

Student Teacher Evaluation Process

The materials needed to evaluate the progress and performance of a Roosevelt University College of Education student teacher are given on the following pages. These materials are informed by national and state standards, as well as the College of Education's Conceptual Framework, which is accessible through the COE website. Included here are a copy of the Student Teacher Evaluation Form and a rubric to aid all participants in the process (student teachers, cooperating teachers, and university supervisors).

Please note that this evaluation form **MUST** be completed online by cooperating teachers. We ask that the evaluation be completed online so that the College can use the data to assess the effectiveness of its teacher preparation program. Cooperating teachers will receive an email from the Office of Field Placements instructing them on how to access the online form. Students who wish to evaluate themselves using the form may do so by printing the form and rubric available on the website for the Office of Field Placements. University supervisors will complete this same form at the end of the student teaching experience using the TaskStream software.

The evaluation form includes bulleted examples of how each element could be demonstrated by a student teacher. The rubric also included here should provide clear and consistent standards for evaluating the student's performance and further clarify how we expect our students to perform as teachers.

For each of the elements, please score the student teacher's performance by entering a number from the scale. You should enter N/O (no opportunity) for elements that you have not had the opportunity to observe. The scale is valued as follows:

- 4—Behavior is fully integrated into practice
- 3—Behavior is frequently demonstrated
- 2—Behavior is occasionally demonstrated
- 1—Behavior is very seldom or never demonstrated
- N/O—No Opportunity to assess this behavior



Exercising an ethic of care

Professional candidates and faculty members of the College of Education at Roosevelt University recognize that education is based on an ethic of care, a positive regard for the learner that strives for his or her welfare, recognizing that both learner and teacher are inevitably participating in a larger web of existence, fostering democratic deliberation in all dimensions of educational practice.

Inviting and engaging human diversity

Professional candidates and faculty members of the College of Education at Roosevelt University give voice to the differences that exist within and without the democratic learning community as educators who invite and engage diversity and ensure that curriculum and instruction is responsive to all learners in the community.

Devotion to Social Justice and Global Responsibility

Devotion to social justice and global responsibility is another mainstay of democratic learning communities. College of Education faculty, students, and community partners understand that the pursuit of social justice and global responsibility is a life-long, collective endeavor and requires:

- *an ethic of care, or a positive regard for the learner and the larger web of social significance in which both learners and educators are embedded. Educators must inculcate and model caring for individuals, for institutions, and for ideas;*
- *inviting and engaging human diversity, so that schools and classrooms build an understanding and appreciation of the different voices amongst us;*
- *advocacy for equity—especially with regard to educational resources and outcomes.*

Dispositions such as compassion, empathy, unselfishness, skepticism, and courage are considered essential to an ethic of care, as well as a devotion to social justice and global responsibility.

Exercising an ethic of care

1.	Fosters a learning community that encourages democratic ideals (e.g. respecting student rights and responsibilities and participation in decision making). <ul style="list-style-type: none"> ▪ Strives to be consistently just and responsible in interactions with others 	<u>Mid Term</u>	<u>End of Term</u>
2.	Demonstrates responsiveness to students, giving personal attention and time in and out of class. <ul style="list-style-type: none"> ▪ Gives appropriate and effective assistance to students. 	<u>Mid Term</u>	<u>End of Term</u>
3.	Communicates in a manner that is understandable, supportive, and respectful to the students. <ul style="list-style-type: none"> ▪ Demonstrates effective listening, conflict resolution, and group-facilitation skills ▪ Models appropriate verbal (e.g. courtesy, tone of voice) communications and creates opportunities for students to communicate in appropriate ways. ▪ Models positive and appropriate non-verbal communications (e.g., eye contact, posture, proximity). 	<u>Mid Term</u>	<u>End of Term</u>
4.	Provides students with prompt and constructive feedback.	<u>Mid Term</u>	<u>End of Term</u>

Inviting and engaging human diversity

5.	Uses cultural diversity, individual student experiences, and student differences to enrich teaching. <ul style="list-style-type: none"> ▪ Facilitates a learning community in which race, ethnicity, gender, economic status, religion and 	<u>Mid Term</u>	<u>End of Term</u>
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	<p>differences in ability are respected.</p> <ul style="list-style-type: none"> ▪ Makes appropriate provisions for individual students who have learning differences or needs. ▪ Makes choices which reflect varied multicultural perspective in content areas. 		
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Advocacy for equity
Professional candidates and faculty members of the College of Education at Roosevelt University emphasize the social relevance of education and advocate for public policies that will advance the well-being of learners through democratic practices.

Advocacy for Equity			
6.	Works effectively with parents/guardians and other members of the community from diverse home and community situations.	<u>Mid Term</u>	<u>End of Term</u>
7.	Seeks involvement in cooperative partnerships in order to promote student learning and well being.	<u>Mid Term</u>	<u>End of Term</u>

(The online evaluation form allows room for additional comments.)

- 4—Behavior is fully integrated into practice
- 3—Behavior is frequently demonstrated
- 2—Behavior is occasionally demonstrated
- 1—Behavior is very seldom or never demonstrated
- N/O—No Opportunity to assess this behavior

Specialized knowledge and learning

Professional candidates and faculty members of the College of Education at Roosevelt University continue to develop rich understandings of content area knowledge and ways of communicating that knowledge through diverse media.

