



Summative Assessment of Student Teaching

Teacher Candidate	UM ID#	Semester
School/District	Subject(s)/Grade Level(s)	
Cooperating Teacher	University Supervisor	

Prior to the final conference, the university supervisor and cooperating teacher will each complete their Final Assessment for the teacher candidate. When they meet, they will discuss their individual ratings to determine the summative rating for each component, and record the numeric rating in the appropriate column. Once these have been determined, the university supervisor and cooperating teacher will determine the overall grade earned for each of the 4 domains, using the Grading Key as a guide.

The university supervisor will gather and submit the following to the Office of Field Experiences:

- 1) Cooperating teacher's completed **Midterm and Final Assessment of Student Teaching**
- 2) University supervisor's completed **Midterm and Final Assessment of Student Teaching**
- 3) This signed **Summative Assessment of Student Teaching**
- 4) **Assessment of Content Knowledge** form.

Grading Key			
To compute grade: For each domain, add the total number of points, and divide by number of components. Refer to key below to assign letter grade.			
3.0 or above	A	2.1-2.2	C+
2.8-2.9	A-	2.0	C
2.6-2.7	B+	1.8-1.9	C-
2.4-2.5	B	Below 1.8	F
2.3	B-		
The University of Montana will not recommend a student for licensure with a grade lower than C- in student teaching.			

1) Planning and Preparation Components:	Circle performance level observed for each component:			Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient		
1a. Demonstrates knowledge of content and pedagogy.	1 ☐	2 ☐	3 ☐		
1b. Demonstrates knowledge of students.	1 ☐	2 ☐	3 ☐		
1c. Sets instructional outcomes.	1 ☐	2 ☐	3 ☐		
1d. Demonstrates knowledge of resources.	1 ☐	2 ☐	3 ☐		
1e. Designs coherent instruction.	1 ☐	2 ☐	3 ☐		
1f. Assesses student learning.	1 ☐	2 ☐	3 ☐		

2) Classroom Environment Components:	Circle performance level observed for each component:			Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient		
2a. Creates an environment of respect and rapport.	1 ☐	2 ☐	3 ☐		
2b. Establishes a culture for learning.	1 ☐	2 ☐	3 ☐		
2c. Manages classroom procedures.	1 ☐	2 ☐	3 ☐		
2d. Manages student behavior.	1 ☐	2 ☐	3 ☐		
2e. Organizes physical space.	1 ☐	2 ☐	3 ☐		

3) Instruction Components:	Circle performance level observed for each component:			Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient		
3a. Communicates with students.	1 ☐	2 ☐	3 ☐		
3b. Uses questioning and discussion techniques.	1 ☐	2 ☐	3 ☐		
3c. Engages students in learning.	1 ☐	2 ☐	3 ☐		
3d. Uses assessments in instruction.	1 ☐	2 ☐	3 ☐		
3e. Demonstrates flexibility and responsiveness.	1 ☐	2 ☐	3 ☐		

4) Professional Responsibilities Components:	Circle performance level observed for each component:			Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient		
4a. Reflects on teaching.	1 ☐	2 ☐	3 ☐		
4b. Maintains accurate records.	1 ☐	2 ☐	3 ☐		
4c. Communicates with families.	1 ☐	2 ☐	3 ☐		
4d. Participates in a professional community.	1 ☐	2 ☐	3 ☐		
4e. Grows and develops professionally.	1 ☐	2 ☐	3 ☐		
4f. Displays professionalism.	1 ☐	2 ☐	3 ☐		

Areas of Strength:

[Click here to enter text.](#)

Recommended Areas of Growth:

[Click here to enter text.](#)

University Supervisor's Signature _____ Date _____

Cooperating Teacher's Signature _____ Date _____

Cooperating Teacher's Signature _____ Date _____

Teacher Candidate's Signature _____ Date _____

The teacher candidate's signature indicates that s/he saw and received this Summative Assessment and discussed it with the University Supervisor and Cooperating Teacher. Grades are based on performance during the semester, not potential, and are connected to the 4 Domains of Teaching Responsibility outlined in Charlotte Danielson's Framework for Teaching. The Director of Field Experiences reserves the right to assign final grades.

If a teacher candidate is dissatisfied with the assigned student teaching grades, h/she should schedule an appointment with the Director of Field Experiences within 30 days of the assignment of grades. The purpose for the meeting will be to discuss the grades in relation to the identified criteria for assessing student teaching performance and the grade standards. If the issue cannot be satisfactorily resolved, the student may address a written appeal to the Chair of the Field Experience Policy Committee. This appeal must be filed within 20 days of the initial appointment with the Director of Field Experiences.