

# **University of Wyoming**

## **School of Teacher Education**

**Secondary Education  
2019-2020 Student Teacher  
and Mentor Teacher Handbook**



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## SPRING 2020 UW STUDENT TEACHING DATES

From January 2-27, we will have two faculty members from the School of Teacher Education “on-call” who can be contacted in case of serious concerns. The two “on-call” faculty members are Dr. Todd Reynolds ([treynol6@uwyo.edu](mailto:treynol6@uwyo.edu)) and Dr. Alan Buss ([abuss@uwyo.edu](mailto:abuss@uwyo.edu))

### **ELEMENTARY AND SECONDARY EDUCATION MAJORS:**

Starting Date: UW Student Teachers are required to begin their student teaching semester when their Mentor Teacher reports to school in January after the winter break. For 2020, this is may be January 2<sup>nd</sup> or 3<sup>rd</sup>, depending on the school district. Please find out when teachers are required to be in schools in your assigned district and write that date below.

**My start date:** \_\_\_\_\_

Midterm Evaluation due: February 26, 2020 (Thursday)

Final Evaluation due: April 22, 2020 (Wednesday)

Last Day of Student Teaching: April 24, 2020 (Friday)

Please note that your faculty supervisor will provide due dates for submission of edTPA.

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**UW – Laramie Commencement:** May 16, 2020 (Saturday)

**The last day of student teaching may be adjusted depending on a student teacher’s start date for the semester, an unusual number of absences, or unsatisfactory progress in student teaching. Please reserve April 27- May 15, 2020 as possible extension days. Any deviations from this schedule must be reviewed and approved in advance by the relevant Department Head. Student Teachers are to adhere to the District Calendar, so are only to take District breaks and vacation days. Student Teachers should not arrange for other vacation days (e.g., UW spring break) or request different/additional vacation days from Mentor Teachers except in cases of unusual circumstances, and then only with permission from all Supervisors: UW Faculty, Site Facilitator, and Mentor Teacher. A purchased ticket does not count as an unusual circumstance.**

## KEY CONTACT INFORMATION

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### UW Faculty Supervisor

Name \_\_\_\_\_

Telephone \_\_\_\_\_ e-mail \_\_\_\_\_

### Mentor Teacher(s)

Name \_\_\_\_\_

Telephone \_\_\_\_\_ e-mail \_\_\_\_\_

Name \_\_\_\_\_

Telephone \_\_\_\_\_ e-mail \_\_\_\_\_

### Partner School Facilitator or District Liaison

Name \_\_\_\_\_

Telephone \_\_\_\_\_ e-mail \_\_\_\_\_

### School Principal

Name \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_

### Additional Contacts

#### Manager of Student Advising

Todd Krieger 307.766.2230 tkrieger@uwyo.edu

#### Coordinator of Student Advising

Christi Thompson 307.766.2230 chutch@uwyo.edu

#### Office of the Registrar

307.766.5272

#### Office of Student Financial Aid

307.766.2116

Advising, Career, and Exploratory Studies 307.766.2398

#### CoEd Graduation Coordinator

Debbie Martinez 307.766.6168 debm@uwyo.edu

#### Associate Dean, Undergraduate and Director, School of Teacher Education

Leslie S. Rush 307.766.2230 lrush@uwyo.edu

Judy Yates, Office Associate 307.766.3275 jyates5@uwyo.edu

#### Associate Director, Field Placements

Amy Spiker 307.766.5147 aspiker@uwyo.edu

UW College of Education web address:

<http://www.uwyo.edu/education/>

# MENTOR TEACHER ROLES AND RESPONSIBILITIES DURING STUDENT TEACHING

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The College of Education deeply appreciates those classroom teachers who give of their time and expertise to nurture new teacher professionals. These Mentor Teachers provide a great service to their districts, the UW College of Education, the state of Wyoming, and the profession. Expectations for Mentor Teachers include the following:

- Reviewing the mentor online modules available at:  
<http://uwyo3.catalog.instructure.com/browse/conted/courses/principles-of-mentoring>
- Serving as a role model and coach for Student Teachers.
- Assisting the Student Teachers in planning and preparing lessons, teaching, and assessing student learning.
- Providing time and support for Student Teachers as they complete the edTPA (a teacher performance assessment – see below for additional info).
- Providing regular feedback that is focused on improving practice and student learning in your classroom.
- Attending the preparation meeting along with Student Teachers (typically mid-late in the fall semester).
- Accepting primary responsibility for **classroom supervision** and **evaluation** of the daily performance of Student Teachers by
  - Completing the midterm evaluation and growth plan in collaboration with Student Teachers, and implementing the growth plan during the second half of the semester.
  - Completing final evaluation and narrative statement (or letter of recommendation).
- Helping the Student Teachers gain an appreciation for the values and expectations of the schools and the communities they serve.
- Informing parents of the UW Student teaching program.
- Providing continuous coaching (including praise and constructive criticism) that supports the professional growth of the Student Teachers through the entire student teaching experience.
- **Contacting the UW Faculty/Supervisor with any questions or concerns at any time during the semester.**

## Documenting Outcomes

- Make notations on the Student Teacher's rubric to document completion of outcomes.
- Complete the midterm evaluation, midterm growth plan, and final evaluation to verify successful completion of the outcomes.
- Debrief and provide feedback on lesson plans, teaching, assessment, professionalism, and classroom management practices.

## Evaluations

- Evaluations are required at midterm and semester end (in accordance with dates specified at the beginning of this handbook). ***Please see the calendar on page 3 of this Handbook.***
- Mentor Teachers will submit all evaluation forms using the LiveText assessment and data system. Information and directions will be e-mailed to all Mentor Teachers.

## Recommendations

The narrative statement portion of the final evaluation takes the form of a letter of recommendation for the Student Teacher.

The narrative should include:

- Brief description of the context of the setting in which Mentor worked with the Student Teacher.
- Description of the specific classroom responsibilities that the Student Teacher had and commentary on how well he/she met those responsibilities.
- Description of any extra duties in which the Student Teacher was involved.
- Description of the Student Teacher's involvement (type and extent) with parents and colleagues.

**Teacher Performance Assessment** – The University of Wyoming is part of a multi-state consortium using the edTPA, a teacher performance assessment. This assessment is designed to measure a set of core teaching skills that support student learning. For the edTPA, teacher candidates plan and teach a learning segment of 3-5 connected lessons, videotape some of this teaching, assess their students' work, provide feedback to support continued student progress, and finally, reflect on the effectiveness of their teaching practices throughout. Trained evaluators then score these assessments. Mentors will receive information about the edTPA from Student Teachers, UW faculty, and/or Partner District Facilitators. Additional information about the edTPA is available in the online modules linked above.

## IF DIFFICULTIES ARISE

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If difficulties arise during the student teaching semester:

- Discuss the problem(s) **immediately** with Mentor Teacher/Student Teacher if appropriate. **Always** contact UW Faculty/Supervisor, as well. In a Partner School setting, Mentor Teachers/Student Teachers may contact the Partner School Facilitator as the liaison with UW Faculty/Supervisor.
- Contact the UW Faculty/Supervisor if the problem(s) are not resolved. The call to the UW Faculty/Supervisor may come from the Student Teacher, the Mentor Teacher, or a Partner School Facilitator. The UW Faculty/Supervisor will travel to the school immediately when his/her presence is required.
- Mentor Teachers and Student Teachers are **strongly encouraged** to share any and all concerns regarding the Student teaching experience **at the first sign of difficulty**. Experience tells us that waiting to discuss concerns results in escalation of the problem.
- *If Mentor Teachers believe concerns are serious enough that the Student Teacher may not successfully complete the student teaching experience, then the UW Faculty/Supervisor must be notified no later than one week after the midterm evaluation in order for us to have time to resolve any problems.*

## CO-TEACHING MODEL

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The Wyoming Teacher Education Program expects that student teaching will be a "co-teaching" experience with both Mentor Teacher and resident sharing responsibility for planning, instruction, and students' learning. Student Teachers will collaborate closely with their Mentor Teachers to plan the student teaching semester based on levels of preparedness and the unique contexts of Mentor Teachers' students and classroom. It is expected each Student Teacher, at different times and in different parts of the semester, may be expected to take a secondary role, the lead role, or team-teach with the Mentor Teacher, keeping in mind that, above all, the students in these classrooms are the focus of every effort. The Student Teacher should become more independent as the semester continues and will ultimately, at times, assume full teaching responsibility to assure that all outcomes are met. The Mentor Teacher coaches, provides opportunities for reflection, and provides consistent feedback throughout the entire semester, including those times when the Student Teacher takes the lead instructional role. **We strongly encourage the Mentor Teachers to explore all opportunities for team teaching and collaborative pedagogies during the student teaching semester.**

## **STUDENT TEACHING TEAM**

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The Student Teacher, Mentor Teacher, Partner School Facilitator (where present), and UW Faculty/Supervisor comprise an educational team for this culminating field experience. Student Teachers gradually assume increasing responsibilities in their assigned classroom(s), experiencing the excitement of teaching and learning as well as meeting the challenges of complex professional expectations. During this semester, Student Teachers will demonstrate for the other members of the educational team that the outcomes listed in evaluation rubrics have been met.

## **STUDENT TEACHING EXPERIENCES**

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Experiences will vary according to the subject matter, Mentor Teacher expertise, and contextual constraints. This list includes experiences for which most Student Teachers will be responsible. Note the completion of any of these experiences on the outcomes rubric. If reasonable and appropriate, the Mentor Teacher should ask the Student Teacher to:

1. Use technology to support or extend student learning in the classroom.
2. Participate with the Mentor Teacher in all assigned "duties."
3. Provide remedial help to students.
4. Become familiar with cumulative records and federal privacy laws for children.
5. Develop a case study around a student with special needs.
6. Participate in an IEP meeting.
7. Discuss individual student needs with the Mentor Teacher, guidance counselor, and other appropriate support personnel.
8. Become familiar with the School Improvement Plan.
9. Take roll and record attendance.
10. Plan and arrange a bulletin board.
11. Learn attendance policies and procedures for the school and the district.
12. Keep records of homework and grades using digital options whenever possible.
13. Use maps, charts, and other instructional media to support instruction.
14. Bring in supplementary materials.
15. Locate visual, reference, and other teaching materials in the library or other school sources.
16. Use digital technologies, smart boards and other projection devices during instruction.
17. Examine and critique curriculum guides and textbooks.
18. Set up demonstrations including use of computer lab facilities.
19. Construct study guides, content outlines, and review materials.
20. Construct, administer, proctor, grade, and provide feedback for a variety of student assessments.
21. Discuss test results with students as a group, as individuals, and with parents.
22. Be aware of all of the agencies in the school district and community that provide specialized services for students.
23. Plan daily, weekly, and unit lessons.
24. Develop rubrics for the assessment of student projects.
25. Learn the school and district discipline policies and procedures.
26. Participate in the resolution of disciplinary problems.
27. Help plan a field trip.
28. Plan and guide class discussions.
29. Discuss with the Mentor Teacher and employ a variety of teaching methods.
30. Grade papers in a timely manner and provide appropriate feedback.
31. Analyze sets of homework assignments to make decisions about adjusting instruction.
32. Make a student progress chart.
33. Assist with reporting grades.
34. Write brief narrative reports of student progress.
35. Attend PTA/PTO meetings.

36. Attend faculty meetings.
37. Attend a school board meeting.
38. Attend a professional organization meeting (WEA, IRA, NCTM, etc.).
39. Work with faculty and/or parent committees.
40. Learn school policies: fire drills, accidents, assemblies, dismissals, signing in/out of the building, etc.
41. Make a seating chart.
42. Assist with co-curricular activities.
43. Learn the referral process for students needing help in speech, special education, reading, math, etc.
44. Work with resource teachers in reinforcement of areas such as computer skills, library skills.
45. Participate in parent conferences.

\*\*During the semester, Student Teachers may visit other classrooms, programs, and schools and may need to interview teachers and administrators to meet the required outcomes. Since time away from the classroom must be carefully planned to ensure effective teaching and learning for the students in the classroom(s), Student Teachers will need to schedule closely, and communicate well, with Mentor Teachers to make these arrangements. *Ultimately, it is the responsibility of the Student Teacher to be aware of and meet all evaluation criteria and deadlines.* Student teaching is a full-time job and Student Teachers will be expected to participate in before and after school activities that Mentor Teachers have as part of their regular duties (e.g., staff meetings, parent conferences, professional development workshops, school nights, etc.).



## Mentor Teacher Semester Checklist

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### Before the Student Teacher Arrives

- \_\_\_ Review the online mentor modules available at <http://uwyo3.catalog.instructure.com/browse/conted/courses/principles-of-mentoring>
- \_\_\_ Participate in the required regional Mentor Teacher/Student Teacher meeting with your Student Teacher.
- \_\_\_ Arrange a suitable work space for the Student Teacher.
- \_\_\_ Read the relevant sections of the *Student Teaching Handbook*.
- \_\_\_ Review the outcomes rubric.
- \_\_\_ Clarify questions of responsibility or expectation with the UW Faculty/Supervisor.
- \_\_\_ Enter important deadlines on calendars (e.g., midterm due date, final due date, etc.).

### Early in the Student Teaching Semester

- \_\_\_ Have a conversation with the Student Teacher to ensure that both of you understand evaluation processes, requirements, responsibilities, and deadlines.
- \_\_\_ Discuss the rubric for midterm and final evaluations.
- \_\_\_ Prepare questions for the UW Faculty/Supervisor visit.
- \_\_\_ Develop a tentative semester plan with the Student Teacher, including times to teach required edTPA lessons.
- \_\_\_ Clarify and discuss your school calendar, expectations for participation in before/after school activities, and important school district dates.
- \_\_\_ Discuss with the Student Teacher any unique needs/situations of children in this class.

### Midway through the Semester

- \_\_\_ Continue to review the outcomes with the Student Teacher on a regular basis.
- \_\_\_ Make notations on the rubric throughout the semester.
- \_\_\_ Provide lesson planning support and feedback; facilitate videotaping the selected lesson.
- \_\_\_ Debrief the lessons, lesson plans, and written critique with the Student Teacher.
- \_\_\_ Inquire as to progress on edTPA and other required assignments.
- \_\_\_ Help the Student Teacher schedule a mock interview.
- \_\_\_ Complete the midterm evaluation and midterm growth plan with the Student Teacher and provide feedback focused on professional growth and improvement (Submit via LiveText system. Directions will be e-mailed).
- \_\_\_ Print a copy of the midterm evaluation and midterm growth plan for your files.

### End of the Semester

- \_\_\_ Complete the final evaluation with the Student Teacher (record and submit in LiveText system).

### Final Week of Student teaching

- \_\_\_ Verify that all loaned teaching materials have been returned.
- \_\_\_ Verify that all keys have been returned.
- \_\_\_ Collect student grades and/or evaluations.

# STUDENT TEACHER ROLES AND RESPONSIBILITIES DURING STUDENT TEACHING

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## STUDENT TEACHER RESPONSIBILITIES

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- Review the Student Teaching Handbooks.
- Attend the mandatory Student Teacher/ Mentor Teacher meeting prior to the beginning of the semester (Methods instructors will know and communicate these dates specific to students' student teaching assignments).
- Be aware of UW College of Education, School of Teacher Education, and Teacher Preparation and Advising Office policies and deadlines.
- Be aware of school district policies and building expectations.
- **ALWAYS** demonstrate professional behavior and dress when interacting in a public school setting (classroom, district office, with parents, teachers' lounge, etc.).
- Do not use cell phone for calls or texting during class time or when on an assigned duty (e.g., bus, recess, lunch, etc.). Also, be aware that social networks are viewed by many different people and that what you put on social media can negatively affect your professional career during student teaching or as you apply for teaching positions.
- Professional expectations are explained more specifically in the *Professional Code of Conduct – Professional Conduct Guide* published by the Professional Teaching Standards Board:  
<http://wyomingptsb.com/wp-content/uploads/misc/PTSB-Code-of-Conduct.pdf>
- Develop a close association with the Mentor Teacher; take advantage of his/her professional knowledge and experiences.
- Prepare and teach assigned lessons with proficiency. This is your opportunity to demonstrate that you are ready to be a teacher!
- Accompany the Mentor Teacher to faculty, grade level, department, and IEP meetings, as well as other activities in which your Mentor Teacher participates as part of his/her responsibility.
- Be aware of the required outcomes for successful completion of EDSE 4500.
- Work with your Mentor Teacher to develop a classroom management plan congruent with his/her procedures and expectations.
- Recognize and acknowledge the Mentor Teacher as the ultimate authority within the classroom.
- Respect and follow the order of organizational lines in case of problems: (a) talk with your Mentor Teacher, (b) talk with your UW Faculty/Supervisor, (c) talk with your school principal only after your UW Faculty/Supervisor advises you to do so, and (d) talk with the Associate Director, Field Placements or the Associate Dean for Undergraduate Programs.
- Become familiar with the students in your classes and their special needs.
- Adjust to, rather than try to change, the classroom culture supported by the Mentor Teacher.
- Be aware of and sensitive to the values and expectations of the school and the community it serves.
- Model appropriate communication skills by using standard English grammar and language.
- Engage in frequent self-evaluation and accept constructive criticism and suggestions that support your professional and personal growth.
- NEVER embarrass or diminish the dignity of any student, parent, or colleague.
- Work with your Mentor Teacher to become familiar with any required curricula, the faculty handbook, emergency plans, district discipline policies/procedures, and access to instructional materials.

- Maintain confidentiality regarding pupils and other school personnel. This is a professional responsibility ... not a social interaction.
- Be in school every day and be there early.
- Understand that you are a guest in this school building, the district, and the community.
- Demonstrate behaviors in ALL settings that reflect your final transition to in-service teaching.

## **STUDENT TEACHING SYLLABI AND ASSIGNMENTS**

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Syllabi for all EDSE 4500 Student Teaching courses will be provided in all Methods II classes. Two copies will be provided, and residents are responsible for providing one copy to their Mentor Teacher. Requirements will vary by content area. Student Teachers may be required to complete some or all of the following assignments. See specific content area EDSE 4500 syllabi for detailed requirements.

