio	

*Directions: Select a rating for each indicator and standard using scoring guide:  
3=Satisfactory 2=Progress Made 1=Unsatisfactory*

<b>Standard 1: The Teacher Demonstrates Applied Content Knowledge</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 2: The Teacher Designs &amp; Plans Instruction</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 3: The Teacher Creates &amp; Maintains Learning Climate</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 4: The Teacher Implements &amp; Manages Instruction</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 5: The Teacher Assesses &amp; Communicates Learning Results</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 6: The Teacher Demonstrates the Implementation of Technology</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 7: Reflects on and Evaluates Teaching and Learning</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 8: Collaborates with Colleagues/Parents/Others</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 9: Evaluates Teaching &amp; Implements Professional Development</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Standard 10: Provides Leadership Within School/Community/Profession</b>	3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A <input type="radio"/>
<b>Total Summative Score (30 Possible Points)</b>	REQUIRED <span style="border: 1px solid black; padding: 2px;">30</span>

Evidence: Landon's lesson planning has improved tremendously over the past few weeks. He is more descriptive in his context and procedures and more reflective of his teaching overall. Additionally, he participates in schools activities without having to be asked, has shown leadership in the arena of professional development. and has worked diligently to improve his technology skills.

Strengths/Growth Areas: Landon's strengths include relationship-building and rapport, implementation of technology-embedded lessons, and inspiring critical thinking through question strategies.

Landon's growth areas include classroom management, using data to inform instruction, and differentiation of instructional strategies.

Overall Comments: Landon does a great job of establishing relationships with students, and they seem to respect and respond to him. Additionally, Landon takes his professional responsibilities very seriously, and is dependable, outgoing, and persistent; all qualities that will serve him well in his career as a teacher.

**Submit**

# Campbellsville University School of Education

Teacher Candidate Summative Evaluation: Form C

P-12

Teacher Candidate <u>Kayla Bale</u>	Date of Meeting <u>4/26/18</u>
School <u>Campbellsville Elementary</u>	District <u>Campbellsville</u>
University Supervisor Signature <u>R. Maguire</u>	Cooperating Teacher Signature <u>Patricia Murvell</u>
Check evidence reviewed: <input checked="" type="checkbox"/> Form A/B <input checked="" type="checkbox"/> Journal <input checked="" type="checkbox"/> Portfolio	
<u>Kayla Bale KB</u>	

*Directions: Circle a rating for each indicator and standard using scoring guide:  
3=Satisfactory 2=Progress Made 1=Unsatisfactory*

<b>Standard I: The Teacher Demonstrates Applied Content Knowledge</b>	(3)	2	1	N/A
<b>Standard II: The Teacher Designs &amp; Plans Instruction</b>	(3)	2	1	N/A
<b>Standard III: The Teacher Creates &amp; Maintains Learning Climate</b>	(3)	2	1	N/A
<b>Standard IV: The Teacher Implements &amp; Manages Instruction</b>	(3)	2	1	N/A
<b>Standard V: The Teacher Assesses &amp; Communicates Learning Results</b>	(3)	2	1	N/A
<b>Standard VI: The Teacher Demonstrates the Implementation of Technology</b>	(3)	2	1	N/A
<b>Standard VII: Reflects on and Evaluates Teaching and Learning</b>	(3)	2	1	N/A
<b>Standard VIII: Collaborates with Colleagues/Parents/Others</b>	(3)	2	1	N/A
<b>Standard IX: Evaluates Teaching &amp; Implements Professional Development</b>	(3)	2	1	N/A
<b>Standard X: Provides Leadership Within School/Community/Profession</b>	(3)	2	1	N/A
<b>Total Summative Score (30 Possible Points)</b>	30			

Evidence:

Strengths: Professional / always prepared  
Student engagement + communicating w/ students + teachers  
Classroom management flexibility

Strengths/Growth Areas:

Growth Area:  
Higher order thinking ?  
Developing assertiveness

Overall Comments:

# Campbellsville University School of Education

Teacher Candidate Summative Evaluation: Form C

P-12

Teacher Candidate <u>Kayla Bale</u>	Date of Meeting <u>2/21/18</u>
School <u>Green Co. Intermediate</u>	District <u>Green Co.</u>
University Supervisor Signature <u>R Maguidan</u>	Cooperating Teacher Signature <u>Amiss Beantland</u> <u>Buffy Beantland</u> <u>Kayla Bale KB</u>
Check evidence reviewed: <input checked="" type="checkbox"/> Form A/B <input checked="" type="checkbox"/> Journal <input type="checkbox"/> Portfolio	

*Directions: Circle a rating for each indicator and standard using scoring guide:  
3=Satisfactory 2=Progress Made 1=Unsatisfactory*

Standard I: The Teacher Demonstrates Applied Content Knowledge	3	2	1	N/A
Standard II: The Teacher Designs & Plans Instruction	3	2	1	N/A
Standard III: The Teacher Creates & Maintains Learning Climate	3	2	1	N/A
Standard IV: The Teacher Implements & Manages Instruction	3	2	1	N/A
Standard V: The Teacher Assesses & Communicates Learning Results	3	2	1	N/A
Standard VI: The Teacher Demonstrates the Implementation of Technology	3	2	1	N/A
Standard VII: Reflects on and Evaluates Teaching and Learning	3	2	1	N/A
Standard VIII: Collaborates with Colleagues/Parents/Others	3	2	1	N/A
Standard IX: Evaluates Teaching & Implements Professional Development	3	2	1	N/A
Standard X: Provides Leadership Within School/Community/Profession	3	2	1	N/A
<b>Total Summative Score (30 Possible Points)</b>	<b>30</b>			

Evidence:

67

Strengths:

- Work ethic
- Always prepared / organized
- Rapport w/ students

maturity

Strengths/Growth Areas:

- Engaging lessons - variety of instructional strategies
- Willing to collaborate

Overall Comments:

Growth:

- Questioning techniques