

**Texas State University**  
**Final Evaluation Form -Student Teachers/Interns**  
**Based on the Danielson Framework for Teaching**

(This Word form may be completed and used during the Final Evaluation conference. Or, a printed copy of the ePortfolio Final Evaluation may be used. This form does not suffice as an official record of evaluation. Actual performance data and comments must be entered in ePortfolio.)

NOTE: Gray highlights indicate areas in which the student teacher has little control and/or responsibility; therefore, no rating is required in these areas. This does not apply to interns. Some wording of the FFT components has been added or modified by Texas State University to more appropriately align with the student teacher role. Those adjustments appear in italics.

Student Teacher/Intern:	School/District:	Date:
Grade/Subject:	Cooperating Teacher/Mentor:	Faculty:

**Key:** The evaluation rubric (below) measures the student teacher/intern as a “student” and not as a teacher already in the field. The student will receive a score for each component based on the preponderance of evidence collected throughout the semester, as measured against the FFT indicators for each level of performance.

**Note:** In order to successfully complete and receive credit (CR) for student teaching/internship, a student teacher/intern must meet all requirements of the 14 week or year-long placement, receive a rating of “2” or higher on each of the final evaluation components, complete all program requirements, and the Student Teaching Faculty Supervisor and the Cooperating Teacher (*for Student Teachers*) or Supervising Campus Administrator (*for Interns*) recommend to OEP that the candidate be recommended for a standard certificate.

Texas State Rating	Texas State Qualitative Rating Explanation	Danielson Framework for Teaching Correlation
<b>AD (4) = Advanced</b>	Displays: a strong understanding of the component; highly effective implementation of the component with <u>no need</u> for guidance and/or support; a significant level of independence; growth that is often self-generated.	Performing independently at FFT Proficient level (3)
<b>E (3) = Effective</b>	Displays: a solid understanding of the component; generally consistent and effective implementation of the component with some need for guidance and support; growing independence; adequate and/or steady progress and growth.	Performing with growing independence at FFT high Basic to low/mid Proficient level (2-3)
<b>AC (2) = Acceptable</b>	Displays: a lack of full understanding of the component; inconsistent or partially successful implementation; the need for moderate guidance and support; moderate level of dependence; the need for more growth, although improvement has been shown.	Performing with moderate levels of dependence, guidance, and support, at the FFT Basic level (2)
<b>DNMS (1) = Does Not Meet Standard</b>	Displays: little to no understanding of the component; very limited to no successful implementation of component; frequent errors and a lack of judgment within the context of the component, even with continual guidance and support; a high level of dependence; a need for significant improvement.	Performing with high levels of dependence at FFT Unsatisfactory level (1).
<b>NA=Not Applicable</b>		

**Domain 1: Planning and Preparation**

Components and Elements	DNMS	AC	E	AD	NA
<b>1a. Demonstrates knowledge of content and pedagogy.</b> <ul style="list-style-type: none"> <li>Knowledge of content and structure of the discipline</li> <li>Knowledge of prerequisite relationships</li> <li>Knowledge of content-related pedagogy</li> </ul>					
<b>1b. Demonstrates knowledge of students.</b> <ul style="list-style-type: none"> <li>Knowledge of child and adolescent development</li> <li>Knowledge of the learning process</li> </ul>					

<ul style="list-style-type: none"> <li>● Knowledge of students' skills, knowledge, and language proficiency</li> <li>● Knowledge of students' interests and cultural heritage</li> <li>● Knowledge of students' special needs</li> </ul>					
<b>1c. Demonstrates ability to set instructional outcomes.</b> <ul style="list-style-type: none"> <li>- Value, sequence, and alignment</li> <li>- Clarity</li> <li>- Balance</li> <li>- Sustainability for diverse students</li> </ul>					
<b>1d. Demonstrates knowledge of resources.</b> <ul style="list-style-type: none"> <li>- Resources for classroom use</li> <li>- Resources to extend content knowledge and pedagogy</li> <li>- Resources for students</li> </ul>					
<b>1e. Demonstrates ability to provide coherent instruction.</b> <ul style="list-style-type: none"> <li>- Learning activities</li> <li>- Instructional materials and resources</li> <li>- Instructional groups</li> <li>- Lesson and unit structure</li> </ul>					
<b>1f. Demonstrates ability to <u>design</u> incorporate student assessments.</b> <ul style="list-style-type: none"> <li>- Congruence with instructional outcomes</li> <li>- Criteria and standards</li> <li>- <u>Design</u> Use of formative assessments (<i>incorporates strategies to check for understanding</i>)</li> <li>- Use for planning</li> </ul>					