Correlate Illinois Teacher Standard 25.15.a.3.F

The candidate knows how to use written, verbal, nonverbal, and visual communication techniques effectively to support active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge of educational foundations

Professional candidates and faculty members of the College of Education at Roosevelt University have attained both broad and specialized scholarship in the academic or professional disciplines that are their responsibilities, continue to pursue scholarship in these ways of knowing, and contribute to knowledge and/or educational designs for this discipline.

Correlate Illinois Professional Teacher Standard:

The candidate understands the central concepts, methods of inquiry, and structures of the discipline(s) for which certification is sought.

Respect for Knowledge and Learning

Respect for knowledge and learning is a key pillar of democratic learning communities. Learning entails dialogue, a willingness to explore new ways of thinking, and a healthy skepticism. Members of the College of Education build on diverse understandings, a broad and deep knowledge base, and multiple specializations in knowledge. All participants in the College of Education are expected to possess

- *specialized knowledge and learning—rich understandings of content area knowledge particular to their area(s) of concentration,*
- *knowledge of educational foundations—historical and theoretical perspectives on educational practices, and*
- *adaptive decision making—the ability to interpret and adapt knowledge to educational contexts and procedures.*

Dispositions such as curiosity, creativity, confidence, flexibility, and attentiveness are considered crucial to the achievement of respect for knowledge and learning in any educational environment.

Specialized Knowledge and Learning

8.	Provides the students with opportunities to generate and test their own hypotheses (e.g. applying process of inquiry, experimentation, research, observation and brainstorming). <ul style="list-style-type: none"> ▪ Presents differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching subject matter concepts. ▪ Incorporates higher-order thinking, problem solving, and reflection in lesson planning. 	Mid Term	End of Term
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Knowledge of Educational Foundations

9.	Analyzes individual and group performance in order to design instruction that meets learners' cognitive, social, emotional, moral and physical developmental needs.	Mid Term	End of Term
10.	Stimulates student reflection of prior knowledge and links new ideas to already familiar idea and experiences. <ul style="list-style-type: none"> ▪ Selects and facilitates learning experiences that connect to other subject areas, life and career experiences. 	Mid Term	End of Term
11.	Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development. <ul style="list-style-type: none"> ▪ Provides varied levels of assignments and materials which recognize the individuality of students and their developmental and special needs 	Mid Term	End of Term
12.	Presentations and responses to students' questions demonstrate a thorough comprehension of content	Mid Term	End of Term

	knowledge. <ul style="list-style-type: none"> Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness. 		
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Adaptive decision making.

Professional candidates and faculty members of the College of Education at Roosevelt University are adaptive decision-makers, recognizing diverse approaches to framing a problem and various ways of acquiring knowledge and developing understanding.

Correlate Illinois Teacher Standard 25.15.a.5.B.
 The candidate knows how to select among a variety of strategies in responding to the needs of students, school staff, parents, and other members of the community.

Adaptive decision making			
13.	Uses multiple teaching and learning strategies to engage students <ul style="list-style-type: none"> Varies her/his role in the instructional process from instructor to facilitator to coach to audience, as appropriate. 	Mid Term	End of Term
14.	Acts professionally and appropriately to unanticipated situations (e.g. emergency drills, ill child, visitor to the classroom).	Mid Term	End of Term

(The online evaluation form allows room for additional comments.)

- 4—Behavior is fully integrated into practice
- 3—Behavior is frequently demonstrated
- 2—Behavior is occasionally demonstrated
- 1—Behavior is very seldom or never demonstrated
- N/O—No Opportunity to assess this behavior

As advisor/counselors, we creatively engage with learners, taking the initiative to gain personal knowledge about their lives and their communities.

Professional candidates and faculty members of the College of Education at Roosevelt University take the initiative to gain personal knowledge about the learners in their communities in order to address differences, motivate learning and act for the well-being of the learners.

Correlate Illinois Teacher Standard 25.15.a.1.2.d.
The candidate understands individual and group motivation and behavior.

INTASC Principle #5
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement

Passion for the Educator's Craft

Passion for the educator's craft is a third key element of democratic learning communities. The College of Education recognizes that the remarkable professional educator—whether counselor, school leader, or teacher—combines personal artistry with technical skills, such as expertise with technology. Artistry and technical proficiency are the hallmarks of the educator's craft. The essential element that holds these two fundamentals together is passion, or an enthusiasm that issues from the dispositions and understandings of the educator (Fried, 1995). All educators function in a variety of roles, including advisor/counselor, instructor/facilitator, colleague, reflective practitioner, and educational leader. Passion displays itself in different ways, depending on the role and situation.

Some of the dispositions associated with passion for the educator's craft are enthusiasm, collegiality, self-reliance, professionalism, and reflexivity.

