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**Educator Preparation Program – Progress Report**

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| **Student Teacher/Teacher Candidate’s Name**: |  |
| **Supervising Practitioner/Administrator’s Name:** |  |

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| **Select Program Type** | | |
| **Undergraduate 3+1**  **Post Baccalaureate Traditional 12-Week**  *(The Student teacher possesses a bachelor’s degree – obtaining teacher certification only)* | | **Post Baccalaureate Intern/Teacher-in Residence (TIR)** (The *teacher candidate possesses a valid Alternative Teaching Certificate and is working full time as the teacher of record in their own classroom)* |
| **Weekly Progress Reports (12 total)** | | Two Progress Reports per Semester |
| Week # | | 1st Progress Report  2nd Progress Report |
| FROM | TO |
| /     / | /     / |
| The purpose of this weekly progress report is to document how the student teacher is doing both in the classroom (instructional) as well as within the school site community (professional responsibilities).  Once completed, the supervising practitioner should discuss the progress report results with the student teacher in order to extend the learning opportunity and discuss strategies for moving forward. The feedback provided on this progress report will be included as a part of the student teacher’s overall student teaching performance.  Email signed progress reports to the Program Supervisor.  **Twelve-week student teacher in own classroom:** Progress reports are to be completed (and signed) weekly by the administration (principal, department head, or assigned mentor, etc.). | | The purpose of this progress report is to document the teacher candidate’s overall progress in and outside of the classroom. An administrator should complete a new form at the school site a minimum of two times per semester.  Once completed, the school administrator should discuss the progress report results with the teacher candidate to extend the learning opportunity and discuss strategies for moving forward. The feedback provided on this progress report will be included in the teacher candidate’s overall student teaching performance.  Email signed progress reports to the Program Supervisor. |

**PROFESSIONAL RESPONSIBILITIES/ATTRIBUTES: *A teacher’s role extends beyond the delivery of instruction in the classroom to include behaviors and attributes which positively impact students as well as the overall school culture and community*.**

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| **ATTENDANCE**  Never absent  Rarely absent  Excessive absences | **INITIATIVE**  Insight and confidence to anticipate a need to act  Needs prompting for action  Passive, unsure, needs direction |
| Number of days absent:      week or      semester | Comments: |
| **PROMPTNESS**  Always punctual  Usually punctual  Rarely punctual | **EMPATHY**  Highly sensitive and can relate to another person’s perspective  Able to relate to how others may feel  Unaware or unable to relate to how others may feel |
| Comments: | Comments: |
| **ATTIRE**  Always dresses professionally  Usually dresses professionally  Rarely dresses professionally | **INTERACTION WITH COLLEAGUES**  Collaborative, team player, actively builds rapport  Gets along with others  Avoids opportunities to collaborate |
| Comments: | Comments: |
| **COMMUNICATION WITH FAMILIES**  Regularly initiates communication with students’ families (newsletter, phone calls, maintains a classroom web page etc.)  Occasionally connects with families  Rarely communicates with families | **ORGANIZATION**  Classroom furniture arrangement and supplies are orderly, readily accessible and promote an optimal learning environment  Classroom furniture and/or supplies are somewhat orderly, somewhat accessible and may or may not promote an optimal learning environment  Significant times needs to be spent on rearranging the classroom environment and/or streamlining the access to supplies, etc. |
| Comments: | Comments: |
| **WRITTEN COMMUNICATION**  Clear, coherent, error-free  Occasional errors  Significant revisions needed | **REACTION TO INPUT/FEEDBACK**  Solicits suggestions and feedback from admin/colleagues  Receptive, adjusts behavior accordingly  Receptive, but doesn’t implement suggestions  Defensive, unreceptive to feedback  Not always reliable |
| Comments: | Comments: |

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| **Planning, Preparation, Management & Instruction**  **P = Proficient D = Developing I = Ineffective** | | | | | | | | |
| **P** | **D** | | **I** |  | **P** | **D** | **I** |  |
|  | |  |  | Demonstrates respect (for) and rapport with all students |  |  |  | Nurtures and encourages positive relationships between students in the classroom |
|  | |  |  | Implements effective classroom procedures/routines |  |  |  | Monitors and adjusts instruction |
|  | |  |  | Manages student behavior in a positive manner |  |  |  | Provides effective student feedback |
|  | |  |  | Communicates clearly and accurately with students |  |  |  | Maximizes the use of instructional resources |
|  | |  |  | Employs effective student engagement strategies |  |  |  | Demonstrates an understanding of students’ needs |
|  | |  |  | Designs clear and coherent lesson plans |  |  |  | Uses current student data to inform instruction |
|  | |  |  | Demonstrates accurate content knowledge |  |  |  | Collects and maintains information about student progress |

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| **Narrative** |
| Suggestions/comments regarding areas of strength and/or strategies for improvement. |
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Supervising Practitioner/Evaluator’s Signature:

Title:

Date:

Date the progress report was shared with the student teacher/teacher candidate: