

**Alice Lloyd College Teacher Education Program  
Portfolio/Modified TPA Evaluation Form  
(After completion of Student Teaching)**

**Stage 3**

NAME OF STUDENT TEACHER \_\_\_\_\_

TERM: FALL \_\_\_\_\_ SPRING \_\_\_\_\_ 20 \_\_\_\_\_

Rating Scale for Holistic Scoring		
Items 1-6 & TPA	Standards/Dispositions	Score
Excellent	Demonstrated	3
Adequate	Partially Demonstrated	2
Limited Evidence	Major Gaps/Inconsistencies	1
No Evidence	Not Observed	0

Total Points	Conversion to Percentage	Grade
103-114	90 - 100%	A
91-102	80 - 89%	B
80-90	70 - 79%	C
Below 80	Below 70%	*Resubmit

Item	Description	Holistic Score			
1	Cover Sheet (Updated)	3	2	1	0
2	Resume (Updated)	3	2	1	0
3	Autobiography (Updated)	3	2	1	0
4	Personal Statement (Updated)	3	2	1	0
5	Educational Philosophy (Updated)	3	2	1	0
6	Index for Standards	3	2	1	0

Kentucky Teacher Standards	Holistic Score			
Standard 1: Demonstrates Applied Content Knowledge	3	2	1	0
Standard 2: Designs & Plans Instruction	3	2	1	0
Standard 3: Creates & Maintains Learning Climate	3	2	1	0
Standard 4: Implements & Manages Instruction	3	2	1	0
Standard 5: Assesses & Communicates Learning Results	3	2	1	0
Standard 6: Demonstrates Implementation of Technology	3	2	1	0
Standard 7: Reflects on & Evaluates Teaching & Learning	3	2	1	0
Standard 8: Collaborates with Colleagues/ Parents/Others	3	2	1	0
Standard 9: Evaluates Teaching & Implements Professional Development	3	2	1	0
Standard 10: Demonstrates Professional Leadership	3	2	1	0
ALC Dispositions (Character, Capability & Service)	3	2	1	0

\*A holistic score of 1 or 0 in any category is not acceptable and must be corrected. Corrections must be completed before the end of the student teaching assignment. Failure to meet this requirement will result in a failing grade for student teaching.

Revised July 2012

<b>Modified TPA Requirements</b>	<b>Holistic Score</b>			
<b>Teacher Education Information Sheet</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Observation # 1</b>				
<b>Task A-1 Teaching/Learning Context</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task A-2 Lesson Plan</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task B Assessment of Observation</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task C Lesson Analysis/ Reflection</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Observation # 2</b>				
<b>Task A-1 Teaching/Learning Context</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task A-2 Lesson Plan</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task B Assessment of Observation</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task C Lesson Analysis/Reflection</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Observation #3</b>				
<b>Task A-1 Teaching/Learning Context</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task A-2 Lesson Plan</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task B Assessment of Observation</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task C Lesson Analysis/Reflection</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Observation #4</b>				
<b>Task A-1 Teaching/Learning Context</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task A-2 Lesson Plan</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task B Assessment of Observation</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task C Lesson Analysis/Reflection</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Semester Tasks</b>				
<b>Task D Collaboration Project</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task E Assess/Manage Professional Growth</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task F Leadership Project</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Unit</b>				
<b>Task G Design Instructional Unit</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task H Assessment Plan</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task I Designing Instructional Strategies/Activities</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task J-1 Organizing/Analyzing Results</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Task J-2 Communication/Follow-Up</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Total Score</b>				
<b>Mean Score</b>				

**Instructions: Please evaluate the student teacher by the following Kentucky Teacher Standards, (student must meet all indicators) plus the ALC Dispositions. Make appropriate comments in the space provided.**

**Once you have completed the evaluation, please give a holistic evaluation for each of the Standards and dispositions in your evaluation. Enter your holistic rating(s) on the cover sheet by circling the appropriate response below to coincide with the appropriate response: 3=Demonstrated, 2=Partially Demonstrated, 1=Major Gaps/Inconsistencies, 0=Not Observed.**

