



Student Teaching Internship  
Common Summative Assessment: Individualized Professional Learning Plan  
Based on the Charlotte Danielson *Framework for Teaching*

Teacher Candidate:

Term/Year:

- In order to be recommended for teacher certification, teacher candidates must score a competency level of Basic or Proficient in all components of each domain (CSA). (Unsatisfactory competency in one or more components will require an individualized improvement plan; the candidate will not be recommended for teacher certification until/unless improvement is demonstrated and meet basic competency on all components of a follow-up CSA.)
- Each component must have either a strength **or** growth opportunity listed. Domains 2 and 3 must include SMART goals, and a third SMART goal from any domain must be included (IPLP). All goals should be aligned to components with a competency level of Basic (unless no components are deemed Basic).
- As novice preservice teachers, "Basic" is the expected competency level. "Proficient" should only be selected if the candidate consistently performs at that level as per all elements of the component, both when observed and when not observed. ("Distinguished" is indicative of an experienced master teacher and is not an appropriate score for novice preservice teacher candidates.)
- All information needs to be typed and the document signed, then uploaded as a PDF attachment in Taskstream.

*U = Unsatisfactory, B= Basic, P = Proficient*

Domain 1: Planning and Preparation	U	B	P
A. Demonstrating knowledge of content and pedagogy			
B. Demonstrating knowledge of students			
C. Setting instructional outcomes			
D. Demonstrating knowledge of resources			
E. Designing coherent instruction			
F. Designing student assessments			

Strengths	Growth Opportunities

Domain 2: The Classroom Environment	U	B	P
A. Creating an environment of respect and rapport			
B. Establishing a culture for learning			
C. Managing classroom procedures			
D. Managing student behavior			
E. Organizing Physical Space			

Strengths	Growth Opportunities

Domain 2 SMART Goal	
Identify Component with competency level of Basic:	(If none of the components are rated Basic, a component with a competency of Proficient may be selected.)
SMART Goal Statement ( <i>Specific, Measurable, Attainable, Relevant, Time-bound</i> )	
<b>Action Steps/Activities</b> (Specific steps or professional activities that you will undertake to meet this goal.)	<b>Evidence</b> (How you will know the goal has been accomplished; related to the measurement component of the goal)
<b>Resources</b> ( <i>Any and all of the people, courses, books, supplies, technologies, etc. that you will need to access to be able to meet this goal.</i> )	

Domain 3: Instruction	U	B	P
A. Communicating with students			
B. Using questioning and discussion techniques			
C. Engaging students in learning			
D. Using Assessment in Instruction			
E. Demonstrating flexibility and responsiveness			

Strengths	Growth Opportunities

Domain 3 SMART Goal	
Identify Component with competency level of Basic:	(If none of the components are rated Basic, a component with a competency of Proficient may be selected.)
SMART Goal Statement ( <i>Specific, Measurable, Attainable, Relevant, Time-bound</i> )	
<b>Action Steps/Activities</b> (Specific steps or professional activities that you will undertake to meet this goal.)	<b>Evidence</b> (How you will know the goal has been accomplished; related to the measurement component of the goal)
<b>Resources</b> ( <i>Any and all of the people, courses, books, supplies, technologies, etc. that you will need to access to be able to meet this goal.</i> )	

Domain 4: Professional Responsibilities	U	B	P
A. Reflecting on teaching			
B. Maintaining accurate records			
C. Communicating with families			
D. Participating in the professional community			
E. Growing and developing professionally			
F. Showing professionalism			

Strengths	Growth Opportunities

SMART Goal (Domain of Choice)	
Identify Component with competency level of Basic:	
SMART Goal Statement ( <i>Specific, Measurable, Attainable, Relevant, Time-bound</i> )	
<b>Action Steps/Activities</b> (Specific steps or professional activities that you will undertake to meet this goal.)	<b>Evidence</b> (How you will know the goal has been accomplished; related to the measurement component of the goal)
<b>Resources</b> (Any and all of the people, courses, books, supplies, technologies, etc. that you will need to access to be able to meet this goal.)	

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## Authentication

(Signatures of University Supervisor and Cooperating Teacher indicate that information has been discussed with all parties unless additional attached comments indicate otherwise.)

University Supervisor's Signature

Date

Cooperating Teacher's Signature

Date

### Teacher Candidate Affidavit:

I, the undersigned, have participated in and reviewed this evaluation by my Cooperating Teacher and University Supervisor.

I understand I have five (5) working days from date of evaluation in which to respond in writing to the Field Experience Coordinator if I disagree with the evaluation.

*I will not be responding to this evaluation.*

*I will be responding to this evaluation.*

Teacher Candidate's Signature

Date

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### Professional Action Plan SMART Goal Criteria

S	Specific	<ul style="list-style-type: none"><li>Is the goal clearly focused on what is to be accomplished?</li><li>Is it based on the <i>Framework for Teaching</i> (or <i>Framework for Specialist</i>) component?</li></ul>
M	Measurable	<ul style="list-style-type: none"><li>Can this goal be measured as written?</li><li>Is the data collection method clear?</li><li>Is the data collection method realistic?</li></ul>
A	Aligned and Attainable	<ul style="list-style-type: none"><li>Is this goal aligned to the component selected?</li><li>Will resources be available to achieve this goal?</li><li>Is the goal realistically attainable?</li></ul>
R	Relevant	<ul style="list-style-type: none"><li>How will this goal enhance teaching/professional practice/craft?</li><li>How will this goal enhance learning opportunities for students?</li></ul>
T	Time Bound	<ul style="list-style-type: none"><li>Is the time frame specific and realistic?</li><li>Can this goal be attained within the required timeframe?</li></ul>