## Domain 2: Classroom Environment

Components and Elements	DNMS	AC	E	AD	NA
<b>2a. Creates an environment of respect and rapport.</b> <ul style="list-style-type: none"> <li>● Teacher interactions with students, including both words and actions</li> <li>● Student interactions with other students, including both words and actions</li> </ul>					
<b>2b. Establishes a culture for learning.</b> <ul style="list-style-type: none"> <li>● Importance of the content and of learning</li> <li>● Expectations for learning and achievement</li> <li>● Student pride in work</li> </ul>					
<b>2c. Manages classroom procedures.</b> <ul style="list-style-type: none"> <li>● Management of instructional groups</li> <li>● Management of transitions</li> <li>● Management of materials and supplies</li> <li>● Performance of non-instructional duties</li> </ul>					
<b>2d. Manages student behavior.</b> <ul style="list-style-type: none"> <li>● Expectations</li> <li>● Monitoring of student behavior</li> <li>● Response to student misbehavior</li> </ul>					
<b>2e. Organizes Physical Space</b> <ul style="list-style-type: none"> <li>● Safety and accessibility</li> <li>● <u>Furniture arrangement and</u> use of physical resources</li> </ul>					

## Domain 3: Instruction

Components and Elements	DNMS	AC	E	AD	NA
<b>3a. Communicates with students.</b> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul>					
<b>3b. Uses appropriate questioning and discussion techniques.</b> <ul style="list-style-type: none"> <li>• Quality of questions/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>					
<b>3c. Engages students in learning.</b> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul>					
<b>3d. Uses assessment in instruction.</b> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> <li>• Lesson adjustment</li> </ul>					
<b>3e. Demonstrates Flexibility and Responsiveness</b> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to Students</li> <li>• Persistence</li> </ul>					

#### Domain 4: Professional Responsibilities

Components and Elements	DNMS	AC	E	AD	NA
<b>4a. Reflects on teaching.</b> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in further teaching</li> </ul>					
<b>4b. Maintains accurate records.</b> <ul style="list-style-type: none"> <li>• <i>Classroom</i> student completion of assignments</li> <li>• <i>Classroom</i> student progress in learning</li> <li>• Non-instructional records</li> </ul>					
<b>4c. Communicates with families.</b> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul>					
<b>4d. Participates in a professional community.</b> <ul style="list-style-type: none"> <li>• Relationships with <i>University and campus placement</i> colleagues</li> <li>• Involvement in a culture of professional inquiry</li> <li>• Service to the school</li> <li>• Participation in school and district projects</li> <li>• <i>Participation in University and campus placement events/meetings/trainings</i></li> </ul>					
<b>4e. Demonstrates professional growth and development.</b> <ul style="list-style-type: none"> <li>• Enhancement of knowledge and skills</li> </ul>					

<ul style="list-style-type: none"> <li>• Service to the profession</li> <li>• Receptivity <i>and responsiveness</i> to feedback</li> <li>• Improvement/growth in performance</li> </ul>					
<b>4f. Demonstrates professionalism.</b> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Advocacy</li> <li>• Equitable service to <i>all</i> students</li> <li>• Sound judgment and decision-making</li> <li>• Compliance with <i>university/campus/district</i> regulations</li> </ul>					

Summary Comments
<p>Areas of Reinforcement - Address one or more areas in which the ST/Intern excels, citing evidence.</p>
<p>Areas of Refinement - Address and offer suggestions for any area in which the ST/Intern should continue to develop knowledge and practice.</p>

Final Comments
<p>Cooperating Teacher/Mentor</p>
<p>Student Teaching Faculty</p>

**Attendance Verification:**

- ☐ The Student Teaching Faculty Supervisor has reviewed attendance documents and verifies that the candidate has completed the required number of days in placement.

**Summative Statement:** *Please select applicable summary statement below.*

☐ The candidate **has made adequate progress** (earning a rating of 2 or higher) in all domains and components of the final evaluation and has met the program standards for **successful completion** of clinical teaching or internship. The Faculty Supervisor **and** the Cooperating Teacher (Student Teachers) or Supervising Campus Administrator (Interns) recommend to the TXST Office of Educator Preparation (OEP) that the candidate should be **recommended** for a standard certificate. (NOTE: *The candidate must also complete all certification requirements before the EPP can recommend to TEA for certification*)

☐ Growth Plan: If a Growth Plan is in place, the requirements of this plan have been met.

☐ The candidate **has not made adequate progress** (earning a rating of a 2 or higher) in all domains and components of the final evaluation and/or has not met the program standards for successful completion of clinical teaching or internship. The Faculty Supervisor **and/or** the Cooperating Teacher (Student Teachers) or Supervising Campus Administrator (Interns) recommend to the TXST Office of Educator Preparation (OEP) that the candidate **should not be recommended** for a standard certificate.

☐ Growth Plan: If a Growth Plan is in place, the requirements of this plan have **not** been met.

#### Signatures:

Cooperating Teacher/Mentor: \_\_\_\_\_

Student Teaching Faculty: \_\_\_\_\_

Student Teacher/Intern: \_\_\_\_\_

***(This is for ST Faculty reference and is not included in ePortfolio)***

***\*Reminder - Recommendation Form signed by Student Teaching Faculty Supervisor and Cooperating Teacher (Student Teachers) or Supervising Campus Administrator (Interns) - This is a required component of the final evaluation (TAC Chapter 19, 228.35). This form with signatures will be uploaded into ePortfolio as evidence that the candidate has this additional required recommendation for a standard certificate. Faculty is responsible for securing signatures on the form and for uploading it as a part of the Final Evaluation documentation.***