### **Revised Benchmark Indicators for Kentucky’s Ten Teaching Standards**

<b>Standard I</b>	<b>Benchmark Indicators</b>	<b>Ratings</b>
Demonstrates Applied content Knowledge	a. Communicates concepts, processes and knowledge.	
	b. Connects content to life experiences of students.	
	c. Demonstrates a variety of instructional strategies that are appropriate for content and contribute to student learning.	
	d. Guides students to understand content from various perspectives.	
	e. Identifies and addresses students’ misconceptions of content.	
<b>Comments:</b>		

<b>Standard II</b>	<b>Benchmark Indicators</b>	<b>Ratings</b>
Designs and Plans Instruction	a. Develops significant objectives aligned with standards.	
	b. Uses contextual data to design instruction relevant to students.	
	c. Plans assessments that guide instruction and measure learning objectives.	
	d. Plans instructional strategies and activities that address learning objectives for all students.	
	e. Plans instructional strategies that facilitate multiple levels of learning.	
<b>Comments:</b>		

Standard III	Benchmark Indicators	Ratings
Creates & Maintains Learning Climate	a. Communicates high expectations.	
	b. Establishes a positive learning environment.	
	c. Values and supports student diversity and addresses individual needs.	
	d. Fosters mutual respect between teacher and students and among students.	
	e. Provides a safe environment for learning.	
<b>Comments:</b>		

Standard IV	Benchmark Indicators	Ratings
Implements and Manages Instruction	a. Uses a variety of strategies that align with learning objectives and actively engage students.	
	b. Implements instruction based on diverse student needs and assessment data.	
	c. Uses time effectively.	
	d. Uses space and materials effectively.	
	e. Implements and manages instruction in ways that facilitate higher order thinking.	
<b>Comments:</b>		

Standard V	Benchmark Indicators	Ratings
Assesses & Communicates Learning Results	a. Uses pre-assessment.	
	b. Uses formative assessment.	
	c. Uses summative assessments.	
	d. Describes, analyzes, and evaluates student performance.	
	e. Communicates learning results to students and parents.	
	f. Allows opportunity for student self- assessments.	
<b>Comments:</b>		

Standard VI	Benchmark Indicators	Ratings
Demonstrates Implementation of Technology	a. Uses available technology to design and plan instruction.	
	b. Uses available technology to implement instruction that facilitates student learning.	
	c. Integrates student use of available technology into instruction.	
	d. Uses available technology to assess and communicate student learning.	
	e. Demonstrates ethical and legal use of technology.	
<b>Comments:</b>		

Standard VII	Benchmark Indicators	Ratings
Reflects on & Evaluates Teaching & Learning	a. Uses data to reflect on and evaluate student learning.	
	b. Uses data to reflect on and evaluate instructional practice.	
	c. Uses data to reflect on and identify areas of professional growth.	
<b>Comments:</b>		

Standard VIII	Benchmark Indicators	Ratings
Collaborates with Colleagues/Parents/ Others	a. Identifies students whose learning could be enhanced by collaboration.	
	b. Designs a plan to enhance student learning that includes all parties in the collaborative effort.	
	c. Implements planned activities that enhance student learning and engage all parties.	
	d. Analyzes data to evaluate the outcomes of collaborative efforts.	
<b>Comments:</b>		

<b>Standard IX</b>	<b>Benchmark Indicators</b>	<b>Ratings</b>
Evaluates Teaching & Implements Professional Development	a. Self- assesses performance relative to Kentucky’s Teacher Standards.	
	b. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	
	c. Designs a professional development plan for addressing identified priorities.	
	d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	
<b>Comments:</b>		

<b>Standard X</b>	<b>Benchmark Indicators</b>	<b>Ratings</b>
Demonstrates Professional Leadership	a. Identifies leadership opportunities that enhance learning and/or professional environment of the school.	
	b. Develops a plan for engaging in leadership activities.	
	c. Implements a plan for engaging in leadership activities.	
	d. Reflects on and evaluates the results of planned and executed leadership efforts.	
<b>Comments:</b>		

**How does the student teacher respond to the dispositions established by the ALC Education Department? Rate the student teacher using the same evaluation as the main body of this form:**

<b>Character</b>	<b>Score</b>	<b>Capability</b>	<b>Score</b>	<b>Service</b>	<b>Score</b>
Self Starter		General content knowledge		Serves the college through campus activities	
Completes work on time		Critical thinking skills		Serves the school through volunteer work	
Ability to relate to diverse population		Creative thinking skills		Serves the community through volunteer work	
<b>Comments:</b>					

\_\_\_\_\_  
**College Supervisor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**