As advisors/counselors

15.	Establishes rapport with students, enjoys being with them and receives their respect and cooperation.	Mid Term	End of Term
16.	Motivates students to achieve and encourages intrinsic motivation through individual and group learning activities.	Mid Term	End of Term
17.	Incorporates students' life experiences, including family and community into interactions with students.	Mid Term	End of Term

- 4—Behavior is fully integrated into practice
- 3—Behavior is frequently demonstrated
- 2—Behavior is occasionally demonstrated
- 1—Behavior is very seldom or never demonstrated
- N/O—No Opportunity to assess this behavior

<p>As instructor/facilitators, we develop and implement curriculum and instruction that is responsive to student interests and needs to engage learners in the continuous generation and application of complex ideas, theories, and judgments.</p> <p>Desired result: Professional candidates and faculty members of the College of Education at Roosevelt University develop and implement instruction that is responsive to student needs and differences, encourages complex intellectual engagement, and meaningfully assesses student literacy relative to specific discourse(s).</p> <p>Correlate Illinois Teacher Standard 25.15.a.1.B The candidate knows how to create learning experiences that make the content meaningful to all students, including those with disabilities and those for whom English is not the primary language.</p> <p>25.15.a.2.A The candidate knows how to conduct instructional planning</p> <p>25.15.a.3.B The candidate knows how to design instruction based upon knowledge of the discipline, students, the community, and curricular goals.</p> <p>25.15.a.3.C The candidate knows how to create instructional opportunities that are adapted to diverse learners, including those with disabilities and those for whom English is not the primary language.</p>	As instructors/facilitators			
	18.	<p>Develops appropriate instructional methods based on class progress, students' needs and prior knowledge.</p> <ul style="list-style-type: none"> ▪ Uses a variety of strategies to create opportunities for collaborative and independent learning ▪ Demonstrates use of high quality resources in instructional planning (e.g. materials, technology, speakers, field trips, media, etc.). ▪ Establishes goals for student learning which incorporate standards (national, state, and local). ▪ Selects appropriate scope and sequence when planning, and inter-relates long and short term plans. 	<u>Mid Term</u>	<u>End of Term</u>
	19.	<p>Writes lesson plans that are detailed, coherent, include instructional objectives, and subject integration.</p> <ul style="list-style-type: none"> ▪ Makes professional lesson plans which are readily available and presents them on time. 	<u>Mid Term</u>	<u>End of Term</u>
	20.	<p>Facilitates instruction in individual, small group, and large groups with progressive skill.</p> <ul style="list-style-type: none"> ▪ Provides clear and specific directions, including modeling activities and assignments. ▪ Uses effective discussion and questioning techniques. ▪ Models effective written and oral communication (grammar, punctuation, spelling, and handwriting). 	<u>Mid Term</u>	<u>End of Term</u>
	21.	<p>Demonstrates skills in classroom management</p> <ul style="list-style-type: none"> ▪ Organizes materials, and physical space to provide for active and equitable engagement of students in productive tasks. ▪ Plans for effective use of time in instruction and routine tasks. 	<u>Mid Term</u>	<u>End of Term</u>
	22.	<p>Identifies behavior problems and plans for their prevention and resolution</p> <ul style="list-style-type: none"> ▪ utilizes school policies, procedures, and resources ▪ utilizes classroom behavior management plan already in place ▪ examines own practice to identify behavior problems, analyzes situations, and creates plans to remedy problems. 	<u>Mid Term</u>	<u>End of Term</u>
	23.	<p>Uses a wide variety of instructional technologies to enhance student learning</p> <ul style="list-style-type: none"> ▪ uses contemporary technology in the preparation and delivery of instruction ▪ provides learning experiences for students to use contemporary technology 	<u>Mid Term</u>	<u>End of Term</u>

<p>25.15.a.3.D. The candidate knows how to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>25.15.a.3.E. The candidate knows how to use a variety of instructional strategies to encourage student’s development of critical thinking, problem-solving, and performance skills.</p> <p>25.15.a.4.A The candidate knows formal and informal assessment strategies</p> <p>25.15.a.4.B The candidate knows how to use formal and informal assessment strategies to support the students’ continuous educational development.</p> <p>As colleagues to other professionals and members of the wider community involved in the practice or support of education.</p> <p>Professional candidates and faculty members of the College of Education at Roosevelt University engage in collegial relationships with other professionals and members of the wider community through innovative communication networks to advance the learning and well-being of learners.</p> <p>Correlate Illinois Teacher Standard 25.15.a.5.A. The candidate knows how to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students’ learning and well-being.</p>	24.	<p>Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.</p> <ul style="list-style-type: none"> ▪ Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning. ▪ Maintains useful and accurate records of student work and performance using technologies when appropriate. ▪ Gives feedback on student progress to students, parents and colleagues in a knowledgeable and ethical manner. 	Mid Term	End of Term	
	As colleagues				
	25.	<p>Collaborates with other professionals to solve problems and generate new ideas</p> <ul style="list-style-type: none"> ▪ share experiences ▪ seeks and gives feedback ▪ incorporates suggestions into future behavior ▪ Actively participates in faculty meetings, staff development and in-service meetings. 	Mid Term	End of Term	
	26.	<p>Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.</p> <ul style="list-style-type: none"> ▪ Maintains an appropriate appearance. ▪ Is regular and prompt in attendance 	Mid Term	End of Term	
	As reflective practitioners				
	27.	<p>Uses classroom observation, information about students, pedagogical knowledge, and research as sources for reflection, evaluation and revision of practice.</p> <ul style="list-style-type: none"> ▪ Analyzes the classroom environment and makes decisions that enhance social relationships, student motivation and engagement in productive work. ▪ Monitors and adjusts instructional strategies in response to learner feedback. 	Mid Term	End of Term	
	28.	<p>In reflections and conversations, questions social assumptions about the school curriculum (e.g., regarding ethnicity, gender, ability) and studies the impact of these assumptions on the lives of learners.</p>	Mid Term	End of Term	

As reflective practitioners, we are continual learners who keep our eyes wide open, analyzing and evaluating our craft to effect personal and professional growth.

Professional candidates and faculty members of the College of Education at Roosevelt University engage in various kinds of technical, contextual, and critical reflection on the educator’s craft to effect personal and professional growth.

As educational leaders engaged in the continual transformation of the craft, we combine reflective practice with a passion to extend the excellence of the profession.

Professional candidates and faculty members of the College of Education at Roosevelt University provide leadership so that educational institutions can continually transform and expand in addressing social and individual needs with quality and equity

Correlate Illinois Teacher Standards 25.15.a.5.D.

The candidate maintains professional standards of conduct.

25.15.a.5.E

The candidate knows how to provide leadership to improve students’ learning and well-being.

29.	Participates in professional dialogue and continuous learning to support personal development as a learner and as a teacher. <ul style="list-style-type: none"> ▪ Is accepting of supervision and constructive criticism. ▪ Open to new ideas ▪ Displays a positive attitude. 	<u>Mid Term</u>	<u>End of Term</u>
As educational leaders			
30.	Actively seeks and collaboratively shares a variety of instructional resources for development of learners.	<u>Mid Term</u>	<u>End of Term</u>

- 4—Behavior is fully integrated into practice
- 3—Behavior is frequently demonstrated
- 2—Behavior is occasionally demonstrated
- 1—Behavior is very seldom or never demonstrated
- N/O—No Opportunity to assess this behavior

Student Teacher Evaluation Rubric

Devotion to Social Justice and Global Responsibility				
EXERCISING AN ETHIC OF CARE:				
Element	1 Behavior is Not Demonstrated (needs improvement)	2 Behavior is Occasionally Demonstrated (adequate)	3 Behavior is Frequently Demonstrated (successful)	4 Behavior is fully Integrated into Practice (exceptional)
1) Fosters a learning community that encourages democratic ideals (e.g. respecting student rights and responsibilities and participation in decision-making). Strives to be consistently just and responsible in interactions with others.	Establishes few standards of conduct and students appear confused. Teacher is dogmatic and authoritarian. Does not seek student input. Reprimands students publicly and demonstrates a disregard for the learning environment (e.g. materials disorganized, rarely encourages students to prepare their workspace for the next learning task).	Establishes standards of conduct for some situations that most students appear to understand. Occasionally involves students in the decision-making process but follow through is sporadic. Frequently reprimands/corrects students publicly. Frequently discusses student issues in a public forum. Occasionally demonstrates environmental organization for both self and students and encourages students to exhibit responsibility toward their learning environment.	Establishes standards of conduct for most situations that most students appear to understand. Involves students in the decision-making process but follow through is inconsistent. Occasionally reprimands/corrects students publicly. Occasionally discusses student issues in a public forum. Frequently demonstrates environmental organization for both self and students and encourages students to exhibit responsibility toward their learning environment.	Establishes standards of conduct which are clear to all learners and reflect current classroom management practices. Involves students in the decision-making process. Models respect for students (e.g. confidentiality, privacy). Models responsibility for the learning environment (e.g. care of the physical space, materials, and students' supplies).
2) Demonstrates responsiveness to students, giving personal attention and time in and out of class. Gives appropriate and effective assistance to students.	Rarely available to students. Insensitive to and lacks awareness of students' needs. Inability to anticipate students' needs. Reacts negatively to individual requests for assistance.	Occasionally available to students. Occasionally sensitive to and aware of students' needs. Occasionally able to anticipate students' needs and react to individual requests for assistance.	Frequently available to students. Frequently sensitive to and aware of students' needs. Frequently able to anticipate students' needs and react to individual requests for assistance.	Accessible to students before and after school and throughout the day. Supports students in a genuine and caring manner. Proactive in serving and helping learners, seeking out resources when necessary.

<p>3) Communicates in a manner that is understandable, supportive, and respectful to the students.</p>	<p>Does not demonstrate effective conflict resolution and group facilitation skills (e.g. shows partiality, models authoritarian decision-making, lacks awareness of student feelings). Does not display effective skills in oral, written and nonverbal communication (e.g. uses sarcasm, developmentally inappropriate use of language). Does not use eye contact, posture and proximity to make connections with students; lacks affect.</p>	<p>Occasionally demonstrates and provides opportunities for effective conflict resolution and group-facilitation skills (e.g. models turn-taking, negotiation, active listening, empathy, impartiality, emotion recognition). Occasionally models appropriate verbal communications (e.g. courtesy, tone of voice) and creates opportunities for students to communicate in appropriate ways. Occasionally models positive and appropriate listening skills including non-verbal communications (e.g., eye contact, posture, proximity, positive facial expressions)</p>	<p>Frequently demonstrates and provides opportunities for effective conflict resolution and group-facilitation skills (e.g. models turn-taking, negotiation, active listening, empathy, impartiality, emotion recognition). Frequently models appropriate verbal communications(e.g. courtesy, tone of voice) and creates opportunities for students to communicate in appropriate ways. Frequently models positive and appropriate listening skills including non-verbal communications (e.g., eye contact, posture, proximity, positive facial expressions).</p>	<p>Consistently demonstrates and provides opportunities for effective conflict resolution and group-facilitation skills (e.g. models turn-taking, negotiation, active listening, empathy, impartiality, emotion recognition). Consistently models appropriate verbal communications (e.g. courtesy, tone of voice) and creates opportunities for students to communicate in appropriate ways. Consistently models positive and appropriate listening skills including non-verbal communications (e.g., eye contact, posture, proximity, positive facial expressions).</p>
<p>4) Provides students with prompt and constructive feedback.</p>	<p>Sporadically and ineffectively provides students with feedback (e.g. papers not returned in a timely fashion, gives public feedback, vague and/or misleading feedback given). Does not provide feedback.</p>	<p>Feedback is occasionally given promptly and privately. Demonstrates a genuine concern for students' feelings (e.g. papers returned in a timely fashion, includes constructive comments). Occasionally feedback leads to understanding and/or new learning.</p>	<p>Frequently feedback given promptly and privately. Demonstrates a genuine concern for student's feelings (e.g. papers returned in a timely fashion, includes constructive comments). Frequently feedback leads to understanding and/or new learning.</p>	<p>Feedback given promptly and privately. Demonstrates a genuine concern for student's feelings (e.g. papers returned in a timely fashion, includes constructive comments). Feedback leads to understanding and/or new learning.</p>
Inviting and Engaging Human Diversity:				
<p>5) Uses cultural diversity, individual student experiences, and student differences to enrich teaching.</p>	<p>Interacts with some learners. Interacts inappropriately, considering the age and/or culture of students (e.g. is negative, sarcastic, demeaning). Displays little awareness of learners' skills and prior knowledge and does not indicate that such information is valuable.</p>	<p>Appropriately interacts with most students. Occasional inconsistencies, favoritism, and/or disregard for learners' cultures is exhibited. Recognizes value of understanding learners' skills and knowledge, but displays this only to the class as a whole.</p>	<p>Demonstrates warmth, care, and understanding of learners' skills and knowledge. Utilizes cultural norms of learners to plan instruction. Displays understanding of special needs of students.</p>	<p>Facilitates a learning community in which race, ethnicity, gender, economic status, religion and differences in ability are respected. Demonstrates genuine care and respect for all individual learners. Displays understanding of learners' skills and knowledge including those with special needs.</p>

Advocacy for Equity				
Element	1 Behavior is Not Demonstrated (needs improvement)	2 Behavior is Occasionally Demonstrated (adequate)	3 Behavior is Frequently Demonstrated (successful)	4 Behavior is fully Integrated into Practice (exceptional)
6) Works effectively with parents (or guardians) and other members of the community from diverse home and community situations.	Avoids becoming involved in communication with parents, classroom projects, and/or school events.	Participates minimally (or rarely) in communication or conferencing with parents. Participates in classroom projects and school events only when required.	Voluntarily participates in communicating and/or conferencing with parents. Frequently volunteers extra time for classroom projects and school events.	Consistently communicates with parents. Enthusiastically participates in parent/teacher conferences, classroom projects, school events, and community programs. Makes a substantial contribution to school community.
7) Seeks involvement in cooperative partnerships in order to promote student learning and well being.	Relationship with colleagues is pessimistic and contrary.	Maintains a cordial relationship with colleagues in fulfilling required duties. Limits participative activities.	Relationship with colleagues is cooperative. Participates in collaborative decision making activities, team planning, and professional development.	Relationship with colleagues characterizes support and cooperation. Actively initiates and participates in collaborative decision making activities, team planning, and professional development.
Respect for Knowledge and Learning				
Specialized Knowledge of Learning				
8) Provides students with opportunities to generate and test their own hypotheses.	No evidence of presenting differing viewpoints, theories, “ways of knowing”, and methods of inquiry in teaching subject matter concepts. Does not incorporate higher order thinking, problem solving, and reflection in lesson planning.	Rarely presents differing viewpoints, theories, “ways of knowing”, and methods of inquiry in teaching subject matter concepts. Rarely incorporates higher order thinking, problem solving, and reflection in lesson planning.	Frequently presents differing viewpoints, theories, “ways of knowing”, and methods of inquiry in teaching subject matter concepts. Frequently incorporates higher order thinking, problem solving, and reflection in lesson planning.	Consistently presents differing viewpoints, theories, “ways of knowing”, and methods of inquiry in teaching subject matter concepts. Consistently incorporates higher order thinking, problem solving, and reflection in lesson planning.
Knowledge of Educational Foundations				
9) Analyzes individual and group performance in order to design instruction that meets learners’ cognitive, social, emotional, moral, and physical developmental needs.	Does not analyze individual and group performance to design instruction to meet learners’ cognitive, social, emotional, moral, and physical developmental needs.	Occasionally analyzes individual and group performance to design instruction to meet learners’ cognitive, social, emotional, moral, and physical developmental needs.	Frequently analyzes individual and group performance to design instruction to meet learners’ cognitive, social, emotional, moral, and physical developmental needs.	Analyzes individual and group performance to design instruction to meet learners’ cognitive, social, emotional, moral, and physical developmental needs.

10) Stimulates student reflection of prior knowledge and links new ideas to already familiar ideas and experiences.	Ignores, dismisses, or is unaware of need to facilitate students' learning experiences that connect to other subject areas, life, and career experiences. Wait time is not evident.	Pays limited attention to selection and facilitation of students' learning experiences that connect to other subject areas, life, and career experiences. Wait time is not evident.	Frequently selects and facilitates student learning experiences that connect to other subject areas, life, and career experiences. Wait time is evident.	Consistently selects and facilitates learning experiences that connect to other subject areas, life, and career experiences. Wait time is evident.
11) Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.	Does not provide varied levels of assignments and materials which recognize the individuality of students and their developmental and special needs.	Occasionally provides varied levels of assignments and materials which recognize the individuality of students and their developmental and special needs.	Frequently provides varied levels of assignments and materials which recognize the individuality of students and their developmental and special needs.	Consistently provides varied levels of assignments and materials which recognize the individuality of students and their developmental and special needs.
12) Presentations and responses to students' questions demonstrate a thorough comprehension of content knowledge.	Does not evaluate teaching resources, curriculum materials, and instructional presentation for comprehensiveness, accuracy, and usefulness in meeting lesson objectives. Responses to student questions demonstrate lack of content knowledge.	Occasionally evaluates teaching resources, curriculum materials, and instructional presentation for comprehensiveness, accuracy, and usefulness in meeting lesson objectives. Responses to student questions demonstrate inadequate content knowledge.	Frequently evaluates teaching resources, curriculum materials, and instructional presentation for comprehensiveness, accuracy, and usefulness in meeting lesson objectives. Responses to student questions demonstrate appropriate content knowledge.	Consistently evaluates teaching resources, curriculum materials, and instructional presentation for comprehensiveness, accuracy, and usefulness in meeting lesson objectives. Responses to student questions demonstrate thorough content knowledge.
13) Uses multiple teaching and learning strategies to engage students.	Does not vary instructional process and role (e.g. facilitator, coach, guide) according to student needs and content matter. Uses few strategies to engage student interests and background.	Occasionally varies instructional process and role (e.g. facilitator, coach, guide) according to student needs and content matter. Uses several strategies to engage student interests and background.	Frequently varies instructional process and role (e.g. facilitator, coach, guide) according to student needs and content matter. Uses multiple strategies to engage student interests and background.	Consistently varies instructional process and role (e.g. facilitator, coach, guide) according to student needs and content matter. Uses multiple strategies to engage student interests and background.
14) Acts professionally and appropriately to unanticipated situations (e.g. emergency drills, ill child, visitor to the classroom).	Inappropriately responds to unanticipated or emergency situations.	Occasionally responds in a professional manner to unanticipated or emergency situations.	Responds in a professional manner to unanticipated or emergency situations.	Responds with competence and professionalism to unanticipated or emergency situations.

Passion for the Educator's Craft

As Advisors/counselors:				
Element	1 Behavior is Not Demonstrated (needs improvement)	2 Behavior is Occasionally Demonstrated (adequate)	3 Behavior is Frequently Demonstrated (successful)	4 Behavior is fully Integrated into Practice (exceptional)
15) Establishes rapport with students, enjoys being with them, and receives their respect and cooperation.	Reciprocal respect is not evident through interactions with students (e.g. students listen to, respond, and show consideration for student teacher; student teacher listens to, responds, and shows consideration to students) in the classroom and throughout the school.	Reciprocal respect is usually evident through interactions with students (e.g. students listen to, respond, and show consideration for student teacher; student teacher listens to, responds, and shows consideration to students) in the classroom and throughout the school.	Reciprocal respect is frequently evident through interactions with students (e.g. students listen to, respond, and show consideration for student teacher; student teacher listens to, responds, and shows consideration to students) in the classroom and throughout the school.	Reciprocal respect is consistently evident through interactions with students (e.g. students listen to, respond, and show consideration for student teacher; student teacher listens to, responds, and shows consideration to students) in the classroom and throughout the school.
16) Motivates students to achieve and encourages intrinsic motivation through individual and group learning activities	Uses a minimum of instructional strategies to deliver instruction (e.g. large group direct instruction, cooperative groups, flexible skill groups, peer coaching). Instruction does not engage students in learning activities. Opportunities for children to connect successful completion of instructional tasks to individual effort and personal feelings of competence are not evident.	Occasionally utilizes a variety of instructional strategies to deliver instruction (e.g. large group direct instruction, cooperative groups, flexible skill groups, peer coaching). Plans and implements lessons that engage students. Provides opportunities for children to connect successful completion of instructional tasks to individual effort and personal feelings of competence.	Frequently utilizes a wide variety of instructional strategies to deliver instruction (e.g. large group direct instruction, cooperative groups, flexible skill groups, peer coaching). Plans and implements lessons that actively engage students. Provides opportunities for children to connect successful completion of instructional tasks to individual effort and personal feelings of competence.	Consistently utilizes a wide variety of instructional strategies to deliver instruction (e.g. large group direct instruction, cooperative groups, flexible skill groups, peer coaching). Plans and implements lessons that actively engage students. Provides opportunities for children to connect successful completion of instructional tasks to individual effort and personal feelings of competence.
17) Incorporates students' life experiences and includes family and community into interactions with students.	Does not integrate student life experiences and community events into instructional planning. Children are not provided with opportunities to make relevant connections between school and home.	Occasionally integrates student life experiences and community events into instructional planning. Usually provides children with opportunities to make relevant connections between school and home.	Frequently integrates student life experiences and community events into instructional planning. Provides children with opportunities to make relevant connections between school and home.	Consistently integrates student life experiences and community events into instructional planning. Consistently provides children with opportunities to make relevant connections between school and home.

As Instructors/facilitators:				
18) Develops appropriate instructional methods based on class progress, students' needs and prior knowledge.	Does not use assessment data to determine student progress, develop instructional program, and establish objectives. Uses strategies to create opportunities for collaborative and independent learning. Use of quality resources (e.g. materials, technology, speakers, field trips, media) for instructional planning and delivery is not evident. Establishes goals for student learning which incorporate standards (national, state, and local).	Occasionally uses assessment data to determine student progress, develop instructional program, and establish objectives. Uses strategies to create opportunities for collaborative and independent learning. Demonstrates use of resources in instructional planning and delivery (e.g. materials, technology, speakers, field trips, media). Establishes goals for student learning which incorporate standards (national, state, and local), are appropriate to grade level scope and sequence, and integrate long and short term planning..	Frequently uses assessment data to determine student progress, develop instructional program, and establish objectives. Frequently uses a variety of strategies to create opportunities for collaborative and independent learning. Frequently demonstrates use of high quality resources in instructional planning and delivery (e.g. materials, technology, speakers, field trips, media). Frequently establishes goals for student learning which incorporate standards (national, state, and local), are appropriate to grade level scope and sequence, and integrate long and short term planning.	Consistently uses assessment data to determine student progress, develop instructional program, and establish objectives. Consistently uses a variety of strategies to create opportunities for collaborative and independent learning. Consistently demonstrates use of high quality resources in instructional planning and delivery (e.g. materials, technology, speakers, field trips, media). Consistently establishes goals for student learning which incorporate standards (national, state, and local), are appropriate to grade level scope and sequence, and integrate long and short term planning.
19) Writes lesson plans that are detailed, coherent, include instructional objectives and provide for subject integration.	Develops lesson plans which require extensive revision and are not completed in time for review by the cooperating teacher and university supervisor.	Develops lesson plans which require revisions and are usually completed in time for review by cooperating teacher and university supervisor on time.	Develops professional lesson plans which require minor revisions and are available and presented cooperating teacher and university supervisor on time.	Consistently develops professional lesson plans which are readily available and consistently presented to the cooperating teacher and university supervisor on time.
20) Facilitates instruction in individual, small group, and large groups with progressive skill.	Provides directions or models that are unclear to students. Ineffectively uses written and oral communications (e.g. grammar, punctuation, spelling, and handwriting).	Provides specific directions, usually using effective written and oral communication (e.g. grammar, punctuation, spelling, and handwriting). Occasionally uses successful discussion and questioning techniques.	Frequently provides clear and specific directions using effective written and oral communication (e.g. grammar, punctuation, spelling, and handwriting). Uses successful discussion and questioning techniques.	Consistently provides clear and specific directions. Models activities, assignments and effective written and oral communication (e.g. grammar, punctuation, spelling, and handwriting). Uses successful discussion and questioning techniques.

Element	1 Behavior is Not Demonstrated (needs improvement)	2 Behavior is Occasionally Demonstrated (adequate)	3 Behavior is Frequently Demonstrated (successful)	4 Behavior is fully Integrated into Practice (exceptional)
21) Demonstrates skill in classroom management.	Rarely organizes materials and physical space to provide for active and equitable engagement of students in productive and routine tasks. Plans are not made for effective use of time (e.g. transitions, independent work/study time), and most students are off task.	Occasionally organizes materials and physical space to provide for active and equitable engagement of students in productive and routine tasks. Plans for effective use of time (e.g. transitions, independent work/study time), however students are often off task.	Frequently organizes materials and physical space to provide for active and equitable engagement of students in productive and routine tasks. Usually plans for effective use of time (e.g. transitions, independent work/study time) to maintain student on task behaviors.	Consistently organizes materials and physical space to provide for active and equitable engagement of students in productive and routine tasks. Consistently plans for effective use of time (e.g. transitions, independent work/study time) to maintain student on task behaviors.
22) Identifies behavior problems and plans for their prevention and resolution.	Does not utilize the current classroom behavior management plan and school policies, procedures, and resources to analyze circumstances, identify behavior problems, and create plans to remedy situations as they occur. Minimal indication of effective classroom management practices.	Inconsistently utilizes the current classroom behavior management plan and school policies, procedures, and resources to analyze circumstances, identify behavior problems, and create plans to remedy situations as they occur. Unable to examine his/her own classroom management practices to determine their effectiveness.	Frequently utilizes the current classroom behavior management plan and school policies, procedures, and resources to analyze circumstances, identify behavior problems, and create plans to remedy situations as they occur. Usually examines his/her own classroom management practices to determine their effectiveness.	Consistently utilizes the current classroom behavior management plan and school policies, procedures, and resources to analyze circumstances, identify behavior problems, and create plans to remedy situations as they occur. Consistently examines his/her own classroom management practices to determine their effectiveness.
23) Uses a wide variety of instructional technologies to enhance student learning.	Rarely uses technology for any purpose.	Occasionally uses existing technology in the preparation and delivery of instruction.	Frequently uses existing technology to provide learning experiences for students. Frequently uses existing technology in the preparation and delivery of instruction.	Consistently uses existing technology to provide learning experiences for students. Consistently uses existing technology in the preparation and delivery of instruction.

24) Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual and the class as a whole.	Rarely provides feedback on student progress to students, parents and colleagues. Maintains inconsistent records of student work.	Occasionally provides feedback on student progress to students, parents and colleagues. Has involved students in self-assessment activities to help them become aware of their strengths and limitations and establish goals for learning. Maintains accurate records of student work and performances using technologies as appropriate.	Frequently provides feedback on student progress to students, parents and colleagues in a knowledgeable and ethical manner. Involves students in self-assessment activities to help them become aware of their strengths and limitations and establish goals for learning. Maintains useful, accurate records of student work and performances using technologies as appropriate.	Consistently provides feedback on student progress to students, parents and colleagues in a knowledgeable and ethical manner. Involves students in self-assessment activities to help them become aware of their strengths and limitations and establish goals for learning. Maintains useful, accurate records of student work and performances using technologies as appropriate.
As Colleagues:				
25) Collaborates with other professionals to solve problems and generate new ideas (e.g. acts as a team player).	Rarely shares ideas, seeks feedback, or incorporates suggestions into practices. Participates in mandatory faculty meetings.	Occasionally shares ideas, seeks and provides feedback, and incorporates suggestions into practices. Participates in faculty meetings, staff development, and in-service programs.	Frequently shares ideas and experiences, seeks and provides feedback, and incorporates suggestions into practices. Actively participates in faculty meetings, staff development, and in-service programs.	Consistently shares experiences, seeks and provides feedback, and incorporates suggestions into practices. Actively participates in faculty meetings, staff development, and in-service programs.
26) Follows school policy and procedures, respecting the boundaries of professional responsibilities when working with students, colleagues, and families.	Demonstrates lack of respect for school policies and procedures.	Inconsistently demonstrates professionalism (e.g. maintains appropriate appearance, is regular and prompt in attendance). Exhibits knowledge of school policies and procedures.	Frequently demonstrates professionalism (e.g. maintains appropriate appearance, is regular and prompt in attendance). Exhibits thorough knowledge of school policies and procedures.	Consistently demonstrates professionalism (e.g. maintains appropriate appearance, is regular and prompt in attendance). Exhibits thorough knowledge of school policies and procedures.
As Reflective Practitioners:				
27) Uses classroom observation, information about students, pedagogical knowledge, and research as sources for reflection, evaluation, and revision of practice.	Does not analyze classroom environment, monitor student progress, and/or utilize learner feedback to revise practices. Instructional strategies are rarely, if ever, adjusted.	Occasionally analyzes classroom environment, monitors student progress, and utilizes learner feedback to revise practices. Adjusts instructional strategies.	Frequently analyzes classroom environment, monitors student progress, and utilizes learner feedback to revise practices. Adjusts instructional strategies to enhance social relationships, motivate students, and promote academic engagement.	Consistently analyzes classroom environment, monitors student progress, and utilizes learner feedback to revise practices. Consistently adjusts instructional strategies to enhance social relationships, motivate students, and promote academic engagement.

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28) In reflections and conversations, questions social assumptions about the school curriculum (e.g. regarding ethnicity, gender, ability) and studies the impact of these assumptions on the lives of learners.	Does not reflect upon his/her personal beliefs, social assumptions, and/or preconceived notions that may adversely impact students.	Occasionally takes into account his/her personal beliefs, social assumptions, and preconceived notions when planning and delivering instruction.	Frequently takes into account his/her personal beliefs, social assumptions, and preconceived notions when planning and delivering instruction. Questions unconscious biases that may reinforce prejudicial patterns of social behavior and adversely impact students.	Consistently takes into account his/her personal beliefs, social assumptions, and preconceived notions when planning and delivering instruction. Questions unconscious biases that may reinforce prejudicial patterns of social behavior and adversely impact students.
29) Participates in professional dialogue and continuous learning to support personal development as a learner and teacher.	Unable to accept constructive criticism, displays a poor attitude, is not open to new ideas, and has difficulty accepting supervision.	Occasionally accepts constructive criticism, displays a positive attitude, is open to new ideas, and accepts supervision.	Frequently accepts constructive criticism, displays a positive attitude, is open to new ideas, and is accepting of supervision.	Consistently accepts constructive criticism, displays a positive attitude, is open to new ideas, and is accepting of supervision.
As Educational Leaders:				
30) Actively seeks and collaboratively shares a variety of instructional resources for development of learners.	Does not seek and/or share resources and information regarding instructional materials and strategies. School and community resources are not utilized in educational program planning.	Occasionally seeks and shares resources and information regarding instructional materials and strategies. Investigates school and community resources to enhance educational program.	Frequently seeks and shares resources and information regarding instructional materials and strategies. Frequently investigates school and community resources to enhance educational programming.	Consistently seeks and shares resources and information regarding instructional materials and strategies. Consistently investigates school and community resources to enhance educational programming.