- edTPA
- Reflective Journal
- Professional Portfolio
- Video Reflection
- Belief Matrix (see below)

## **BELIEF MATRIX**

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The Belief Matrix includes statements of a variety of individual beliefs. When complete, the Student Teacher has a one-page reflection of who she/he is as a teacher. The matrix is a positive foundation and confidence builder, and an aid in interview situations. The matrix may be included in your professional portfolio (if required).

To develop the matrix:

- Use the sample as a guide. You may or may not choose to use the embedded prompts.
- *Adjust the headings in each box or add additional headings to reflect individual beliefs.*
- List topical descriptors in each box which describe teaching beliefs, valued practices, and personalized statements about who you are as an educator.
- Other headings may include: Me, Professional Development, Current Issues, and/or Personal Philosophy.

<p>Curriculum</p> <ul style="list-style-type: none"> <li>• What is the importance of aligning curriculum with standards?</li> <li>• Where are my opportunities to integrate my curriculum with other content areas?</li> </ul>	<p>School as a Community</p> <ul style="list-style-type: none"> <li>• What characteristics contribute to a school being a worthwhile community?</li> <li>• How can I use democracy as a platform to develop community in my classroom?</li> </ul>	<p>Technology</p> <ul style="list-style-type: none"> <li>• What specific technology skills do I currently have?</li> <li>• What examples do I have of using technology to support or enhance instruction in my classroom?</li> </ul>
<p>Classroom Management</p> <ul style="list-style-type: none"> <li>• What theoretical foundation grounds my philosophy for classroom management?</li> <li>• What are 5 characteristics of a classroom that is being well-managed for students at XX grade level(s)?</li> </ul>	<p>Assessment</p> <ul style="list-style-type: none"> <li>• Why are both formative and summative assessments important tools for a teacher?</li> <li>• What are 5 characteristics of assessments that I consider for every large unit of instruction?</li> <li>• Is/should assessment in my classroom connected to the School Improvement Plan?</li> </ul>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> <li>• What are 4 different instructional strategies that I have used and why did I make each choice?</li> <li>• What are some fundamental differences between behavioral, cognitivist, and constructivist learning strategies?</li> </ul>
<p>Parent Involvement</p> <ul style="list-style-type: none"> <li>• What are two examples of parent involvement that have had positive results for your class or an individual child?</li> <li>• If a parent came to you and wanted to be more involved in their child's education, what suggestions would you give?</li> </ul>	<p>Personal Strengths</p> <ul style="list-style-type: none"> <li>• What personal characteristics do you bring to the profession of teaching that you expect of every teacher?</li> <li>• Why would a school district want to hire you?</li> </ul>	<p>Professional Development</p> <ul style="list-style-type: none"> <li>• What do you expect to be your professional development challenges and opportunities in the first 5 years of your teaching career?</li> <li>• How will you monitor your professional development needs in parallel with re-licensure requirements and potential changes in licensure requirements?</li> </ul>

\*Developed by S. Morrison, K. Von Krosigk, & B. Berube (12/2000)

## EMPLOYMENT STATUS DURING STUDENT TEACHING

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“The Student Teacher, during his field experience, is an employee of the district...for the purpose of workman’s compensation and liability insurance as provided for other district employees” (The Education Laws of Wyoming Annotated, 2005, Chapter 21-21-104, p. 607).

## SUBSTITUTING, COACHING, OTHER EMPLOYMENT DURING STUDENT TEACHING

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This policy statement is intended to maximize focus on the educational aspects of the student teaching semester. Additionally, it serves to clarify the criteria and process for the consideration of requests related to opportunities that result in monetary gain paid by a district to a candidate/Student Teacher during the student teaching semester. Candidates, school administrators, Mentor Teachers, clinical faculty, UW Supervisors, UW faculty, and staff in the Teacher Preparation and Advising Office are expected to abide by these policies.

### SUBSTITUTING

There may be occasions when a candidate’s Mentor Teacher is absent, and the candidate may be asked to assume responsibility for the Mentor Teacher’s classroom<sup>1</sup>. Candidates who may be considered for substitute teaching are those students enrolled in EDST 3000, EDEL 4109, 4309, 4409, EDSE 42XX, and EDEL/EDSE 4500 AND those who also meet these additional criteria:

- Another faculty member (or building administrator) with close physical proximity to the candidate’s classroom assumes supervision of the candidate/Student Teacher
- The candidate has a valid Wyoming substitute permit
- The building principal provides a brief written statement of approval that the candidate provides to the UW Faculty/Supervisor
- The Mentor Teacher recommends the candidate for the substitute responsibility
- The substitute assignment is in the candidate’s assigned classroom
- ***The maximum number of days allowed during one semester is five without seeking written permission for an extended term (see below)***
- The candidate has the prerogative to decline the substitute opportunity

**It is the responsibility of the candidate to notify her/his UW Faculty/Supervisor immediately when they accept a substitute assignment, regardless of the length of that assignment.**

***Request for an extended term as a substitute under extraordinary circumstances:***  
**If emergency circumstances arise and there is no qualified substitute available in the district**, the district may apply for an extension beyond the allowable five days under this additional policy:

The building principal must submit a written request for approval to the College of Education Associate Director for Field Placements, (Amy Spiker; [aspiker@uwyo.edu](mailto:aspiker@uwyo.edu)). The request must include: (a) the anticipated term of the requested extension, (b) statement of who will assume supervision of the Student Teacher and how often that supervision will occur, (c) the Student Teacher signature that he/she agrees that they are comfortable with the revised supervision plan, (d) acknowledgement that the “substitute supervisor” is responsible for completing all UW evaluation and observation responsibilities in lieu of the Mentor Teacher until he/she returns, and (e) signature of the building principal verifying district approval of the request.

Such requests should be submitted as much in advance as possible. **All requests are subject to review for approval.** The Associate Director will notify the principal, the candidate, relevant

district placement personnel, and the UW Faculty/Supervisor of the approval or denial of the request. **The maximum number of days that will be approved under any condition for any candidate in one semester is 10 total, consecutive or not consecutive. If a candidate is working in two 8-week student teaching experiences, the maximum number of days allowed in any 8-week experience is five.** Requests for substituting in content areas or preparation levels different from the student teaching assignment will not be approved (e.g., Secondary Social Studies Student Teacher substituting in Modern Languages).

In rare cases, a Student Teacher may substitute in other teachers' classrooms in which they have observed or assisted with classroom instruction. This is not advisable during student teaching because Student Teachers have a time requirement in their assigned classroom that necessitates prioritizing instruction in that classroom. The UW Faculty/Supervisor must be notified immediately if a Student Teacher is asked to substitute in this situation.

### **COACHING, OTHER EMPLOYMENT**

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The Student Teacher is expected to devote total focus and responsibility to teaching during the student teaching semester. This means other college classes, jobs, as well as extracurricular activities that interfere with successful completion of student teaching, are discouraged. There may be occasions when candidates are asked to engage in school-related activities that might constitute employment for a district employee (e.g., coaching, club sponsorship, etc.). The keys to determining appropriate employment are the following: 1) The experience should **DIRECTLY** relate to the student teaching assignment and level, 2) The experience may not involve any time out of the school day and/or consistent obligations that would interfere with the next day's classroom preparation, 3) The experience may not involve a designated title and/or contract that would put a Student Teacher in conflict between working for the district and the student teaching expectations. This is also a legal issue, 4) The experience may not involve sole responsibility for the students with whom the Student Teacher is working. A designated faculty supervisor must be in the vicinity at all times. Overall, we expect the Student Teachers to be prepared to participate in such school activities as a *volunteer*. No Student Teacher may be engaged in any paid opportunities without a specific request from the district and written approval from the UW Associate Dean, Undergraduate Programs.

### **FAILURE TO FOLLOW THESE POLICIES**

*The intent of these policies is to find a balance between the unusual circumstances that sometimes befall largely rural school districts and the need to assure a quality, Mentored experience for candidates as they prepare to enter the teaching profession. Districts, teachers, and/or Student Teachers who fail to comply with these policies may be sanctioned with a probationary period for future Mentor Teacher assignments or the withholding of the Institutional Recommendation for licensure.*

### **ATTENDANCE - POLICIES AND PROCEDURES**

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- Student Teachers are expected to report when the public school session begins after winter break. It is the student teaching candidate's responsibility to arrive based on the district's schedule. **Student Teachers should check with their Mentor Teachers well in advance to determine the start date for their assigned districts. If there are inservice or other professional activities planned before classes convene, Student Teachers are expected to participate in those activities with their Mentor Teachers. (See the calendar on page 3)**
- Student Teachers observe the school district calendar, not the UW calendar.
- Daily attendance - on time - is expected during student teaching except during illness or an emergency. The Mentor Teacher and the UW Faculty Supervisor must be informed of all illnesses and emergencies in a timely fashion.
- University regulations govern student absences during the Student teaching semester.

- When an absence occurs, lesson plans and accompanying materials must be sent to the school/ Mentor Teacher prior to the start of the school day (as if candidates are the teacher of record for that classroom preparing for a substitute).
- Student Teachers are allowed up to four sick/personal days during student teaching. Any days beyond that must be made up at the end of the semester.
- Extended absences will be made up according to the timeframe set by the Mentor Teacher and the UW Faculty Supervisor.

# STUDENT TEACHING TIMELINE AND CHECKLIST FOR STUDENT TEACHERS

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## Before Leaving Campus

- \_\_\_ Check WyoWeb/Degree Works for your remaining graduation requirements.
- \_\_\_ Request a graduation check from the UW Office of the Registrar.
- \_\_\_ Submit intended graduation date to the Office of the Registrar in writing.
- \_\_\_ Review this Student Teaching Handbook
- \_\_\_ Register for EDSE 4500 with the instructions provided by the OTE.

*Candidates at UW-C will register through the UW office in that region.*

**Note:** 1) Teaching Secondary Content Graduate Certificate students register for 11 credits of EDSE 4500 and 4 credits of EDCI 5990.

## Early in the Student Teaching Semester

- \_\_\_ Review responsibilities and timelines outlined in this handbook.
- \_\_\_ Develop a tentative semester plan with the Mentor Teacher and UW Faculty/Supervisor.
- \_\_\_ Review the outcomes rubric on a weekly basis and keep your Mentor Teacher up-to-date on areas not yet demonstrated.
- \_\_\_ Develop a schedule and a process for making notations on the outcomes rubric.
- \_\_\_ Develop a schedule with your Mentor Teacher for regular sharing/feedback discussions. Let your UW Faculty/Supervisor know what the schedule is.
- \_\_\_ In consultation with your Mentor Teacher, plan for all required edTPA lessons and videotaping.

## Midway Through the Semester

- \_\_\_ Document practice with, or completion of, outcomes (weekly) on the rubric.
- \_\_\_ Complete the edTPA and debrief with your UW supervisor and Mentor Teacher. Add notes from this debriefing to your outcomes rubric.
- \_\_\_ Photograph selected lessons and activities that you create (e.g., bulletin boards, student projects, field trips, school-wide activities). [Optional]
- \_\_\_ Review the job search and licensure process.
- \_\_\_ Complete the midterm evaluation and midterm growth plan with your Mentor Teacher no later than week 8.
- \_\_\_ Make sure your Mentor Teacher has completed the midterm evaluation and midterm growth plan and has submitted this evaluation in the LiveText assessment and data system.
- \_\_\_ Complete professional portfolio draft and share the draft with the UW Faculty/Supervisor.
- \_\_\_ Schedule mock interview with the principal and the interview team as required for your final evaluation. Consult with your UW Faculty/Supervisor if you have questions about this in preparation for spring job fairs.
- \_\_\_ Download licensure applications from the PTSB or other state's licensure agency, and send your Institutional Recommendation (IR) request to the Teacher Preparation and Advising Office.

## End of the Semester

- \_\_\_ Submit edTPA on or before the deadline dictated by your methods instructor.
- \_\_\_ Complete all assignments found in the Student Teaching syllabi for your content area.
- \_\_\_ Complete professional portfolio.
- \_\_\_ Complete mock interview.
- \_\_\_ Review the professional portfolio with the UW Faculty/Supervisor.
- \_\_\_ Read and review the Final Student Teaching Evaluation.



**Final Week of Student teaching**

- \_\_\_ Return borrowed teaching materials, teachers' guides, library/media materials, etc.
- \_\_\_ Return keys or other property.
- \_\_\_ Leave grades and evaluations for students in your classroom(s) with the Mentor Teacher.

## PARTNER SCHOOL FACILITATOR ROLES AND RESPONSIBILITIES

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Each Partner School site has a person designated as the Partner School Facilitator. These persons are employed on behalf of the UW College of Education with primary responsibility to serve as a liaison between the CoEd Partner School faculty and administration, district administration and faculty, and the UW Teacher Preparation and Advising Office in matters related to the formal partnership agreements.

In general, these personnel support the WTEP in these ways:

- Make classroom visits to complement UW faculty visits.
- Act as the “point of contact” for Mentor Teachers and Student Teachers to provide first level mediation and communicate with appropriate CoEd faculty and district administration on all matters.
- Arrange for regular meetings/seminars with Student Teachers at that site as requested by Partner School faculty.
- Collect assessment/evaluation data or other candidate data as requested.
- Prepare newsletters and/or periodic updates that will be shared across the district and the CoEd regarding Partner School activities and accomplishments.
- Be knowledgeable of existing agreements between the district and the CoEd and impartial in interpreting those agreements.
- Be knowledgeable and supportive of the undergraduate teacher licensure programs, including the unique aspects of the elementary and secondary education programs.
- Provide support for logistics of all Partner School site activities.

# UW FACULTY/SUPERVISOR ROLES AND RESPONSIBILITIES DURING STUDENT TEACHING

The UW Faculty/Supervisor has the responsibility of coordination between the WTEP and the placement school in all matters that involve the UW Student Teacher and the assigned Mentor Teacher. She/he is responsible to the CoEd for the overall success of the student teaching experience and for assignment of course credit upon successful completion of the student teaching by the Student Teacher. In the Partner School settings, the UW Faculty/Supervisor collaborates with the Partner School Facilitator to assure communication across all personnel involved in the Mentoring partnership. Additionally, UW faculty supervisors will

- Clarify university expectations for the roles of the Student Teacher, Mentor Teacher, principal, and UW Faculty/Supervisor as appropriate.
- Support the Student Teacher in completion of edTPA.
- Visit the Mentor Teacher and Student Teacher a minimum of two times for placements in non-Partner School sites. Visits to Partner School site placements will reflect the MOU agreement in each district.
- Create a log of brief written summaries of these observations and conferences with the Student Teacher and/or the Mentor (sample included below).
- Review lessons and lesson plans as requested.
- Maintain communication throughout the semester between the Student Teacher, the Mentor Teacher, and the College of Education.
- Assist the Student Teacher in improving skills in any area(s) identified (e.g., planning, classroom management, professional behaviors, schedule conflicts, etc.).
- Answer questions or make referrals in a timely fashion.
- Visit as soon as possible if an emergency arises.
- Review the midterm evaluation and final evaluation when received.
- Evaluate the professional portfolio (if required).
- Assign the final grade for the completion of EDSE 4500.

## WTEP Visitation Record (Sample)

Student Teacher \_\_\_\_\_ Time Observed: from \_\_\_\_\_ to \_\_\_\_\_

School \_\_\_\_\_ Subject/Topic \_\_\_\_\_ Grade(s) \_\_\_\_\_

I. Type of Contact:      ☐ Orientation Conference      ☐ Midterm/Final Evaluation Conference  
                                 ☐ Informal Conference  
                                 ☐ Classroom Observation      ☐ Course Requirement Review Conference

II. The activities in which the Student Teacher was engaged at this time were:  
☐ Large group instruction      ☐ Team teaching with Mentor Teacher      ☐ Individual tutoring  
☐ Small group instruction      ☐ Other (please describe)

III. The strengths of the Student Teacher to date seem to be:

IV. Areas in need of improvement or additional development/practice by the Student Teacher to date seem to be:

V. Post-observation conference notes:

VI. Estimate of Resident Teacher progress to date:  
☐ Standard Progress      ☐ Less than Standard      ☐ Needs to work toward immediate improvement

Date \_\_\_\_\_ UW Faculty/Supervisor \_\_\_\_\_  
Mentor Teacher Initials \_\_\_\_\_ Student Teacher Initials \_\_\_\_\_

## PRAXIS II INFORMATION

**Effective July 2014:** Praxis testing requirements for a WY Standard Certificate (initial licensure to teach) have been revised by the Wyoming Professional Teaching Standards Board. Rules and regulations governing add-on endorsements to the Standard Certificate have also been revised. Details about PTSB testing requirements and application forms for licensure and adding endorsements can be found at <http://ptsb.state.wy.us/>.

### Must all WTEP Student Teachers take a Praxis exam?

No. Secondary Social Studies and Elementary Education majors must take a Praxis exam for Wyoming licensure.

### What exam do I take?

Elementary Education

Test Name and Number	Required Passing Score	Cost
Elementary Education: Multiple Subjects (5001)		\$170
Subtest: Reading & Language Arts (5002)	157	Cost incurred only on re-test
Subtest: Mathematics (5003)	157	Cost incurred only on re-test
Subtest: Social Studies (5004)	155	Cost incurred only on re-test
Subtest: Science (5005)	159	Cost incurred only on re-test

Secondary Social Studies

Test Name and Number	Required Passing Score	Cost
Social Studies: Content Knowledge (5081)	158	\$120

Science Education majors are strongly encouraged to take the Praxis II examination for their content areas and to take the Middle School Science Test. See information on the Secondary Education website: [www.uwyo.edu/seced](http://www.uwyo.edu/seced).

**Recipient Code # to have results reported to the WY PTSB: 8500**

### How do I prepare?

At *Tests at a Glance* (on the website: [www.ets.org/praxis](http://www.ets.org/praxis)), you can familiarize yourself with the structure and the content of the test. Test preparation books are available by mail or online (see <http://www.ets.org/praxis/prepare/materials> for details).

### When should I take the test?

We recommend that you take the exam during Phase III of your program. Consider that there will be lag time of 4 to 6 weeks between taking the exam and the reporting of your score to the WY PTSB. PTSB has final approval for licensure. Tests are administered many times per year and dates are available at [http://www.ets.org/praxis/register/centers\\_dates](http://www.ets.org/praxis/register/centers_dates). You can **register** for the exam online (see [www.ets.org/praxis](http://www.ets.org/praxis) for details). You can take the exam as many times as you wish.

### Where do I take the test?

In Wyoming, tests will be administered in Casper, Cheyenne, and Laramie.

### What happens if I don't pass?

You have one year from the date of your application for initial licensure to present a passing score to obtain a Standard WY Teaching Certificate.

**Where do I get additional information?** University Testing Center ([utc@uwyo.edu](mailto:utc@uwyo.edu)), PTSB (800-675-6893), or [www.ets.org/praxis](http://www.ets.org/praxis)

## Obtaining Teacher Licensure in Wyoming and Other States

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As you complete your student teaching semester, you should start thinking about obtaining teacher licensure.

### **For licensure in Wyoming (through the Professional Teaching Standards Board) for B.A., B.S., and Graduate certificate licensure students:**

1. Complete a brief UW College of Education application for an IR here:  
<http://tinyurl.com/kpsd6p5>.
2. Download the Professional Teaching Standards Board (PTSB) application form
3. Fill out Section I of the page labeled "Institutional Recommendation" (IR) and send it to the Teacher Preparation and Advising Office (TPAO) by fax, mail, or hand. The TPAO is located in Room 100, McWhinnie Hall. The address is **Teacher Preparation and Advising Office, Dept 3374, 1000 E. University Avenue, Laramie, WY 82071** and the fax number is (307) 766-2018.
4. The completed IR will be mailed to you once your degree and date of graduation have been posted to your UW transcript.
5. Send your completed application, the Institutional Recommendation, and any other required documentation, fee(s), etc. as specified in the instructions to the Wyoming Professional Teaching Standards Board.

### **For licensure in other states:**

1. Complete a brief UW College of Education application for an IR here:  
<http://tinyurl.com/kpsd6p5>.
2. Download the application for teacher licensure from the target state's Board of Education or Licensure/Licensure website.
3. Complete the form as requested and send a copy of the Standard Licensure/Institutional Recommendation form to the Teacher Preparation and Advising Office, Dept 3374, 1000 E. University Avenue, Laramie, WY 82071.
4. If required for licensure in other states, your official UW transcript can be requested from the Registrar's Office in Knight Hall, Room 167. The phone number for the Registrar's Office is (307) 766-5272. Transcripts can also be ordered online from the Registrar's office:  
[www.uwyo.edu/registrar](http://www.uwyo.edu/registrar).
5. If any questions arise regarding the document for out-of-state licensure, you should contact that state's Licensure/Licensure Office to clarify details.
6. Official transcripts from other colleges or universities you may have attended should be ordered directly from those institutions.

## Frequently Asked Questions About Licensure

### **Should I send the Institutional Recommendation to the OTE now or should I wait until after graduation?**

Applicants can send the form in at any time; we complete them on a first-come, first served basis as soon as degrees are posted by the Registrar's Office.

### **Why can't the Teacher Preparation and Advising Office forward the Institutional Recommendation on to the PTSB? If I include an envelope with postage affixed addressed to PTSB can the Teacher Preparation and Advising Office forward the IR on to the PTSB for me?**

The PTSB requires applications to be submitted as a complete package, so this is not possible. Once the graduate has assembled every component required by the PTSB, the student is responsible for sending the document to the PTSB, along with the appropriate fee(s).

### **On the Institutional Recommendation form in the second box it states please do not write below the line. How do I list what area(s) I am requesting licensure in?**

There are two options that can be used to provide this information to the Teacher Preparation and Advising Office:

- Option 1: Provide this information in the online application form (<http://tinyurl.com/kpsd6p5>), so that we can complete your IR appropriately.
- Option 2: Write down the area you are eligible to receive licensure in, including additional endorsements, on the document. Once the document is submitted to the Teacher Preparation and Advising Office it will be retyped before being mailed back to you for submission to the PTSB.

### **Is there a fee for completing the Institutional Recommendation?**

The Teacher Preparation and Advising Office does not charge a fee for completing the Institutional Recommendation. There is a fee for licensure; that should be sent directly to the PTSB or the state agency for your target state.

### **Who should I contact with my question?**

- If you have questions regarding the Institutional Recommendation please call the Teacher Preparation and Advising Office at (307) 766-2230.
- If you have questions about the document as a whole please call the Professional Teaching Standards Board at 1-800-675-6893.
- If you have question about obtaining transcripts or graduation posting, please call the Office of the Registrar at (307) 766-5272.

## THE JOB SEARCH

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The University of Wyoming's ACES (Advising, Career, and Exploratory Studies) Center is available to support you in developing through its website: <http://www.uwyo.edu/aces/career-services/index.html> by telephone at (307) 766-2398 or by email at [aces@uwyo.edu](mailto:aces@uwyo.edu).

One particularly helpful resource for writing resumes and preparing for career fairs is the ACES's Center e-book: <http://ebook.career-guides.net/default.aspx?cgid=22>

The ACES Center sponsors the UW Teacher Fair, which is an opportunity to interview with many Wyoming school districts, as well as schools from other states and countries. More information about the UW Teacher Fair can also be found on the ACES website.

You should also plan to work with your Mentor Teacher, UW Faculty Supervisor and the Partnership District Facilitator in your school district to develop appropriate resumes and other job search materials. Opportunities might be provided to you to participate in job preparation seminars or mock interviews with school district personnel.

Other websites where you can find helpful information about job postings are listed below.

[www.teacher-teacher.com](http://www.teacher-teacher.com): Website description: "Teachers-Teachers is a free service designed to help educators find new and exciting teaching jobs, administrative jobs and other related service positions. The service is easy-to-use and helps you efficiently find teaching jobs by position area and location."

<http://www.wsba-wy.org/vacancies.aspx>: The Wyoming School Boards Association provides listing of school district openings in Wyoming.

Individual school districts also provide information about job openings on their websites.

# SECONDARY STUDENT TEACHING EVALUATION RUBRICS

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Midterm and final student teaching evaluation rubrics can be found for content areas as shown below.

## SECONDARY STUDENT TEACHING MIDTERM AND FINAL EVALUATION RUBRICS

<b>Agriculture, Social Studies, and Technical Education .....</b>	<b>25</b>
<b>English.....</b>	<b>39</b>
<b>Mathematics.....</b>	<b>49</b>
<b>Science.....</b>	<b>65</b>
<b>Modern Languages.....</b>	<b>81</b>



# STUDENT TEACHING MIDTERM EVALUATION RUBRIC

## Social Studies, Agriculture, Technical Education

At the halfway point of student teaching, the mentor teacher will complete the midterm assessment for the student teacher. The guiding presupposition of this midterm is that ALL student teachers can continue to demonstrate growth throughout the entirety of student teaching. This rubric lists the outcomes that the student teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. This midterm is now a two-point rubric, meaning that the student is either demonstrating the behaviors or not; it is also accompanied by a link to a form that the mentor teacher will use, in collaboration with the student teacher, to set growth goals and to make plans to accomplish those goals.

Experienced mentors will notice that this midterm is different than previous midterms, and different than the final assessment. The purpose of the midterm is to determine where students are experiencing success, and where they might be struggling. To create the two levels of performance, we combined the basic, proficient, and advanced levels into one “Basic and Beyond” level, and we kept the “Unsatisfactory” level. Since we are only at the midpoint of the semester, students may only be at the basic level, but that is appropriate for this time. If, however, the student is “Unsatisfactory” in a category, this is a necessary distinction that the mentor teacher need to make, and an area of growth that we need to identify for the student teacher. By doing the midterm in this fashion, we can see where the student teacher is unsatisfactory, and where he or she is basic and beyond, and move more explicitly and concisely to help that student. In addition, we will ask mentor teachers to work with their student teacher to establish growth goals and plans for those goals.

There are three steps to this midterm.

- 1) In LiveText, the mentor teacher will complete the rubric using either “Unsatisfactory” or “Basic and Beyond” as the two levels. If the student is meeting the “Basic and Beyond” descriptor as written, the mentor teacher will click on the box for “Basic and Beyond.” If, on the other hand, the student is not meeting the outcome as written, please assess the student as “Unsatisfactory.” Any assessment of “Unsatisfactory” should be accompanied by comments to explain the existing issues. If the student teacher has not yet had the opportunity to perform on a specific category, the mentor teacher should choose “N/A.”
- 2) Within this rubric on LiveText, mentor teachers will be provided with a link to use to set growth goals. For this section, in collaboration with the student teacher, the mentor teacher should choose 3-5 specific categories that will serve as growth goals. If the student had an Unsatisfactory in any area(s), that category, or those categories, should be included here.
- 3) Once the growth goal categories are selected, mentor and student teachers will collaboratively write a plan for addressing those goals during the remainder of student teaching. This collaboratively drawn plan will be made available to the university supervisor, who will use it for the remaining part of the semester to inform observations and assistance.

This process is a little longer than previous midterms, but it helps to give mentor and student teachers as well as university supervisors more information regarding strengths and weaknesses of the student teacher. Additionally, it helps to create a plan for all student teachers for the second half of student teaching.

Thank you for taking the time to work with a student teacher this semester. We know how much time and effort you put into it, and how valuable it is to the profession. We hope that this new midterm will help all of us communicate clearly to help the student teachers continue to grow and achieve, and become the teachers we know and hope they will be.

	<b><i>Unsatisfactory</i></b>	<b><i>Basic and Beyond</i></b>
<b>1. Knows and models professional ethics and behavior</b> (CoEd 3.4, 5.3)	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not comply with school policies regarding absences, dress, tardies, meetings, etc.</li> <li>* demonstrates prejudice toward individuals or groups</li> <li>* takes an authoritarian stance with individual and classroom interactions</li> </ul>	<p>At a minimum, the student teacher displays</p> <ul style="list-style-type: none"> <li>* incomplete knowledge of school policies</li> <li>* minimally appropriate professional behavior.</li> <li>* minimal attention to cultivating sense of democratic classroom community</li> </ul> <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> <li>* attends required meetings, displays appropriate behaviors, and accepts constructive criticism</li> <li>* demonstrates respect for each student, within a democratic classroom community</li> <li>* supports a classroom that demonstrates democratic ideals, in which students are actively engaged in critical inquiry and practices related to social justice</li> </ul>
<b>2. Effective work with diverse learners</b> (CoEd 3.3, 5.1, 5.4, 7.3, 8.3)	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, or assessments</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments</li> <li>* collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment</li> </ul>
<b>3. Positive and effective classroom management</b> (CoEd 3.4, 5.1, 7.3)	<p>In terms of environment, instructional choices, and management of student behavior, the student teacher</p> <ul style="list-style-type: none"> <li>* does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.)</li> <li>* does not adequately plan, set goals, and establish realistically high expectations for learners</li> <li>* does not effectively use clear directions/procedures, materials, transitions, and positive responses to behavior</li> <li>* uses sarcasm, negative reinforcement, and rewards inappropriately</li> </ul>	<p>At a minimum, the student teacher acknowledges the critical roles of classroom environment, instructional choices, and management of student behavior. This may include the following:</p> <ul style="list-style-type: none"> <li>* adjusts physical room environment only when prompted;</li> <li>* sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners;</li> <li>* inconsistent use of effective materials, transitions, and positive responses to behavior;</li> <li>* limited use of sarcasm</li> </ul> <p>The student teacher may perform at a much higher level in terms of classroom environment, instructional choices, and management of student</p>

		<p>behavior. This may include the following characteristics:</p> <ul style="list-style-type: none"> <li>* demonstrates understanding of correlation between physical environment and student learning'</li> <li>* takes initiative to see that the classroom provides a nurturing and safe learning environment for all students</li> <li>* consistently demonstrates thoughtful planning, appropriate goal-setting, realistically high expectations for all learners, appropriate use of materials, and effective transition strategies</li> <li>* attends to non-instructional duties (attendance, lunch count, etc.) while learners are engaged with academic tasks</li> <li>* provides clear and concise directions and procedures</li> <li>* independently plans and implements comprehensive lessons that integrate learner motivation, monitoring, and classroom expectations.</li> <li>* consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions</li> <li>* consistently uses positive reinforcements and rewards for all learners</li> <li>* actively employs creative ways to promote learning and self-discipline</li> </ul>
<b>4. Content-Specific Pedagogy</b> (CoEd 1.6)	<p>The student teacher</p> <ul style="list-style-type: none"> <li>*does not create opportunities and experiences for students to connect to the discipline in a meaningful way</li> <li>* plans using only published teacher guides</li> <li>* uses only whole class lecture and assessment</li> <li>* uses assessment only for grading purposes</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* creates limited opportunities/experiences for students to connect to the discipline in a meaningful way</li> <li>* consistently depends on mentor teacher for ideas</li> <li>* needs frequent guidance for preparation and implementation of lessons and instructional strategies</li> <li>* has problems transferring knowledge to students</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* creates frequent or consistent opportunities/experiences for students to connect to the discipline in a meaningful way</li> <li>* integrates standards, benchmarks, assessments, and enrichment for learning in lesson plans</li> <li>* encourages critical thinking</li> <li>* responds to suggestions from mentor teacher and shows growth</li> <li>* uses assessments and materials that reflect learning</li> <li>* shows independence in using multiple teaching strategies and applying a variety of theories</li> <li>* works as a facilitator for learning</li> <li>* brings understanding of content</li> </ul>

		knowledge discipline to team collaboration
<b>5. Adequate content knowledge in teaching field and an ability to gather additional content and/or resources as needed</b> (CoEd 1.4, 1.6)	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* consistently makes content errors</li> <li>* does not correct content errors of students or self</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* draws on basic content knowledge only</li> <li>* demonstrates little incentive to gather additional and/or supplemental content material</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* demonstrates strong content knowledge</li> <li>* makes connections between content and other disciplines and within the discipline</li> <li>* gathers additional content as needed</li> <li>* consistently takes initiative to select content that goes beyond traditional texts</li> <li>* challenges students to think critically as they explore ways to connect content to other disciplines</li> </ul>
<b>6. Alignment of instructional strategies and assessment with standards and the needs of the learner</b> (CoEd 1.6,4.1, 4.2, 7.1, 7.2, 7.3)	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* uses only plans from published teacher guides or develops lesson plans that are incomplete and/or untimely</li> <li>* uses assessment for grading purposes only</li> <li>* does not integrate planning with standards, benchmarks, and assessments</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* adequately develops short-term plans in a timely fashion</li> <li>* develops lesson plans that demonstrate limited reflection on rationale and solutions for improvement</li> <li>* develops lesson plans that reflect some integration with standards, benchmarks, and assessments</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* develops lesson plans that integrate standards, benchmarks, and assessments and are tied to long-term goals</li> <li>* reflects on lesson and implements changes based on reflections</li> <li>* participates in cooperative teaching and open communication with mentor teacher</li> <li>* uses assessment to inform instruction and planning</li> <li>* is capable of preparing lessons and materials independently, including appropriate supplementary materials</li> <li>* skillfully manages time for correctives and enrichments</li> </ul>
<b>7. Sensitivity to school, community, and world cultural diversity</b> (CoEd 3.4, 5.1, 5.2)	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* lacks awareness of cultural diversity with respect to culture, school or community</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* occasionally addresses the cultures of individual students, the school and community, but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* develops lessons and support that</li> </ul>

		<p>reflect an understanding of multicultural education and learners' social, emotional, and physical needs</p> <ul style="list-style-type: none"> <li>* respects confidentiality</li> <li>* models sensitivity to cultural differences</li> <li>* actively seeks additional knowledge with respect to school, community, world cultures</li> </ul>
<p><b>8. Consideration of legal rights and responsibilities and safety rules and emergency situations</b> (CoEd 10.2)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* displays limited knowledge of legal rights and/or safety rules</li> <li>* relies on mentor teacher to deal with emergency situations</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* respects legal rights and safety rules but needs occasional reminders</li> <li>* participates in managing emergency situations</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* acts upon legal rights and responsibilities and follows safety rules</li> <li>* independently demonstrates respect for legal rights of others</li> <li>* can identify an emergency situation as defined by school policy and acts appropriately</li> <li>* attends policy meetings offered by the school district</li> <li>* seeks further knowledge of learner's health, family, or community</li> </ul>
<p><b>9. Appropriate use of school and community resources</b> (CoEd 7.4, 9.2)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not seek outside human or physical resources that would enhance student learning</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* shows limited engagement in actively involving outside resources</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* includes use of outside human resources (e.g. other teachers, technology specialists, librarians, etc.) and physical resources (e.g., videos, library books, internet uses, etc.) in lesson planning and implements these resources effectively</li> <li>* involves students in project research and development using human and physical resources</li> </ul>
<p><b>10. Appropriate application of knowledge of human growth and development</b> (CoEd 4.2)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* uses developmentally inappropriate activities and/or assignments</li> <li>* does not plan appropriate activities and/or assignments for diverse learners</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* plans developmentally appropriate activities and assignments for diverse learners in consultation with mentor</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* plans developmentally appropriate activities and assignments for diverse learners, considering both cognition and interest</li> <li>* involves students in planning and implementing ideas</li> <li>* provides rich opportunities for students to gain deep understandings</li> </ul>

<b>11. Effective oral and written communication skills of the Student Teacher</b> (CoEd 6.2, 6.4)	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* speaks inaudibly or containing grammatical errors or in a manner inappropriate for the class level</li> <li>* writes illegibly or containing grammatical or spelling errors or in a manner inappropriate for the class level</li> <li>* seldom incorporates classroom discussion and questioning techniques</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* speaks and writes in grammatically standard ways and in a manner appropriate to class level</li> <li>* corrects errors when prompted</li> <li>* uses low-level questions during class discussions</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* speaks and writes appropriately in both informal and formal genres</li> <li>* uses high-level questioning techniques during class discussions</li> <li>* uses multiple written and oral strategies to challenge students and stimulate their language development</li> </ul>
<b>12. Appropriate use of technology</b> (CoEd 6.5)	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* displays limited ability to select and implement appropriate technology in planning, instruction, and assessment</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* selects and implements a variety of technology in planning, instruction, and assessment</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* encourages students to innovate with appropriate technology</li> </ul>
<b>13. Works effectively in a variety of ways with parents/guardian; Assists with evaluations and reports (e.g., report cards)</b> (CoEd 8.3)	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not contact parents or guardians</li> <li>* displays a lack of empathy for parental concerns</li> <li>* depends entirely on mentor for evaluation input</li> <li>* does not record student progress</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* needs guidance and suggestions from mentor on how to talk with parents/guardians</li> <li>* makes minimal parent/guardian contact</li> <li>* demonstrates some ability to empathize with parental concerns</li> <li>* scores and records papers and written work, though not always in a timely manner</li> <li>* does limited assessment of instructional goals</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* teams with mentor for guided experience when working with parents (i.e. conferences, telephone calls) or manages positive parent contacts independently</li> <li>* responds to parental concerns professionally and with sensitivity in consultation with mentor</li> <li>* assesses instructional goals consistently</li> <li>* gathers assessment data with minimal guidance from mentor</li> <li>* scores and records student work accurately and in a timely manner, and understands timely scores and records as a way to involve parents in student achievement</li> <li>* assists with evaluations, report cards, etc.</li> <li>* conveys sincere caring and willingness to listen to</li> </ul>

		parents/guardians and engages in open communication and records as a way to involve parents in student achievement
<b>14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities (CoEd 10.1)</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* avoids becoming involved in school or district programs, projects, or events or participates inappropriately</li> <li>* shows lack of knowledge of school improvement plan or does not become involved with school improvement activities</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* participates in school or district programs, projects, or events when specifically asked with an appropriate level of participation</li> <li>* seeks information concerning school improvement plan and is minimally involved with school improvement activities</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* contributes as necessary and appropriate in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings</li> <li>* demonstrates knowledge of school improvement plan and participates in school improvement activities as appropriate</li> <li>* observes teachers other than the mentor</li> <li>* volunteers for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.) or uses outside class time to participate in additional programs and/or professional development</li> </ul>
<b>15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1)</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* is not open to new ideas or programs</li> <li>* does not accept constructive criticism or suggestions for development as a professional educator</li> <li>* does not reflect on growth or methods of improvement in teaching</li> <li>* does not adjust lessons based on feedback</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* displays limited initiative to become improve professionally</li> <li>* does not actively seek dialogue with mentor related to improvement of teaching</li> <li>* makes adjustments to lessons based on feedback</li> <li>* is open to suggestions for professional development</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* seeks guidance to continue developing as a professional educator</li> <li>* attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator or actively and independently seeks professional development opportunities</li> <li>* dialogues with mentor for self-reflection and evaluation and adjusts lessons based on feedback</li> <li>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings</li> </ul>





# STUDENT TEACHING FINAL EVALUATION RUBRIC

## Social Studies, Agriculture, Technical Education

The rubric lists the outcomes that the Student Teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. Please use this rubric to document observations. It will be submitted with the final evaluation form.

- The Student Teacher must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for successful completion of the Student teaching.
- Both midterm and final evaluations will be submitted on LiveText.

**If you have questions about the forms or the requirements for evaluation during Student teaching, please contact your Partner School Facilitator or UW Faculty/Supervisor directly.**

	<b><i>Unsatisfactory (U)</i></b>	<b><i>Basic (B)</i></b>	<b><i>Proficient (P)</i></b>	<b><i>Distinguished (D)</i></b>
<b>1. Knows and models professional ethics and behavior (CoEd 3.4, 5.3)</b>	* does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions	* incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community	* complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism * demonstrates respect for each student * cultivates sense of democratic classroom community	* meets all proficient level expectations * classroom demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice
<b>2. Effective work with diverse learners (CoEd 3.3, 5.1, 5.4, 7.3, 8.3)</b>	* makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	* makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	* makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments	* meets all proficient level expectations * collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment
<b>3. Positive and effective classroom management (CoEd 3.4, 5.1, 7.3)</b>	Environment: * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) Teaching: * inadequate planning, goal setting, and ability to establish realistically high expectations for learners * ineffective use of materials, transitions,	Environment: * adjusts physical room environment only when Mentor Teacher asks Teaching: * sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners * inconsistent effective use of materials, transitions, and positive attitude	Environment: * demonstrates understanding of correlation between physical environment and student learning * consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners Teaching: * consistently demonstrates appropriate	* meets all proficient level expectations Environment: * takes initiative to see that the classroom provides a nurturing and safe learning environment for all students Teaching: * independently plans and implements comprehensive lessons for most effective learner time

	and positive attitude * poor directions/procedures resulting in frequent learner time off task Behavior: * inappropriate responses to behavior that result in frequent interruptions * uses sarcasm, negative reinforcement, and rewards inappropriately	Behavior: * beginning to respond appropriately to behavior, reducing disruptions * uses limited sarcasm and uses positive rewards and reinforcements inconsistently	use of materials, effective transitions strategies and positive attitude * non-instructional duties (attendance, lunch count, etc.) are attended to while learners become engaged with academic tasks * directions and procedures are consistently clear and concise, resulting and concentrating learner time on task Behavior: * consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions * consistently uses positive reinforcements and rewards for all learners	on task * learner motivation and monitoring are built into plans as well as regular classroom expectations Behavior: * actively employs creative ways to promote learning and self discipline
<b>4. Content-Specific Pedagogy</b> <i>(CoEd 1.6)</i>	*does not create opportunities and experiences for students to connect to the discipline in a meaningful way * plans using only published teacher guides * uses only whole class lecture and assessment * uses assessment only for grading purposes	* creates minimal opportunities/experiences for students to connect to the discipline in a meaningful way * consistently depends on Mentor Teacher for ideas * needs frequent guidance for preparation and implementation of lessons and instructional strategies * has problems transferring knowledge to students	* creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way * standards, benchmarks, assessments, and enrichment for learning and reflected in lesson plans * encourages critical thinking * responds to suggestions from Mentor Teacher and shows ongoing growth * appropriate use of assessment and materials * shows independence in using multiple teaching strategies * works as a facilitator for learning * brings understanding of content knowledge discipline to team collaboration	* meets all proficient level expectations * creates consistent opportunities/ experiences for students to connect to the discipline in a meaningful way * independently implements a variety of theories and strategies * creates assessment documents which reflect learning * works as a facilitator for learning beyond expectations
<b>5. Adequate content knowledge in teaching field and an ability to gather additional content and/or resources as needed</b> <i>(CoEd 1.4, 1.6)</i>	* consistently makes content errors * does not correct content errors of students or self	* draws on basic content knowledge only * demonstrates little incentive to gather additional and/or supplemental content material	* demonstrates strong content knowledge * makes connections between content and other disciplines and within the discipline * gathers additional content as needed	* meets all proficient level expectations * takes initiative consistently to select content that goes beyond traditional texts * challenges students to think critically as they explore ways to connect content to other disciplines
<b>6. Alignment of instructional</b>	* uses only prepared teacher guide plans	* plans for the short term only	* plans reflect standards,	* meets all proficient level expectations

<b>strategies and assessment with standards and the needs of the learner</b> <i>(CoEd 1.6,4.1, 4.2, 7.1, 7.2, 7.3)</i>	<ul style="list-style-type: none"> <li>* lesson plans are incomplete and/or untimely</li> <li>* assessment for grading purposes only</li> <li>* no apparent connection between planning and standards, benchmarks, and assessments</li> </ul>	<ul style="list-style-type: none"> <li>* plans are ready on time</li> <li>* unable to reflect on the reason for classroom events and solutions for improvement</li> <li>* plans reflect some standards, benchmarks, and assessments</li> </ul>	<ul style="list-style-type: none"> <li>benchmarks, and assessments</li> <li>* reflects on lesson and implements changes based on reflections</li> <li>* independent preparation requires little input from Mentor</li> <li>* cooperative teaching for benefit of learner occurs as needed</li> <li>* open communication that promotes creative planning</li> <li>* assessment informs instruction and planning</li> <li>* chooses appropriate supplementary materials</li> </ul>	<ul style="list-style-type: none"> <li>* short term plans are consistently tied to long term goals</li> <li>* embeds supplemental materials to accomplish meaningful instruction</li> <li>* skillfully manages time for correctives and enrichments</li> <li>* assessment, planning and instruction are seamless</li> </ul>
<b>7. Sensitivity to school, community, and world cultural diversity</b> <i>(CoEd 3.4, 5.1, 5.2)</i>	<ul style="list-style-type: none"> <li>* displays no awareness of cultural diversity with respect to culture, school or community through educational input</li> </ul>	<ul style="list-style-type: none"> <li>* identifies needs of some students due to cultural differences</li> <li>* school, community, cultures are seldom addressed</li> <li>* shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>* provides multiculturalism, informs lessons and supports</li> <li>* demonstrates awareness of diversity or learners' social, emotional, physical needs</li> <li>* respects confidentiality</li> <li>* addresses awareness of school, community, and world cultures</li> <li>* shows awareness of cultural differences in the classroom and takes appropriate actions as needed</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* models sensitivity to cultural differences</li> <li>* seeks to increase own base of knowledge with respect to school, community, world cultures</li> </ul>
<b>8. Consideration of legal rights and responsibilities and safety rules and emergency situations</b> <i>(CoEd 10.2)</i>	<ul style="list-style-type: none"> <li>* displays no knowledge of legal rights and/or safety rules</li> <li>* relies on Mentor to deal with emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>* has a copy of legal rights and safety rules but inappropriately implements them or doesn't understand them</li> <li>* has a basic respect of most legal rights and safety rules but needs occasional reminders</li> <li>* participates when dealing with emergency situations, but dependent on Mentor</li> </ul>	<ul style="list-style-type: none"> <li>* acts upon legal rights and responsibilities and follows safety rules</li> <li>* demonstrates respect for legal rights of others</li> <li>* seeks information when necessary</li> <li>* can identify an emergency situation as defined by school policy and acts appropriately</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* attends policy meetings offered by the school district</li> <li>* seeks further knowledge of learner's health, family, or community</li> </ul>
<b>9. Appropriate use of school and community resources</b> <i>(CoEd 7.4, 9.2)</i>	<ul style="list-style-type: none"> <li>* seeks no outside human or physical resources which would enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>* poor or no follow through in actively involving outside resources</li> </ul>	<ul style="list-style-type: none"> <li>* includes use of outside human resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.)</li> <li>* researches/uses outside physical resources in lesson</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* implements the use of human and physical resources effectively</li> <li>* involves students in project research and development using human and physical resources</li> </ul>

			planning and teaching (i.e., videos, library books, internet uses, etc.)	
<b>10. Appropriate application of knowledge of human growth and development</b> (CoEd 4.2)	<ul style="list-style-type: none"> <li>* uses developmentally inappropriate activities and/or assignments</li> <li>* does not plan appropriate activities and/or assignments for diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>* uses developmentally appropriate activities and/or assignments</li> <li>* plans appropriate activities and assignments for diverse learners only in consultation with Mentor</li> </ul>	<ul style="list-style-type: none"> <li>* uses developmentally appropriate planning and teaching to accommodate diverse learners</li> <li>* uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of the learners</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* involves students in planning and implementing ideas appropriate to the needs of the learners</li> <li>* provides rich opportunities for students to gain deep understandings</li> </ul>
<b>11. Effective oral and written communication skills of the Student Teacher</b> (CoEd 6.2, 6.4)	<ul style="list-style-type: none"> <li>* uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the class level</li> <li>* speech is inaudible and/or contains grammatical errors</li> <li>* incorporates little classroom discussion and questioning techniques</li> </ul>	<ul style="list-style-type: none"> <li>* written language is generally correct and appropriate to class level</li> <li>* occasional errors are not corrected or corrected only when asked</li> <li>* speech is clear and generally grammatically correct</li> <li>* uses low level questions during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>* clear, grammatically correct written language spelled correctly, informally and formally</li> <li>* clear, grammatically correct use of oral language</li> <li>* uses high level questioning techniques during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>* meets all expectations at the proficient level</li> <li>* uses multiple written and oral strategies to challenge students and stimulate their language development</li> <li>* guides students to form high level questions</li> </ul>
<b>12. Appropriate use of technology</b> (CoEd 6.5)	<ul style="list-style-type: none"> <li>* Unable to select and implement appropriate technology in planning, instruction, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Occasionally selects and implements appropriate technology in planning, instruction, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Frequently selects and implements a variety of technology in planning, instruction, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Meets all proficient criteria</li> <li>* Encourages students to experiment with appropriate technology</li> </ul>
<b>13. Works effectively in a variety of ways with parents/guardian; Assists with evaluations and reports (e.g., report cards)</b> (CoEd 8.3)	<ul style="list-style-type: none"> <li>* does not contact parents or guardians</li> <li>* displays a lack of empathy for parental concerns</li> <li>* depends entirely on Mentor for evaluation input</li> <li>* does not record student progress</li> </ul>	<ul style="list-style-type: none"> <li>* Needs guidance and suggestions from Mentor on how to talk with parents/guardians</li> <li>* makes minimal parent/guardian contact</li> <li>* demonstrates limited ability to emphasize with parental concerns</li> <li>* scores and records papers and written work, not always in a timely manner</li> <li>* does limited assessment of instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>* teams with Mentor for guided experience when working with parents (i.e. conferences, telephone calls)</li> <li>* responds to parental concerns professionally and with sensitivity in consultation with Mentor</li> <li>* assesses instructional goals consistently</li> <li>* gathers assessment data and with minimal guidance from Mentor</li> <li>* scores and records student work accurately and in a timely manner</li> <li>* assists with evaluations, report cards, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* independently handles positive parent contacts</li> <li>* seeks guidance from Mentor with difficult parent problems</li> <li>* conveys sincere caring and willingness to listen to parents/guardians and engages in open communication</li> <li>* understands timely scores and records as a way to involve parents in student achievement</li> </ul>
<b>14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates</b>	<ul style="list-style-type: none"> <li>* avoids becoming involved in school or district programs, project, or events</li> <li>* does not participate in meetings, etc. or participates inappropriately</li> <li>* shows lack of</li> </ul>	<ul style="list-style-type: none"> <li>* participates when specifically asked with an appropriate level of participation</li> <li>* demonstrates little or no desire to participate in outside programs or expansion of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>* participates in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* uses outside class time to participate in additional programs and/or professional development</li> </ul>

<b>competence in collaborating in school improvement activities</b> <i>(CoEd 10.1)</i>	knowledge of school improvement plan * does not become involved with school improvement activities	* seeks information concerning school improvement plan * minimal involvement, if any, with school improvement activities	* demonstrates knowledge of school improvement plan * observes teachers other than the Mentor * participates in school improvement activities as appropriate * volunteer for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.)	
<b>15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques</b> <i>(CoEd 5.5, 9.1)</i>	* does not appear open to new ideas or programs * does not accept constructive criticism or suggestions for development as a professional educator * does not reflect on growth or methods of improvement * does not reflect on teaching * does not adjust lessons based on feedback	* does not take initiative to develop or become better prepared as a professional * attends only required meetings * shows little effort to improve through self reflections * has little or no dialogue with Mentor related to improvement of teaching * some adjustment of lessons based on feedback	* is open to suggestions for professional development * seeks guidance of ways to continue developing as a professional educator * attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator * dialogues with Mentor for self reflection and evaluation * effort made to use reflective information to improve as an educator * adjusts lessons to show growth that is based on reflection of feedback	* meets all proficient level expectations * actively seeks professional development * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings * independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback * shares reflections and coordinates with Mentor for most effective input into improvement of lessons and teaching

**ENGLISH**

# STUDENT TEACHING MIDTERM EVALUATION RUBRIC

## English

At the halfway point of student teaching, the mentor teacher will complete the midterm assessment for the student teacher. The guiding presupposition of this midterm is that ALL student teachers can continue to demonstrate growth throughout the entirety of student teaching. This rubric lists the outcomes that the student teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. This midterm is now a two-point rubric, meaning that the student is either demonstrating the behaviors or not; it is also accompanied by a link to a form that the mentor teacher will use, in collaboration with the student teacher, to set growth goals and to make plans to accomplish those goals.

Experienced mentors will notice that this midterm is different than previous midterms, and different than the final assessment. The purpose of the midterm is to determine where students are experiencing success, and where they might be struggling. To create the two levels of performance, we combined the basic, proficient, and advanced levels into one “Basic and Beyond” level, and we kept the “Unsatisfactory” level. Since we are only at the midpoint of the semester, students may only be at the basic level, but that is appropriate for this time. If, however, the student is “Unsatisfactory” in a category, this is a necessary distinction that the mentor teacher needs to make, and an area of growth that we need to identify for the student teacher. By doing the midterm in this fashion, we can see where the student teacher is unsatisfactory, and where he or she is basic and beyond, and move more explicitly and concisely to help that student. In addition, we will ask mentor teachers to work with their student teacher to establish growth goals and plans for those goals.

There are three steps to this midterm.

- 4) In LiveText, the mentor teacher will complete the rubric using either “Unsatisfactory” or “Basic and Beyond” as the two levels. If the student is meeting the “Basic and Beyond” descriptor as written, the mentor teacher will click on the box for “Basic and Beyond.” If, on the other hand, the student is not meeting the outcome as written, please assess the student as “Unsatisfactory.” Any assessment of “Unsatisfactory” should be accompanied by comments to explain the existing issues. If the student teacher has not yet had the opportunity to perform on a specific category, the mentor teacher should choose “N/A.”
- 5) Within this rubric on LiveText, mentor teachers will be provided with a link to use to set growth goals. For this section, in collaboration with the student teacher, the mentor teacher should choose 3-5 specific categories that will serve as growth goals. If the student had an Unsatisfactory in any area(s), that category, or those categories, should be included here.
- 6) Once the growth goal categories are selected, mentor and student teachers will collaboratively write a plan for addressing those goals during the remainder of student teaching. This collaboratively drawn plan will be made available to the university supervisor, who will use it for the remaining part of the semester to inform observations and assistance.

This process is a little longer than previous midterms, but it helps to give mentor and student teachers as well as university supervisors more information regarding strengths and weaknesses of the student teacher. Additionally, it helps to create a plan for all student teachers for the second half of student teaching.

Thank you for taking the time to work with a student teacher this semester. We know how much time and effort you put into it, and how valuable it is to the profession. We hope that this new midterm will help all of us communicate clearly to help the student teachers continue to grow and achieve, and become the teachers we know and hope they will be.

	<b><i>Unsatisfactory</i></b>	<b><i>Basic and Beyond</i></b>
<b>1. Professionalism and reflective practice</b>  COE 3.4, 5.3, 5.5, 9.1, 10.1 NCTE Standard 2.3	Candidate seldom complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate seldom participates in appropriate school improvement activities. Candidate seldom demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate occasionally, frequently or consistently complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate occasionally, frequently or consistently participates in appropriate school improvement activities. Candidate occasionally, frequently or consistently demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.
<b>2. Cultural diversity and work with diverse learners</b>  COE 3.3, 5.1, 5.4, 7.3 NCTE Standard 2.2, 4.4	Candidate shows no ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate shows no evidence for using ELA for helping their students to become familiar with their own and others' cultures.	Candidate shows limited to exceptional ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate occasionally, frequently or consistently uses ELA to help their students become familiar with their own and others' cultures.
<b>3. Classroom community</b>  COE 3.4, 5.1, 7.3 NCTE Standard 2.1, 4.2	Candidate shows no evidence of ability to create an inclusive and supportive literate classroom community and no ability to design instruction to meet the needs of all students and provide for students' progress and success.	Candidate demonstrates limited ability to create an inclusive and supportive literate classroom community, and limited ability to design instruction to meet the needs of all students and provide for students' progress and success.
<b>4. ELA pedagogy, research, and theory</b>  COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 NCTE Standard 4.1, 3.7.1, 2.4	Candidate shows no evidence of ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate seems unaware of major sources of research and theory related to English language arts, and so fails to use them to support teaching decisions. Candidate demonstrates inadequate planning, goal setting, and ability to establish realistically high expectations for learners. Candidate seldom uses practices designed to assist students in developing habits of critical thinking and judgment.	Candidate shows limited to exceptional ability in examining and selecting resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate occasionally uses major sources of research and theory related to English language arts to support teaching decisions. Candidate occasionally, frequently or consistently demonstrates thoughtful planning, ability to set goals and achieve them, and realistically high expectations for learners. Candidate occasionally, frequently or consistently uses practices designed to assist students in developing habits of critical thinking and judgment.
<b>5. Discussion and language use</b>  COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 NCTE Standard 4.5, 4.7	Candidate shows no ability to engage students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms. Candidate demonstrates infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication.	Candidate shows limited to exceptional ability to engage students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms. Candidate occasionally, frequently or consistently engages students in learning experiences that emphasize varied uses and purposes for language in communication.
<b>6. Response and reading</b>	Candidate demonstrates poor ability to	Candidate occasionally, frequently



<b>instruction</b>  <i>COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</i> <i>NCTE Standard 4.8, 4.9</i>	engage students in making meaning of texts through personal response. Candidate demonstrates poor ability to assist students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	or consistently engages students in making meaning of texts through personal response. Candidate demonstrates that some to most students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.
<b>7. Interdisciplinarity and integration</b>  <i>COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</i> <i>NCTE Standard 2.5, 2.6</i>	Candidate shows a lack of understanding of how the ELA curriculum, teachers, students, and education in general are influenced by culture, social events, and issues. Candidate demonstrates little evidence of promoting the arts and humanities in the learning of their students.	Candidate occasionally, frequently or consistently assists students in making meaningful connections between the ELA curriculum and developments in culture, society, and education. Candidate occasionally, frequently or consistently engages students in activities that demonstrate the role of arts and humanities in learning.
<b>8. Print and nonprint media and technology</b>  <i>COE 6.5</i> <i>NCTE Standard 3.6.1, 3.6.2, 3.6.3, 4.6</i>	Candidate exhibits a lack of understanding of media's influence on constructions of a text's meaning, shows no ability to construct meaning from media and nonprint texts, and demonstrates limited knowledge of how to incorporate technology and print/nonprint media into instruction. Candidate shows limited ability to enable students to respond critically to different media and communications technologies.	Candidate shows limited to exceptional understanding of media's influence on constructions of a text's meaning, shows little ability to construct meaning from media and nonprint texts, and to assist students in learning these processes; seldom incorporates technology and print/nonprint media into their own work and instruction. Candidate occasionally, frequently or consistently engages students in critical analysis of different media and communications technologies.
<b>9. Assessment</b>  <i>COE 1.6, 4.1, 4.2, 7.1, 7.2, 7.3</i> <i>NCTE Standard 4.10</i>	Candidate fails to use both formal and informal assessment activities and instruments to evaluate student work. Candidate fails to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others.	Candidate shows limited to exceptional ability to integrate assessment into instruction by using formal and informal assessment activities and instruments to evaluate processes and products. Candidate occasionally, frequently or consistently creates opportunities to interpret and report assessment methods and results to students, parents, administrators, and other audiences.
<b>10. Legal rights and responsibilities, safety rules, and emergency situations</b>  <i>COE 10.2</i>	Candidate displays no knowledge of legal rights and/or safety rules; candidate would be forced to rely on Mentor to handle emergency situations.	Candidate has a copy of legal rights and safety rules, and exhibits limited to exceptional implementation and understanding of them. Candidate has a limited to exceptional respect of most legal rights and safety rules but needs occasional reminders. Candidate could have limited to exceptional participation in an emergency situation.
<b>11. Use of school and community resources</b>  <i>COE 7.4, 9.2</i>	Candidate seldom or never includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning.	Candidate occasionally, frequently or consistently includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning.
<b>12. Working with parents/guardians</b>	Candidate does not contact parents or guardians, displays a lack of empathy for parental concerns.	Candidate needs guidance and suggestions from mentor on, teams with mentor on or independently

COE 8.3		determines how to talk with parents, makes limited to exceptional parent/guardian contact, and demonstrates limited to exceptional ability to empathize with parental concerns.
<b>13. Knowledge of human growth and development</b> COE 4.2	Candidate uses developmentally inappropriate activities and/or assignments for diverse learners.	Candidate uses developmentally appropriate activities and/or assignments in consultation with mentor or independently.
<b>14. Oral and written communication skills</b> COE 6.2, 6.4	Candidate consistently uses language that is unclear, nonstandard, illegible and/or inappropriate for the class level. Candidate's speech is inaudible and/or nonstandard.	Candidate's use of language is occasionally, frequently or consistently clear, with no to occasional lapses into language that is unclear, nonstandard, illegible and/or inappropriate for the class level.

# STUDENT TEACHING FINAL EVALUATION RUBRIC

## English

### ***Rubric for Outcomes Documentation:***

The rubric lists the outcomes that the Student Teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. Please use this rubric to document observations.

The Student Teacher must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings.

	<b><i>Unsatisfactory (U)</i></b>	<b><i>Basic (B)</i></b>	<b><i>Proficient (P)</i></b>	<b><i>Distinguished (D)</i></b>
<b>1. Professionalism and reflective practice</b>  <i>COE 3.4, 5.3, 5.5, 9.1, 10.1</i> <i>NCTE Standard 2.3</i>	Candidate seldom complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate seldom participates in appropriate school improvement activities. Candidate seldom demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate occasionally complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate occasionally participates in appropriate school improvement activities. Candidate occasionally demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate frequently complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate frequently participates in appropriate school improvement activities. Candidate frequently demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate consistently complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate consistently participates in appropriate school improvement activities. Candidate demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates. Candidate uses the results of reflective practice to design a plan for professional development.
<b>2. Cultural diversity and work with diverse learners</b>  <i>COE 3.3, 5.1, 5.4, 7.3</i> <i>NCTE Standard 2.2, 4.4</i>	Candidate shows no ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate shows no evidence for using ELA for helping their students to become	Candidate shows limited ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate occasionally uses ELA to help their students become	Candidate shows ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate frequently uses ELA to help their students become familiar with	Candidate shows ability to create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability. Candidate uses ELA

	familiar with their own and others' cultures.	familiar with their own and others' cultures.	their own and others' cultures.	extensively and creatively to help their students become more familiar with their own and others' cultures.
<b>3. Classroom community</b>  COE 3.4, 5.1, 7.3 NCTE Standard 2.1, 4.2	Candidate shows no evidence of ability to create an inclusive and supportive literate classroom community and no ability to design instruction to meet the needs of all students and provide for students' progress and success.	Candidate demonstrates limited ability to create an inclusive and supportive literate classroom community, and limited ability to design instruction to meet the needs of all students and provide for students' progress and success.	Candidate demonstrates ability to create an inclusive and supportive literate classroom community, using whole-class, small group, and individual work that is aligned with goals and teaching strategies.	Candidate takes initiative to see that the classroom provides an inclusive and supportive literate classroom community, using effective classroom management strategies and providing students with opportunities for feedback and reflection. Candidate actively employs creative ways to promote learning and self-discipline.
<b>4. ELA pedagogy, research, and theory</b>  COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 NCTE Standard 4.1, 3.7.1, 2.4	Candidate shows no evidence of ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate seems unaware of major sources of research and theory related to English language arts, and so fails to use them to support teaching decisions. Candidate demonstrates inadequate planning, goal setting, and ability to establish realistically high expectations for learners. Candidate seldom uses practices designed to assist students in developing habits of critical thinking and judgment.	Candidate shows some ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate occasionally uses major sources of research and theory related to English language arts to support teaching decisions. Candidate sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and realistically high expectations for learners. Candidate occasionally uses practices designed to assist students in developing habits of critical thinking and judgment.	Candidate frequently examines and selects resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate frequently uses major sources of research and theory related to English language arts to support teaching decisions, consistently demonstrates thoughtful planning, ability to set and achieve goals, conveys realistically high expectations for all learners. Candidate frequently uses practices designed to assist students in developing habits of critical thinking and judgment.	Candidate selects or creates instructional materials that are consistent with what is known about student learning in ELA. Candidate reflects on teaching performances in light of research on, and theories of, how students compose and respond to text and makes adjustments in teaching as appropriate. Candidate independently plans and implements comprehensive lessons; learner motivation and monitoring are built into plans. Candidate designs and implements instruction and assessment that assist students in developing habits of critical thinking.
<b>5. Discussion and language use</b>  COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 NCTE Standard 4.5, 4.7	Candidate shows no ability to engage students in meaningful discussions for the purposes of interpreting and	Candidate shows limited ability to engage students in meaningful discussions for the purposes of interpreting and	Candidate frequently engages students in meaningful discussions for the purposes of interpreting and evaluating ideas	Candidate assists students in discussion and dialogue by making explicit for all students the speech and related

	evaluating ideas presented through oral, written, and/or visual forms. Candidate demonstrates infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication.	evaluating ideas presented through oral, written, and/or visual forms. Candidate occasionally engages students in learning experiences that emphasize varied uses and purposes for language in communication.	presented through oral, written, and/or visual forms. Candidate frequently engages students in learning experiences that emphasize varied uses and purposes for language in communication.	behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms. Candidate integrates throughout instruction opportunities for students to demonstrate their abilities to use language for a variety of purposes in communication.
<b>6. Response and reading instruction</b>  <i>COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</i> <i>NCTE Standard 4.8, 4.9</i>	Candidate demonstrates poor ability to engage students in making meaning of texts through personal response. Candidate demonstrates poor ability to assist students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate occasionally engages students in making meaning of texts through personal response. Candidate demonstrates that some students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate frequently engages students in making meaning of texts through personal response. Candidate demonstrates that most students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate engages students in discovering personal responses to texts and ways to connect such responses to other larger meanings and critical stances. Candidate demonstrates flexible comprehension strategies for making and monitoring meaning in both print and nonprint texts and teaches a wide variety of such strategies to all students.
<b>7. Interdisciplinarity and integration</b>  <i>COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</i> <i>NCTE Standard 2.5, 2.6</i>	Candidate shows a lack of understanding of how the ELA curriculum, teachers, students, and education in general are influenced by culture, social events, and issues. Candidate demonstrates little evidence of promoting the arts and humanities in the learning of their students.	Candidate shows some ability to assist students in making meaningful connections between the ELA curriculum and developments in culture, society, and education. Candidate shows some ability to engage students in activities that demonstrate the role of arts and humanities in learning.	Candidate frequently assists students in making meaningful connections between the ELA curriculum and developments in culture, society, and education. Candidate frequently engages students in activities that demonstrate the role of arts and humanities in learning.	Candidate consistently assists students in making meaningful and creative connections between the ELA curriculum and developments in culture, society, and education. Candidate plans and carries out frequent and extended learning experiences that integrate arts and humanities into daily learning.
<b>8. Print and nonprint media and technology</b>  <i>COE 6.5</i> <i>NCTE Standard 3.6.1, 3.6.2, 3.6.3, 4.6</i>	Candidate exhibits a lack of understanding of media's influence on constructions of a text's meaning, shows no ability to construct meaning from media and nonprint texts, and demonstrates limited knowledge of how to incorporate	Candidate shows little understanding of media's influence on constructions of a text's meaning, shows little ability to construct meaning from media and nonprint texts, and to assist students in learning these processes; seldom incorporates	Candidate understands how media can influence constructions of a text's meaning, shows an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes. Candidate frequently	Candidate understands media's influence on people's actions and communication, and that knowledge is reflected in candidate's instruction, by teaching students to construct meaning from media and nonprint texts;

	technology and print/nonprint media into instruction. Candidate shows limited ability to enable students to respond critically to different media and communications technologies.	technology and print/nonprint media into their own work and instruction. Candidate seldom engages students in critical analysis of different media and communications technologies.	incorporates technology and print/nonprint media into instruction and frequently engages students in critical analysis of different media and communications technologies.	helping students compose and respond to film, video, graphic, photographic, audio and multimedia texts; using current technology to enhance students' learning; and engaging students in critical analysis of different media and communications technologies.
<b>9. Assessment</b>  COE 1.6, 4.1, 4.2, 7.1, 7.2, 7.3 NCTE Standard 4.10	Candidate fails to use both formal and informal assessment activities and instruments to evaluate student work. Candidate fails to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others.	Candidate shows limited ability to integrate assessment into instruction by using formal and informal assessment activities and instruments to evaluate processes and products. Candidate seldom creates opportunities to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	Candidate frequently integrates assessment into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products. Candidate frequently creates regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	Candidate consistently integrates assessment into instruction by using assessment strategies that allow all students to understand what they know and can do; interpreting the individual and group results of assessments and using this interpretation to inform instruction; assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and explaining to students, parents, and others concerned with education how students are assessed.
<b>10. Legal rights and responsibilities, safety rules, and emergency situations</b>  COE 10.2	Candidate displays no knowledge of legal rights and/or safety rules; candidate would be forced to rely on Mentor to handle emergency situations.	Candidate has a copy of legal rights and safety rules but inappropriately implements them or doesn't understand them. Candidate has a basic respect of most legal rights and safety rules but needs occasional reminders. Candidate could participate in an emergency situation, but would still be dependent on Mentor.	Candidate acts upon legal rights and responsibilities and follows safety rules, demonstrates respect for legal rights of others, seeks information when necessary, can identify an emergency situation as defined by school policy, and knows enough to act appropriately and independently.	Candidate acts upon legal rights and responsibilities and follows safety rules, demonstrates respect for legal rights of others, seeks information when necessary, can identify an emergency situation as defined by school policy, and knows enough to act appropriately and independently. Candidate attends policy meetings offered by the school district.
<b>11. Use of school</b>	Candidate seldom or	Candidate	Candidate	Candidate includes

<b>and community resources</b>  <i>COE 7.4, 9.2</i>	never includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning.	occasionally includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning.	consistently includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning and implements the use of human and physical resources effectively.	use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning, implements the use of human and physical resources effectively, and involves students in project research and development using human and physical resources.
<b>12. Working with parents/guardians</b>  <i>COE 8.3</i>	Candidate does not contact parents or guardians, displays a lack of empathy for parental concerns.	Candidate needs guidance and suggestions from Mentor on how to talk with parents, makes minimal parent/guardian contact, and demonstrates limited ability to empathize with parental concerns.	Candidate teams with Mentor for guided experience when working with parents, and responds to parental concerns professionally and with sensitivity.	Candidate independently handles positive parent contacts, conveys sincere caring and willingness to listen to parents/guardians and engages in open communication.
<b>13. Knowledge of human growth and development</b>  <i>COE 4.2</i>	Candidate uses developmentally inappropriate activities and/or assignments for diverse learners.	Candidate uses developmentally appropriate activities and/or assignments only in consultation with Mentor.	Candidate independently uses developmentally appropriate planning and teaching to accommodate diverse learners' cognitive and interest levels.	Candidate independently uses developmentally appropriate planning and teaching to accommodate diverse learners' cognitive and interest levels, involves students in planning and implementing ideas, and provides rich opportunities for students to gain deep understandings.
<b>14. Oral and written communication skills</b>  <i>COE 6.2, 6.4</i>	Candidate consistently uses language that is unclear, nonstandard, illegible and/or inappropriate for the class level. Candidate's speech is inaudible and/or nonstandard.	Candidate's use of language is inconsistent, with occasional lapses into language that is unclear, nonstandard, illegible and/or inappropriate for the class level.	Candidate consistently uses clear, grammatically standard written and oral language, both informally and formally.	Candidate consistently uses clear, grammatically standard written and oral language, both informally and formally. In addition, candidate uses multiple written and oral strategies to challenge students and stimulate their language development

# **MATHEMATICS**



# STUDENT TEACHING MIDTERM EVALUATION RUBRIC

## Mathematics

At the halfway point of student teaching, the mentor teacher will complete the midterm assessment for the student teacher. The guiding presupposition of this midterm is that ALL student teachers can continue to demonstrate growth throughout the entirety of student teaching. This rubric lists the outcomes that the student teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. This midterm is now a two-point rubric, meaning that the student is either demonstrating the behaviors or not; it is also accompanied by a link to a form that the mentor teacher will use, in collaboration with the student teacher, to set growth goals and to make plans to accomplish those goals.

Experienced mentors will notice that this midterm is different than previous midterms, and different than the final assessment. The purpose of the midterm is to determine where students are experiencing success, and where they might be struggling. To create the two levels of performance, we combined the basic, proficient, and advanced levels into one “Basic and Beyond” level, and we kept the “Unsatisfactory” level. Since we are only at the midpoint of the semester, students may only be at the basic level, but that is appropriate for this time. If, however, the student is “Unsatisfactory” in a category, this is a necessary distinction that the mentor teacher need to make, and an area of growth that we need to identify for the student teacher. By doing the midterm in this fashion, we can see where the student teacher is unsatisfactory, and where he or she is basic and beyond, and move more explicitly and concisely to help that student. In addition, we will ask mentor teachers to work with their student teacher to establish growth goals and plans for those goals.

There are three steps to this midterm.

- 1) In LiveText, the mentor teacher will complete the rubric using either “Unsatisfactory” or “Basic and Beyond” as the two levels. If the student is meeting the “Basic and Beyond” descriptor as written, the mentor teacher will click on the box for “Basic and Beyond.” If, on the other hand, the student is not meeting the outcome as written, please assess the student as “Unsatisfactory.” Any assessment of “Unsatisfactory” should be accompanied by comments to explain the existing issues. If the student teacher has not yet had the opportunity to perform on a specific category, the mentor teacher should choose “N/A.”
- 2) Within this rubric on LiveText, mentor teachers will be provided with a link to use to set growth goals. For this section, in collaboration with the student teacher, the mentor teacher should choose 3-5 specific categories that will serve as growth goals. If the student had an Unsatisfactory in any area(s), that category, or those categories, should be included here.
- 3) Once the growth goal categories are selected, mentor and student teachers will collaboratively write a plan for addressing those goals during the remainder of student teaching. This collaboratively drawn plan will be made available to the university supervisor, who will use it for the remaining part of the semester to inform observations and assistance.

This process is a little longer than previous midterms, but it helps to give mentor and student teachers as well as university supervisors more information regarding strengths and weaknesses of the student teacher. Additionally, it helps to create a plan for all student teachers for the second half of student teaching.

Thank you for taking the time to work with a student teacher this semester. We know how much time and effort you put into it, and how valuable it is to the profession. We hope that this new midterm will help all of us communicate clearly to help the student teachers continue to grow and achieve, and become the teachers we know and hope they will be.

	<b><i>Unsatisfactory</i></b>	<b><i>Basic and Beyond</i></b>
<b>1. Knows and models professional ethics and behavior</b> (CoEd 3.4, 5.3)	The student teacher * does not comply with school policies regarding absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions	At a minimum, the student teacher displays * incomplete knowledge of school policies * minimally appropriate professional behavior. * minimal attention to cultivating sense of democratic classroom community  The student teacher may perform at a much higher level, including displaying the following: * attends required meetings, displays appropriate behaviors, and accepts constructive criticism * demonstrates respect for each student, within a democratic classroom community * supports a classroom that demonstrates democratic ideals, in which students are actively engaged in critical inquiry and practices related to social justice
<b>2. Effective work with diverse learners</b> (CoEd 3.3, 5.1, 5.4, 7.3, 8.3)	The student teacher * makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, or assessments	At a minimum, the student teacher * makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments  The student teacher may perform at a much higher level, including the following characteristics: * makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments * collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment
<b>3. Positive and effective classroom management</b> (CoEd 3.4, 5.1, 7.3)	In terms of environment, instructional choices, and management of student behavior, the student teacher * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) * does not adequately plan, set goals, and establish realistically high expectations for learners * does not effectively use clear directions/procedures, materials, transitions, and positive responses to behavior * uses sarcasm, negative reinforcement, and rewards inappropriately	At a minimum, the student teacher acknowledges the critical roles of classroom environment, instructional choices, and management of student behavior. This may include the following: * adjusts physical room environment only when prompted; * sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners; * inconsistent use of effective materials, transitions, and positive responses to behavior; * limited use of sarcasm  The student teacher may perform at a much higher level in terms of

		<p>classroom environment, instructional choices, and management of student behavior. This may include the following characteristics:</p> <ul style="list-style-type: none"> <li>* demonstrates understanding of correlation between physical environment and student learning'</li> <li>* takes initiative to see that the classroom provides a nurturing and safe learning environment for all students</li> <li>* consistently demonstrates thoughtful planning, appropriate goal-setting, realistically high expectations for all learners, appropriate use of materials, and effective transition strategies</li> <li>* attends to non-instructional duties (attendance, lunch count, etc.) while learners are engaged with academic tasks</li> <li>* provides clear and concise directions and procedures</li> <li>* independently plans and implements comprehensive lessons that integrate learner motivation, monitoring, and classroom expectations.</li> <li>* consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions</li> <li>* consistently uses positive reinforcements and rewards for all learners</li> <li>* actively employs creative ways to promote learning and self-discipline</li> </ul>
<b>4. Content-Specific Pedagogy (CoEd 1.6)</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>*does not create opportunities and experiences for students to connect to the discipline in a meaningful way</li> <li>* plans using only published teacher guides</li> <li>* uses only whole class lecture and assessment</li> <li>* uses assessment only for grading purposes</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* creates limited opportunities/experiences for students to connect to the discipline in a meaningful way</li> <li>* consistently depends on mentor teacher for ideas</li> <li>* needs frequent guidance for preparation and implementation of lessons and instructional strategies</li> <li>* has problems transferring knowledge to students</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* creates frequent or consistent opportunities/experiences for students to connect to the discipline in a meaningful way</li> <li>* integrates standards, benchmarks, assessments, and enrichment for learning in lesson plans</li> <li>* encourages critical thinking</li> <li>* responds to suggestions from mentor teacher and shows growth</li> <li>* uses assessments and materials that reflect learning</li> <li>* shows independence in using</li> </ul>

		<p>multiple teaching strategies and applying a variety of theories</p> <ul style="list-style-type: none"> <li>* works as a facilitator for learning</li> <li>* brings understanding of content knowledge discipline to team collaboration</li> </ul>
<p><b>5. Adequate content knowledge in teaching field and an ability to gather additional content and/or resources as needed</b> (CoEd 1.4, 1.6)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* consistently makes content errors</li> <li>* does not correct content errors of students or self</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* draws on basic content knowledge only</li> <li>* demonstrates little incentive to gather additional and/or supplemental content material</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* demonstrates strong content knowledge</li> <li>* makes connections between content and other disciplines and within the discipline</li> <li>* gathers additional content as needed</li> <li>* consistently takes initiative to select content that goes beyond traditional texts</li> <li>* challenges students to think critically as they explore ways to connect content to other disciplines</li> </ul>
<p><b>6. Alignment of instructional strategies and assessment with standards and the needs of the learner</b> (CoEd 1.6,4.1, 4.2, 7.1, 7.2, 7.3)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* uses only plans from published teacher guides or develops lesson plans that are incomplete and/or untimely</li> <li>* uses assessment for grading purposes only</li> <li>* does not integrate planning with standards, benchmarks, and assessments</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* adequately develops short-term plans in a timely fashion</li> <li>* develops lesson plans that demonstrate limited reflection on rationale and solutions for improvement</li> <li>* develops lesson plans that reflect some integration with standards, benchmarks, and assessments</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* develops lesson plans that integrate standards, benchmarks, and assessments and are tied to long-term goals</li> <li>* reflects on lesson and implements changes based on reflections</li> <li>* participates in cooperative teaching and open communication with mentor teacher</li> <li>* uses assessment to inform instruction and planning</li> <li>* is capable of preparing lessons and materials independently, including appropriate supplementary materials</li> <li>* skillfully manages time for correctives and enrichments</li> </ul>
<p><b>7. Sensitivity to school, community, and world cultural diversity</b> (CoEd 3.4, 5.1, 5.2)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* lacks awareness of cultural diversity with respect to culture, school or community</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* occasionally addresses the cultures of individual students, the school and community, but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)</li> </ul>

		<p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* develops lessons and support that reflect an understanding of multicultural education and learners' social, emotional, and physical needs</li> <li>* respects confidentiality</li> <li>* models sensitivity to cultural differences</li> <li>* actively seeks additional knowledge with respect to school, community, world cultures</li> </ul>
<p><b>8. Consideration of legal rights and responsibilities and safety rules and emergency situations</b> (CoEd 10.2)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* displays limited knowledge of legal rights and/or safety rules</li> <li>* relies on mentor teacher to deal with emergency situations</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* respects legal rights and safety rules but needs occasional reminders</li> <li>* participates in managing emergency situations</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* acts upon legal rights and responsibilities and follows safety rules</li> <li>* independently demonstrates respect for legal rights of others</li> <li>* can identify an emergency situation as defined by school policy and acts appropriately</li> <li>* attends policy meetings offered by the school district</li> <li>* seeks further knowledge of learner's health, family, or community</li> </ul>
<p><b>9. Appropriate use of school and community resources</b> (CoEd 7.4, 9.2)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not seek outside human or physical resources that would enhance student learning</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* shows limited engagement in actively involving outside resources</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* includes use of outside human resources (e.g. other teachers, technology specialists, librarians, etc.) and physical resources (e.g., videos, library books, internet uses, etc.) in lesson planning and implements these resources effectively</li> <li>* involves students in project research and development using human and physical resources</li> </ul>
<p><b>10. Appropriate application of knowledge of human growth and development</b> (CoEd 4.2)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* uses developmentally inappropriate activities and/or assignments</li> <li>* does not plan appropriate activities and/or assignments for diverse learners</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* plans developmentally appropriate activities and assignments for diverse learners in consultation with mentor</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* plans developmentally appropriate activities and assignments for diverse learners, considering both cognition and interest</li> </ul>

		<ul style="list-style-type: none"> <li>* involves students in planning and implementing ideas</li> <li>* provides rich opportunities for students to gain deep understandings</li> </ul>
<b>11. Effective oral and written communication skills of the Student Teacher</b> (CoEd 6.2, 6.4)	The student teacher <ul style="list-style-type: none"> <li>* speaks inaudibly or containing grammatical errors or in a manner inappropriate for the class level</li> <li>* writes illegibly or containing grammatical or spelling errors or in a manner inappropriate for the class level</li> <li>* seldom incorporates classroom discussion and questioning techniques</li> </ul>	At a minimum, the student teacher <ul style="list-style-type: none"> <li>* speaks and writes in grammatically standard ways and in a manner appropriate to class level</li> <li>* corrects errors when prompted</li> <li>* uses low-level questions during class discussions</li> </ul> The student teacher may perform at a much higher level, including the following characteristics: <ul style="list-style-type: none"> <li>* speaks and writes appropriately in both informal and formal genres</li> <li>* uses high-level questioning techniques during class discussions</li> <li>* uses multiple written and oral strategies to challenge students and stimulate their language development</li> </ul>
<b>12. Appropriate use of technology</b> (CoEd 6.5)	The student teacher <ul style="list-style-type: none"> <li>* displays limited ability to select and implement appropriate technology in planning, instruction, and assessment</li> </ul>	At a minimum, the student teacher <ul style="list-style-type: none"> <li>* selects and implements a variety of technology in planning, instruction, and assessment</li> </ul> The student teacher may perform at a much higher level, including the following characteristics: <ul style="list-style-type: none"> <li>* encourages students to innovate with appropriate technology</li> </ul>
<b>13. Works effectively in a variety of ways with parents/guardian; Assists with evaluations and reports (e.g., report cards)</b> (CoEd 8.3)	The student teacher <ul style="list-style-type: none"> <li>* does not contact parents or guardians</li> <li>* displays a lack of empathy for parental concerns</li> <li>* depends entirely on mentor for evaluation input</li> <li>* does not record student progress</li> </ul>	At a minimum, the student teacher <ul style="list-style-type: none"> <li>* needs guidance and suggestions from mentor on how to talk with parents/guardians</li> <li>* makes minimal parent/guardian contact</li> <li>* demonstrates some ability to empathize with parental concerns</li> <li>* scores and records papers and written work, though not always in a timely manner</li> <li>* does limited assessment of instructional goals</li> </ul> The student teacher may perform at a much higher level, including the following characteristics: <ul style="list-style-type: none"> <li>* teams with mentor for guided experience when working with parents (i.e. conferences, telephone calls) or manages positive parent contacts independently</li> <li>* responds to parental concerns professionally and with sensitivity in consultation with mentor</li> <li>* assesses instructional goals consistently</li> <li>* gathers assessment data with minimal guidance from mentor</li> <li>* scores and records student work accurately and in a timely manner, and understands timely scores and records as a way to involve parents in student achievement</li> </ul>

		<p>*assists with evaluations, report cards, etc.</p> <p>* conveys sincere caring and willingness to listen to parents/guardians and engages in open communication and records as a way to involve parents in student achievement</p>
<p><b>14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities (CoEd 10.1)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* avoids becoming involved in school or district programs, projects, or events or participates inappropriately</li> <li>* shows lack of knowledge of school improvement plan or does not become involved with school improvement activities</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* participates in school or district programs, projects, or events when specifically asked with an appropriate level of participation</li> <li>* seeks information concerning school improvement plan and is minimally involved with school improvement activities</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* contributes as necessary and appropriate in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings</li> <li>* demonstrates knowledge of school improvement plan and participates in school improvement activities as appropriate</li> <li>* observes teachers other than the mentor</li> <li>* volunteers for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.) or uses outside class time to participate in additional programs and/or professional development</li> </ul>
<p><b>15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* is not open to new ideas or programs</li> <li>* does not accept constructive criticism or suggestions for development as a professional educator</li> <li>* does not reflect on growth or methods of improvement in teaching</li> <li>* does not adjust lessons based on feedback</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* displays limited initiative to become improve professionally</li> <li>* does not actively seek dialogue with mentor related to improvement of teaching</li> <li>* makes adjustments to lessons based on feedback</li> <li>* is open to suggestions for professional development</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* seeks guidance to continue developing as a professional educator</li> <li>* attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator or actively and independently seeks professional development opportunities</li> <li>* dialogues with mentor for self-reflection and evaluation and adjusts lessons based on feedback</li> <li>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in</li> </ul>

		professional settings
<b>16. Communicates mathematical thinking both orally and in writing</b>	The student teacher * uses imprecise mathematical language, unclear mathematical ideas, and poor organizational structure that hamper student learning	At a minimum, the student teacher * uses appropriate mathematical language, clear mathematical ideas, and acceptable organizational structure, but with limited precision.  The student teacher may perform at a much higher level, including the following characteristics: * uses mathematical language, mathematical idea, and organizational structure in ways that enhance mathematics learning
<b>17. Analyses and evaluates the mathematical thinking and strategies of others</b>	The student teacher * uses assessment as a grading tool * expects students to solve problems as they are shown * does not look for or use multiple problem solving strategies	At a minimum, the student teacher * evaluates others' mathematical thinking and uses this evaluation to inform teaching * explores students' strategies to ascertain understandings and conceptions  The student teacher may perform at a much higher level, including the following characteristics: * provides students with a variety of solution strategies for problem solving * identifies the usefulness and appropriateness of a strategy for learning more mathematics * uses evaluation and teaching interactively in planning
<b>18. Mathematical Problem Solving is used to build conceptual understanding</b>	The student teacher * teaches examples from text with a procedural view or problem solving * explores concepts only as a by-product of text exercises without depth	At a minimum, the student teacher * demonstrates ability to lead classes in mathematical problem solving via lecture, including provision of generalizations and testing to students  The student teacher may perform at a much higher level, including the following characteristics: * demonstrates ability to lead classes in mathematical problem solving through guided practice for conceptual understanding, including generalization development and testing as a class * demonstrates ability to expertly lead classes in mathematical problem solving through in-depth conceptual understanding, including expectation that individual students develop and test generalizations.



# STUDENT TEACHING FINAL EVALUATION RUBRIC

## Mathematics

### ***Rubric for Outcomes Documentation:***

The rubric lists the outcomes that the Student Teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. Please use this rubric to document observations.

- The rubric will be made available to the UW Faculty/Supervisor through LiveText at the end of the semester.
- The Student Teacher must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for items 1-15.

	<b><i>Level of Performance</i></b>			
	<b><i>Unsatisfactory (U)</i></b>	<b><i>Basic (B)</i></b>	<b><i>Proficient (P)</i></b>	<b><i>Distinguished (D)</i></b>
<b>1. Knows and models professional ethics and behavior (CoEd 3.4, 5.3)</b>	<ul style="list-style-type: none"> <li>* does not comply with school policies re: absences, dress, tardies, meetings, etc.</li> <li>* demonstrates prejudice toward individuals or groups</li> <li>* takes an authoritarian stance with individual and classroom interactions</li> </ul>	<ul style="list-style-type: none"> <li>* incomplete knowledge of school policies</li> <li>* displays minimally appropriate professional behavior</li> <li>* does not demonstrate equitable treatment of all students</li> <li>* does not actively cultivate sense of democratic classroom community</li> </ul>	<ul style="list-style-type: none"> <li>* complies with school policies</li> <li>* attends required meetings</li> <li>* displays appropriate behaviors</li> <li>* accepts constructive criticism</li> <li>* demonstrates respect for each student</li> <li>* cultivates sense of democratic classroom community</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* classroom demonstrates democratic ideals</li> <li>* students are actively engaged in critical inquiry and practices related to social justice</li> </ul>
<b>2. Effective work with diverse learners (CoEd 3.3, 5.1, 5.4, 7.3, 8.3)</b>	<ul style="list-style-type: none"> <li>* makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments</li> </ul>	<ul style="list-style-type: none"> <li>* makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments</li> </ul>	<ul style="list-style-type: none"> <li>* makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment</li> </ul>

<b>3. Positive and effective classroom management (CoEd 3.4, 5.1, 7.3)</b>	<p>Environment:  * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.)</p> <p>Teaching:  * inadequate planning, goal setting, and ability to establish realistically high expectations for learners  * ineffective use of materials, transitions, and positive attitude  * poor directions/procedures resulting in frequent learner time off task</p> <p>Behavior:  * inappropriate responses to behavior that result in frequent interruptions  * uses sarcasm, negative reinforcement, and rewards inappropriately</p>	<p>Environment:  * adjusts physical room environment only when Mentor Teacher asks</p> <p>Teaching:  * sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners  * inconsistent effective use of materials, transitions, and positive attitude</p> <p>Behavior:  * beginning to respond appropriately to behavior, reducing disruptions  * uses limited sarcasm and uses positive rewards and reinforcements inconsistently</p>	<p>Environment:  * demonstrates understanding of correlation between physical environment and student learning  * consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners</p> <p>Teaching:  * consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude  * non-instructional duties (attendance, lunch count, etc.) are attended to while learners become engaged with academic tasks  * directions and procedures are consistently clear and concise, resulting and concentrating learner time on task</p> <p>Behavior:  * consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions  * consistently uses positive reinforcements and rewards for all learners</p>	<p>* meets all proficient level expectations</p> <p>Environment:  * takes initiative to see that the classroom provides a nurturing and safe learning environment for all students</p> <p>Teaching:  * independently plans and implements comprehensive lessons for most effective learner time on task  * learner motivation and monitoring are built into plans as well as regular classroom expectations</p> <p>Behavior:  * actively employs creative ways to promote learning and self discipline</p>
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<b>4. Content-Specific Pedagogy (CoEd 1.6)</b>	<ul style="list-style-type: none"> <li>*does not create opportunities and experiences for students to connect to the discipline in a meaningful way</li> <li>* plans using only published teacher guides</li> <li>* uses only whole class lecture and assessment</li> <li>* uses assessment only for grading purposes</li> </ul>	<ul style="list-style-type: none"> <li>* creates minimal opportunities/experiences for students to connect to the discipline in a meaningful way</li> <li>* consistently depends on Mentor Teacher for ideas</li> <li>* needs frequent guidance for preparation and implementation of lessons and instructional strategies</li> <li>* has problems transferring knowledge to students</li> </ul>	<ul style="list-style-type: none"> <li>* creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way</li> <li>* standards, benchmarks, assessments, and enrichment for learning and reflected in lesson plans</li> <li>* encourages critical thinking</li> <li>* responds to suggestions from Mentor Teacher and shows ongoing growth</li> <li>* appropriate use of assessment and materials</li> <li>* shows independence in using multiple teaching strategies</li> <li>* works as a facilitator for learning</li> <li>* brings understanding of content knowledge discipline to team collaboration</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* creates consistent opportunities/experiences for students to connect to the discipline in a meaningful way</li> <li>* independently implements a variety of theories and strategies</li> <li>* creates assessment documents which reflect learning</li> <li>* works as a facilitator for learning beyond expectations</li> </ul>
<b>5. Adequate content knowledge in teaching field and an ability to gather additional content and/or resources as needed (CoEd 1.4, 1.6)</b>	<ul style="list-style-type: none"> <li>* consistently makes content errors</li> <li>* does not correct content errors of students or self</li> </ul>	<ul style="list-style-type: none"> <li>* draws on basic content knowledge only</li> <li>* demonstrates little incentive to gather additional and/or supplemental content material</li> </ul>	<ul style="list-style-type: none"> <li>* demonstrates strong content knowledge</li> <li>* makes connections between content and other disciplines and within the discipline</li> <li>* gathers additional content as needed</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* takes initiative consistently to select content that goes beyond traditional texts</li> <li>* challenges students to think critically as they explore ways to connect content to other disciplines</li> </ul>

<b>6. Alignment of instructional strategies and assessment with standards and the needs of the learner</b> (CoEd 1.6,4.1, 4.2, 7.1, 7.2, 7.3)	<ul style="list-style-type: none"> <li>* uses only prepared teacher guide plans</li> <li>* lesson plans are incomplete and/or untimely</li> <li>* assessment for grading purposes only</li> <li>* no apparent connection between planning and standards, benchmarks, and assessments</li> </ul>	<ul style="list-style-type: none"> <li>* plans for the short term only</li> <li>* plans are ready on time</li> <li>* unable to reflect on the reason for classroom events and solutions for improvement</li> <li>* plans reflect some standards, benchmarks, and assessments</li> </ul>	<ul style="list-style-type: none"> <li>* plans reflect standards, benchmarks, and assessments</li> <li>* reflects on lesson and implements changes based on reflections</li> <li>* independent preparation requires little input from Mentor</li> <li>* cooperative teaching for benefit of learner occurs as needed</li> <li>* open communication that promotes creative planning</li> <li>* assessment informs instruction and planning</li> <li>* chooses appropriate supplementary materials</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* short term plans are consistently tied to long term goals</li> <li>* embeds supplemental materials to accomplish meaningful instruction</li> <li>* skillfully manages time for correctives and enrichments</li> <li>* assessment, planning and instruction are seamless</li> </ul>
<b>7. Sensitivity to school, community, and world cultural diversity</b> (CoEd 3.4, 5.1, 5.2)	<ul style="list-style-type: none"> <li>* displays no awareness of cultural diversity with respect to culture, school or community through educational input</li> </ul>	<ul style="list-style-type: none"> <li>* identifies needs of some students due to cultural differences</li> <li>* school, community, cultures are seldom addressed</li> <li>* shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>* provides multiculturalism, informs lessons and supports</li> <li>* demonstrates awareness of diversity or learners' social, emotional, physical needs</li> <li>* respects confidentiality</li> <li>* addresses awareness of school, community, and world cultures</li> <li>* shows awareness of cultural differences in the classroom and takes appropriate actions as needed</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* models sensitivity to cultural differences</li> <li>* seeks to increase own base of knowledge with respect to school, community, world cultures</li> </ul>
<b>8. Consideration of legal rights and responsibilities and safety rules and emergency situations</b> (CoEd 10.2)	<ul style="list-style-type: none"> <li>* displays no knowledge of legal rights and/or safety rules</li> <li>* relies on Mentor to deal with emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>* has a copy of legal rights and safety rules but inappropriately implements them or doesn't understand them</li> <li>* has a basic respect of most legal rights and safety rules but needs occasional reminders</li> <li>* participates when dealing with emergency situations, but dependent on Mentor</li> </ul>	<ul style="list-style-type: none"> <li>* acts upon legal rights and responsibilities and follows safety rules</li> <li>* demonstrates respect for legal rights of others</li> <li>* seeks information when necessary</li> <li>* can identify an emergency situation as defined by school policy and acts appropriately</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* attends policy meetings offered by the school district</li> <li>* seeks further knowledge of learner's health, family, or community</li> </ul>

<b>9. Appropriate use of school and community resources</b> (CoEd 7.4, 9.2)	<ul style="list-style-type: none"> <li>* seeks no outside human or physical resources which would enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>* poor or no follow through in actively involving outside resources</li> </ul>	<ul style="list-style-type: none"> <li>* includes use of outside human resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.)</li> <li>* researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* implements the use of human and physical resources effectively</li> <li>* involves students in project research and development using human and physical resources</li> </ul>
<b>10. Appropriate application of knowledge of human growth and development</b> (CoEd 4.2)	<ul style="list-style-type: none"> <li>* uses developmentally inappropriate activities and/or assignments</li> <li>* does not plan appropriate activities and/or assignments for diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>* uses developmentally appropriate activities and/or assignments</li> <li>* plans appropriate activities and assignments for diverse learners only in consultation with Mentor</li> </ul>	<ul style="list-style-type: none"> <li>* uses developmentally appropriate planning and teaching to accommodate diverse learners</li> <li>* uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of the learners</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* involves students in planning and implementing ideas appropriate to the needs of the learners</li> <li>* provides rich opportunities for students to gain deep understandings</li> </ul>
<b>11. Effective oral and written communication skills of the Student Teacher</b> (CoEd 6.2, 6.4)	<ul style="list-style-type: none"> <li>* uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the class level</li> <li>* speech is inaudible and/or contains grammatical errors</li> <li>* incorporates little classroom discussion and questioning techniques</li> </ul>	<ul style="list-style-type: none"> <li>* written language is generally correct and appropriate to class level</li> <li>* occasional errors are not corrected or corrected only when asked</li> <li>* speech is clear and generally grammatically correct</li> <li>* uses low level questions during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>* clear, grammatically correct written language spelled correctly, informally and formally</li> <li>* clear, grammatically correct use of oral language</li> <li>* uses high level questioning techniques during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>* meets all expectations at the proficient level</li> <li>* uses multiple written and oral strategies to challenge students and stimulate their language development</li> <li>* guides students to form high level questions</li> </ul>
<b>12. Appropriate use of technology</b> (CoEd 6.5)	<ul style="list-style-type: none"> <li>* Unable to select and implement appropriate technology in planning, instruction, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Occasionally selects and implements appropriate technology in planning, instruction, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Frequently selects and implements a variety of technology in planning, instruction, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Meets all proficient criteria</li> <li>* Encourages students to experiment with appropriate technology</li> </ul>

<b>13. Works effectively in a variety of ways with parents/guardian ; Assists with evaluations and reports (e.g., report cards) (CoEd 8.3)</b>	<ul style="list-style-type: none"> <li>* does not contact parents or guardians</li> <li>* displays a lack of empathy for parental concerns</li> <li>* depends entirely on Mentor for evaluation input</li> <li>* does not record student progress</li> </ul>	<ul style="list-style-type: none"> <li>* Needs guidance and suggestions from Mentor on how to talk with parents/guardians</li> <li>* makes minimal parent/guardian contact</li> <li>* demonstrates limited ability to empathize with parental concerns</li> <li>* scores and records papers and written work, not always in a timely manner</li> <li>* does limited assessment of instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>* teams with Mentor for guided experience when working with parents (i.e. conferences, telephone calls)</li> <li>* responds to parental concerns professionally and with sensitivity in consultation with Mentor</li> <li>* assesses instructional goals consistently</li> <li>* gathers assessment data and with minimal guidance from Mentor</li> <li>* scores and records student work accurately and in a timely manner</li> <li>*assists with evaluations, report cards, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* independently handles positive parent contacts</li> <li>* seeks guidance from Mentor with difficult parent problems</li> <li>* conveys sincere caring and willingness to listen to parents/guardians and engages in open communication</li> <li>* understands timely scores and records as a way to involve parents in student achievement</li> </ul>
<b>14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities (CoEd 10.1)</b>	<ul style="list-style-type: none"> <li>* avoids becoming involved in school or district programs, project, or events</li> <li>* does not participate in meetings, etc. or participates inappropriately</li> <li>* shows lack of knowledge of school improvement plan</li> <li>* does not become involved with school improvement activities</li> </ul>	<ul style="list-style-type: none"> <li>* participates when specifically asked with an appropriate level of participation</li> <li>* demonstrates little or no desire to participate in outside programs or expansion of knowledge</li> <li>* seeks information concerning school improvement plan</li> <li>* minimal involvement, if any, with school improvement activities</li> </ul>	<ul style="list-style-type: none"> <li>* participates in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate</li> <li>* demonstrates knowledge of school improvement plan</li> <li>* observes teachers other than the Mentor</li> <li>* participates in school improvement activities as appropriate</li> <li>* volunteer for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* uses outside class time to participate in additional programs and/or professional development</li> </ul>

<b>15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques</b> (CoEd 5.5, 9.1)	<ul style="list-style-type: none"> <li>* does not appear open to new ideas or programs</li> <li>* does not accept constructive criticism or suggestions for development as a professional educator</li> <li>* does not reflect on growth or methods of improvement</li> <li>* does not reflect on teaching</li> <li>* does not adjust lessons based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>* does not take initiative to develop or become better prepared as a professional</li> <li>* attends only required meetings</li> <li>* shows little effort to improve through self reflections</li> <li>* has little or no dialogue with Mentor related to improvement of teaching</li> <li>* some adjustment of lessons based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>* is open to suggestions for professional development</li> <li>* seeks guidance of ways to continue developing as a professional educator</li> <li>* attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator</li> <li>* dialogues with Mentor for self reflection and evaluation</li> <li>* effort made to use reflective information to improve as an educator</li> <li>* adjusts lessons to show growth that is based on reflection of feedback</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* actively seeks professional development</li> <li>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings</li> <li>* independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback</li> <li>* shares reflections and coordinates with Mentor for most effective input into improvement of lessons and teaching</li> </ul>
<b>16. Communicates mathematical thinking both orally and in writing</b>	Mathematical language is used to express ideas precisely. Ideas are enhanced because of the care taken to use mathematical language. Organization is elegant.	Mathematical language is used in explaining ideas but precision is not as detailed. Ideas can be explained mathematically. Organization is acceptable.	Imprecision in use of mathematical language hampers candidate explanations. Mathematical ideas become clouded by language use. Organization can confound the idea.	Poor use of mathematical language and organization obscures key ideas.
<b>17. Analyses and evaluates the mathematical thinking and strategies of others</b>	In problem solving situations, candidate can explore the thinking of students with a variety of solution strategies and identify the usefulness and appropriateness of a strategy for learning more mathematics. Evaluation and teaching mutually interact for planning.	Candidate normally evaluates others mathematical thinking but does not fully explore the strategies of students to ascertain understandings and conceptions. These evaluations inform the teaching.	Candidate occasionally evaluates the thinking of students but does not use the information as part of lesson planning or as part of teaching. Purely used as an evaluation tool for grading.	Candidate uses assessment as a grading tool and only checks for a single strategy. Expects others to solve problems as they are shown. Multiple problem solving strategies are not in evidence.
<b>18. Mathematical Problem Solving is used to build conceptual understanding</b>	Candidate demonstrates ability to expertly lead classes in mathematical problem solving. Focus is on in-depth conceptual understandings. Students are expected to develop and test generalizations.	Candidate demonstrates ability to lead classes in mathematical problem solving. Conceptual understanding is part of the focus with guided practice of generalization development and testing as a class.	Candidate demonstrates ability to lead classes in mathematical problem solving with "teaching as telling" as a main feature. Generalizations and testing are provided to students.	Candidate teaches examples from text. Problem solving is a by-product of text exercises without depth in exploration of concepts. View of problem solving is procedural.

# SCIENCE



# STUDENT TEACHING MIDTERM EVALUATION RUBRIC

## Science

At the halfway point of student teaching, the mentor teacher will complete the midterm assessment for the student teacher. The guiding presupposition of this midterm is that ALL student teachers can continue to demonstrate growth throughout the entirety of student teaching. This rubric lists the outcomes that the student teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. This midterm is now a two-point rubric, meaning that the student is either demonstrating the behaviors or not; it is also accompanied by a link to a form that the mentor teacher will use, in collaboration with the student teacher, to set growth goals and to make plans to accomplish those goals.

Experienced mentors will notice that this midterm is different than previous midterms, and different than the final assessment. The purpose of the midterm is to determine where students are experiencing success, and where they might be struggling. To create the two levels of performance, we combined the basic, proficient, and advanced levels into one “Basic and Beyond” level, and we kept the “Unsatisfactory” level. Since we are only at the midpoint of the semester, students may only be at the basic level, but that is appropriate for this time. If, however, the student is “Unsatisfactory” in a category, this is a necessary distinction that the mentor teacher need to make, and an area of growth that we need to identify for the student teacher. By doing the midterm in this fashion, we can see where the student teacher is unsatisfactory, and where he or she is basic and beyond, and move more explicitly and concisely to help that student. In addition, we will ask mentor teachers to work with their student teacher to establish growth goals and plans for those goals.

There are three steps to this midterm.

- 1) In LiveText, the mentor teacher will complete the rubric using either “Unsatisfactory” or “Basic and Beyond” as the two levels. If the student is meeting the “Basic and Beyond” descriptor as written, the mentor teacher will click on the box for “Basic and Beyond.” If, on the other hand, the student is not meeting the outcome as written, please assess the student as “Unsatisfactory.” Any assessment of “Unsatisfactory” should be accompanied by comments to explain the existing issues. If the student teacher has not yet had the opportunity to perform on a specific category, the mentor teacher should choose “N/A.”
- 2) Within this rubric on LiveText, mentor teachers will be provided with a link to use to set growth goals. For this section, in collaboration with the student teacher, the mentor teacher should choose 3-5 specific categories that will serve as growth goals. If the student had an Unsatisfactory in any area(s), that category, or those categories, should be included here.
- 3) Once the growth goal categories are selected, mentor and student teachers will collaboratively write a plan for addressing those goals during the remainder of student teaching. This collaboratively drawn plan will be made available to the university supervisor, who will use it for the remaining part of the semester to inform observations and assistance.

This process is a little longer than previous midterms, but it helps to give mentor and student teachers as well as university supervisors more information regarding strengths and weaknesses of the student teacher. Additionally, it helps to create a plan for all student teachers for the second half of student teaching.

Thank you for taking the time to work with a student teacher this semester. We know how much time and effort you put into it, and how valuable it is to the profession. We hope that this new midterm will help all of us communicate clearly to help the student teachers continue to grow and achieve, and become the teachers we know and hope they will be.

	<b><i>Unsatisfactory</i></b>	<b><i>Basic and Beyond</i></b>
<b>1. Knows and models professional ethics and behavior</b> (CoEd 3.4, 5.3)	The student teacher * violates school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions	At a minimum, the student teacher * demonstrates incomplete knowledge of school policies * displays minimally appropriate professional behavior, equitable treatment of all students, and cultivation of a democratic classroom community  The student teacher may perform at a much higher level, including displaying the following: * complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism * demonstrates respect for each student * cultivates sense of democratic classroom community * classroom demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice
<b>2. Effective work with diverse learners</b> (CoEd 3.3, 5.1, 5.4, 7.3, 8.3)	The student teacher * makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, or assessments	At a minimum, the student teacher * makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments  The student teacher may perform at a much higher level, including the following characteristics: * makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments * collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment
<b>3. Positive and effective classroom management</b> (CoEd 3.4, 5.1, 7.3)	In terms of environment, instructional choices, and management of student behavior, the student teacher * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) * does not adequately plan, set goals, and establish realistically high expectations for learners * does not effectively use clear directions/procedures, materials, transitions, and positive responses to behavior * uses sarcasm, negative reinforcement, and rewards inappropriately	At a minimum, the student teacher acknowledges the critical roles of classroom environment, instructional choices, and management of student behavior. This may include the following: * adjusts physical room environment only when prompted; * sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners; * inconsistent use of effective materials, transitions, and positive responses to behavior; * limited use of sarcasm

		<p>The student teacher may perform at a much higher level in terms of classroom environment, instructional choices, and management of student behavior. This may include the following characteristics:</p> <ul style="list-style-type: none"> <li>* demonstrates understanding of correlation between physical environment and student learning'</li> <li>* takes initiative to see that the classroom provides a nurturing and safe learning environment for all students</li> <li>* consistently demonstrates thoughtful planning, appropriate goal-setting, realistically high expectations for all learners, appropriate use of materials, and effective transition strategies</li> <li>* attends to non-instructional duties (attendance, lunch count, etc.) while learners are engaged with academic tasks</li> <li>* provides clear and concise directions and procedures</li> <li>* independently plans and implements comprehensive lessons that integrate learner motivation, monitoring, and classroom expectations.</li> <li>* consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions</li> <li>* consistently uses positive reinforcements and rewards for all learners</li> <li>* actively employs creative ways to promote learning and self-discipline</li> </ul>
<b>4. Content-Specific Pedagogy (CoEd 1.6)</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>*does not create opportunities and experiences for students to connect to the discipline in a meaningful way</li> <li>* plans using only published teacher guides</li> <li>* uses only whole class lecture and assessment</li> <li>* uses assessment only for grading purposes</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* creates limited opportunities/experiences for students to connect to the discipline in a meaningful way</li> <li>* consistently depends on Mentor Teacher for ideas</li> <li>* needs frequent guidance for preparation and implementation of lessons and instructional strategies</li> <li>* has problems transferring knowledge to students</li> </ul> <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> <li>* creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way</li> <li>* standards, benchmarks, assessments, and enrichment for learning and reflected in lesson plans</li> <li>* encourages critical thinking</li> <li>* responds to suggestions from Mentor Teacher and shows ongoing growth</li> </ul>

		<ul style="list-style-type: none"> <li>* appropriate use of assessment and materials</li> <li>* shows independence in using multiple teaching strategies</li> <li>* works as a facilitator for learning</li> <li>* brings understanding of content knowledge discipline to team collaboration</li> <li>* creates consistent opportunities/experiences for students to connect to the discipline in a meaningful way</li> <li>* independently implements a variety of theories and strategies</li> <li>* creates assessment documents which reflect learning</li> <li>* works as a facilitator for learning beyond expectations</li> </ul>
<b>5. Adequate content knowledge in teaching field and an ability to gather additional content and/or resources as needed</b> (CoEd 1.4, 1.6)	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* consistently makes content errors</li> <li>* does not correct content errors of students or self</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* draws on basic content knowledge only</li> <li>* demonstrates little incentive to gather additional and/or supplemental content material</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* demonstrates strong content knowledge</li> <li>* makes connections between content and other disciplines and within the discipline</li> <li>* gathers additional content as needed</li> <li>* takes initiative to select content that goes beyond traditional texts</li> <li>* challenges students to think critically as they explore ways to connect content to other disciplines</li> </ul>
<b>6. Alignment of instructional strategies and assessment with standards and the needs of the learner</b> (CoEd 1.6,4.1, 4.2, 7.1, 7.2, 7.3)	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* uses only plans from published teacher guides or develops lesson plans that are incomplete and/or untimely</li> <li>* uses assessment for grading purposes only</li> <li>* does not integrate planning with standards, benchmarks, and assessments</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* adequately develops short-term plans in a timely fashion</li> <li>* develops lesson plans that demonstrate limited reflection on rationale and solutions for improvement</li> <li>* develops lesson plans that reflect some integration with standards, benchmarks, and assessments</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* develops lesson plans that integrate standards, benchmarks, and assessments and are tied to long-term goals</li> <li>* reflects on lesson and implements changes based on reflections</li> <li>* participates in cooperative teaching and open communication with mentor teacher</li> <li>* uses assessment to inform instruction and planning</li> <li>* is capable of preparing lessons and materials independently, including appropriate supplementary</li> </ul>

		<p>materials</p> <ul style="list-style-type: none"> <li>* skillfully manages time for correctives and enrichments</li> </ul>
<p><b>7. Sensitivity to school, community, and world cultural diversity</b> (CoEd 3.4, 5.1, 5.2)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* lacks awareness of cultural diversity with respect to culture, school or community</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* occasionally addresses the cultures of individual students, the school and community, but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* develops lessons and support that reflect an understanding of multicultural education and learners' social, emotional, and physical needs</li> <li>* respects confidentiality</li> <li>* models sensitivity to cultural differences</li> <li>* actively seeks additional knowledge with respect to school, community, world cultures</li> </ul>
<p><b>8. Consideration of legal rights and responsibilities and safety rules and emergency situations</b> (CoEd 10.2)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* displays limited knowledge of legal rights and/or safety rules</li> <li>* relies on mentor teacher to deal with emergency situations</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* respects legal rights and safety rules but needs occasional reminders</li> <li>* participates in managing emergency situations</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* acts upon legal rights and responsibilities and follows safety rules</li> <li>* independently demonstrates respect for legal rights of others</li> <li>* can identify an emergency situation as defined by school policy and acts appropriately</li> <li>* attends policy meetings offered by the school district</li> <li>* seeks further knowledge of learner's health, family, or community</li> </ul>
<p><b>9. Appropriate use of school and community resources</b> (CoEd 7.4, 9.2)</p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not seek outside human or physical resources that would enhance student learning</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* shows limited engagement in actively involving outside resources</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* includes use of outside human resources (e.g. other teachers, technology specialists, librarians, etc.) and physical resources (e.g., videos, library books, internet uses, etc.) in lesson planning and implements these resources effectively</li> <li>* involves students in project research and development using human and physical resources</li> </ul>
<p><b>10. Appropriate application of knowledge of human</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* uses developmentally inappropriate</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* plans developmentally appropriate</li> </ul>

<b>growth and development</b> (CoEd 4.2)	activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners	activities and assignments for diverse learners in consultation with mentor  The student teacher may perform at a much higher level, including the following characteristics: * plans developmentally appropriate activities and assignments for diverse learners, considering both cognition and interest * involves students in planning and implementing ideas * provides rich opportunities for students to gain deep understandings
<b>11. Effective oral and written communication skills of the student teacher</b> (CoEd 6.2, 6.4)	The student teacher * speaks inaudibly or containing grammatical errors or in a manner inappropriate for the class level * writes illegibly or containing grammatical or spelling errors or in a manner inappropriate for the class level * seldom incorporates classroom discussion and questioning techniques	At a minimum, the student teacher * speaks and writes in grammatically standard ways and in a manner appropriate to class level * corrects errors when prompted * uses low-level questions during class discussions  The student teacher may perform at a much higher level, including the following characteristics: * speaks and writes appropriately in both informal and formal genres * uses high-level questioning techniques during class discussions * uses multiple written and oral strategies to challenge students and stimulate their language development
<b>12. Appropriate use of technology</b> (CoEd 6.5)	The student teacher * displays limited ability to select and implement appropriate technology in planning, instruction, and assessment	At a minimum, the student teacher * selects and implements a variety of technology in planning, instruction, and assessment  The student teacher may perform at a much higher level, including the following characteristics: * encourages students to innovate with appropriate technology
<b>13. Works effectively in a variety of ways with parents/guardian; Assists with evaluations and reports (e.g., report cards)</b> (CoEd 8.3)	The student teacher * does not contact parents or guardians * displays a lack of empathy for parental concerns * depends entirely on mentor for evaluation input * does not record student progress	At a minimum, the student teacher * needs guidance and suggestions from mentor on how to talk with parents/guardians * makes minimal parent/guardian contact * demonstrates some ability to empathize with parental concerns * scores and records papers and written work, though not always in a timely manner * does limited assessment of instructional goals  The student teacher may perform at a much higher level, including the following characteristics: * teams with mentor for guided experience when working with parents (i.e. conferences, telephone calls) or manages positive parent contacts independently * responds to parental concerns

		<p>professionally and with sensitivity in consultation with mentor</p> <ul style="list-style-type: none"> <li>* assesses instructional goals consistently</li> <li>* gathers assessment data with minimal guidance from mentor</li> <li>* scores and records student work accurately and in a timely manner, and understands timely scores and records as a way to involve parents in student achievement</li> <li>* assists with evaluations, report cards, etc.</li> <li>* conveys sincere caring and willingness to listen to parents/guardians and engages in open communication and records as a way to involve parents in student achievement</li> </ul>
<p><b>14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities (CoEd 10.1)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* avoids becoming involved in school or district programs, projects, or events or participates inappropriately</li> <li>* shows lack of knowledge of school improvement plan or does not become involved with school improvement activities</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* participates in school or district programs, projects, or events when specifically asked with an appropriate level of participation</li> <li>* seeks information concerning school improvement plan and is minimally involved with school improvement activities</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* contributes as necessary and appropriate in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings</li> <li>* demonstrates knowledge of school improvement plan and participates in school improvement activities as appropriate</li> <li>* observes teachers other than the mentor</li> <li>* volunteers for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.) or uses outside class time to participate in additional programs and/or professional development</li> </ul>
<p><b>15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* is not open to new ideas or programs</li> <li>* does not accept constructive criticism or suggestions for development as a professional educator</li> <li>* does not reflect on growth or methods of improvement in teaching</li> <li>* does not adjust lessons based on feedback</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* displays limited initiative to improve professionally</li> <li>* does not actively seek dialogue with mentor related to improvement of teaching</li> <li>* makes adjustments to lessons based on feedback</li> <li>* is open to suggestions for professional development</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* seeks guidance to continue developing as a professional educator</li> <li>* attends in-service workshops,</li> </ul>

		<p>conferences, trainings, etc. that will provide additional development as an educator or actively and independently seeks professional development opportunities</p> <ul style="list-style-type: none"> <li>* dialogues with mentor for self-reflection and evaluation and adjusts lessons based on feedback</li> <li>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings</li> </ul>
<p><b>16. Practices legal and ethical responsibilities of science teachers for the welfare of their students (NSTA 9a)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not responsibly follow legal and ethical precedents for the welfare of students in the science classroom</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* generally follows the legal and ethical precedents for the welfare of students in the science classroom but does not take initiative to develop or become better prepared as a professional</li> </ul> <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> <li>* always follows the legal and ethical precedents for the welfare of students in the science classroom</li> <li>* attends policy meetings offered by the school district</li> <li>* actively seeks professional development</li> </ul>
<p><b>17. Practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction (NSTA 9b).</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not responsibly establish and follow procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials</li> <li>* does not keep MSDS readily available or currently maintained</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials</li> <li>* maintains up-to-date and readily available MSDS files for all materials used in the classroom</li> <li>* stays informed of potential hazards and legal concerns. Communicates them to other teachers to maintain a school environment free of potential problems</li> </ul> <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> <li>* attends policy meetings offered by the school district</li> <li>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings</li> </ul>
<p><b>18. Follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and abilities of students (NSTA 9c)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not responsibly plan, practice or enforce safety procedures in all activities in the classroom</li> <li>* is unaware of actions to take during an emergency and to prevent or report an emergency</li> <li>* fails to appropriately respond to hazardous situations once identified</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* plans, practices and enforces safety procedures in all activities in the classroom</li> <li>* knows actions to take during an emergency and to prevent or report an emergency</li> <li>* responds appropriately to hazardous situations once identified</li> <li>* takes actions to prevent hazards and communicates needs and potential problems to administrators</li> </ul>



		<p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> <li>* attends policy meetings offered by the school district</li> <li>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings</li> </ul>
<p><b>19. Treats all living organisms used in the classroom or found in the field in a safe, humane and ethical manner and respects legal restrictions on their collection, keeping and use (NSTA 9d)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not responsibly attend to, obey or enforce rules for the safe, proper and ethical treatment of animal</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals</li> <li>* consistently attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals</li> <li>* discusses reasons for such rules with students</li> </ul> <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> <li>* actively seeks professional development</li> <li>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional setting</li> </ul>

# STUDENT TEACHING FINAL EVALUATION RUBRIC

## Science

### ***Rubric for Outcomes Documentation:***

The rubric lists the outcomes that the Student Teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. Please use this rubric to document observations.

- The rubric will be available to the UW Faculty/Supervisor via LiveText at the end of the semester.
- The Student Teacher must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for items 1-15 and a proficient or distinguished rating on each item of 16-19 for successful completion of student teaching.

	<b>Level of Performance</b>			
	<b>Unsatisfactory (U)</b>	<b>Basic (B)</b>	<b>Proficient (P)</b>	<b>Distinguished (D)</b>
<b>1. Knows and models professional ethics and behavior</b> (CoEd 3.4, 5.3)	* does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions	* incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community	* complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism * demonstrates respect for each student * cultivates sense of democratic classroom community	* meets all proficient level expectations * classroom demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice
<b>2. Effective work with diverse learners</b> (CoEd 3.3, 5.1, 5.4, 7.3, 8.3)	* makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	* makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	* makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments	* meets all proficient level expectations * collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment
<b>3. Positive and effective classroom management</b> (CoEd 3.4, 5.1, 7.3)	<b>Environment:</b> * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) <b>Teaching:</b> * inadequate planning, goal setting, and ability to establish realistically high expectations for learners * ineffective use of materials, transitions, and positive attitude * poor directions/procedures resulting in frequent learner time off task <b>Behavior:</b>	<b>Environment:</b> * adjusts physical room environment only when Mentor Teacher asks <b>Teaching:</b> * sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners * inconsistent effective use of materials, transitions, and positive attitude <b>Behavior:</b> * beginning to respond	<b>Environment:</b> * demonstrates understanding of correlation between physical environment and student learning * consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners <b>Teaching:</b> * consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude * non-instructional duties	* meets all proficient level expectations <b>Environment:</b> * takes initiative to see that the classroom provides a nurturing and safe learning environment for all students <b>Teaching:</b> * independently plans and implements comprehensive lessons for most effective learner time on task * learner motivation and monitoring are built into plans as well as regular classroom

	<ul style="list-style-type: none"> <li>* inappropriate responses to behavior that result in frequent interruptions</li> <li>* uses sarcasm, negative reinforcement, and rewards inappropriately</li> </ul>	<p>appropriately to behavior, reducing disruptions</p> <ul style="list-style-type: none"> <li>* uses limited sarcasm and uses positive rewards and reinforcements inconsistently</li> </ul>	<p>(attendance, lunch count, etc.) are attended to while learners become engaged with academic tasks</p> <ul style="list-style-type: none"> <li>* directions and procedures are consistently clear and concise, resulting and concentrating learner time on task</li> </ul> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>* consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions</li> <li>* consistently uses positive reinforcements and rewards for all learners</li> </ul>	<p>expectations</p> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>* actively employs creative ways to promote learning and self discipline</li> </ul>
<b>4. Content-Specific Pedagogy</b> (CoEd 1.6)	<ul style="list-style-type: none"> <li>* does not create opportunities and experiences for students to connect to the discipline in a meaningful way</li> <li>* plans using only published teacher guides</li> <li>* uses only whole class lecture and assessment</li> <li>* uses assessment only for grading purposes</li> </ul>	<ul style="list-style-type: none"> <li>* creates minimal opportunities/ experiences for students to connect to the discipline in a meaningful way</li> <li>* consistently depends on Mentor Teacher for ideas</li> <li>* needs frequent guidance for preparation and implementation of lessons and instructional strategies</li> <li>* has problems transferring knowledge to students</li> </ul>	<ul style="list-style-type: none"> <li>* creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way</li> <li>* standards, benchmarks, assessments, and enrichment for learning and reflected in lesson plans</li> <li>* encourages critical thinking</li> <li>* responds to suggestions from Mentor Teacher and shows ongoing growth</li> <li>* appropriate use of assessment and materials</li> <li>* shows independence in using multiple teaching strategies</li> <li>* works as a facilitator for learning</li> <li>* brings understanding of content knowledge discipline to team collaboration</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* creates consistent opportunities/ experiences for students to connect to the discipline in a meaningful way</li> <li>* independently implements a variety of theories and strategies</li> <li>* creates assessment documents which reflect learning</li> <li>* works as a facilitator for learning beyond expectations</li> </ul>
<b>5. Adequate content knowledge in teaching field and an ability to gather additional content and/or resources as needed</b> (CoEd 1.4, 1.6)	<ul style="list-style-type: none"> <li>* consistently makes content errors</li> <li>* does not correct content errors of students or self</li> </ul>	<ul style="list-style-type: none"> <li>* draws on basic content knowledge only</li> <li>* demonstrates little incentive to gather additional and/or supplemental content material</li> </ul>	<ul style="list-style-type: none"> <li>* demonstrates strong content knowledge</li> <li>* makes connections between content and other disciplines and within the discipline</li> <li>* gathers additional content as needed</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* takes initiative consistently to select content that goes beyond traditional texts</li> <li>* challenges students to think critically as they explore ways to connect content to other disciplines</li> </ul>
<b>6. Alignment of instructional strategies and assessment with standards and the needs of the</b>	<ul style="list-style-type: none"> <li>* uses only prepared teacher guide plans</li> <li>* lesson plans are incomplete and/or untimely</li> <li>* assessment for</li> </ul>	<ul style="list-style-type: none"> <li>* plans for the short term only</li> <li>* plans are ready on time</li> <li>* unable to reflect on the reason for</li> </ul>	<ul style="list-style-type: none"> <li>* plans reflect standards, benchmarks, and assessments</li> <li>* reflects on lesson and implements changes based on reflections</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* short term plans are consistently tied to long term goals</li> <li>* embeds</li> </ul>

<b>learner</b> (CoEd 1.6,4.1, 4.2, 7.1, 7.2, 7.3)	grading purposes only * no apparent connection between planning and standards, benchmarks, and assessments	classroom events and solutions for improvement * plans reflect some standards, benchmarks, and assessments	* independent preparation re-quires little input from Mentor * cooperative teaching for benefit of learner occurs as needed * open communication that promotes creative planning * assessment informs instruction and planning * chooses appropriate supplementary materials	supplemental materials to accomplish meaningful instruction * skillfully manages time for correctives and enrichments * assessment, planning and instruction are seamless
<b>7. Sensitivity to school, community, and world cultural diversity</b> (CoEd 3.4, 5.1, 5.2)	* displays no awareness of cultural diversity with respect to culture, school or community through educational input	* identifies needs of some students due to cultural differences * school, community, cultures are seldom addressed * shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)	* provides multiculturalism, informs lessons and supports * demonstrates awareness of diversity or learners' social, emotional, physical needs * respects confidentiality * addresses awareness of school, community, and world cultures * shows awareness of cultural differences in the classroom and takes appropriate actions as needed	* meets all proficient level expectations * models sensitivity to cultural differences * seeks to increase own base of knowledge with respect to school, community, world cultures
<b>8. Consideration of legal rights and responsibilities and safety rules and emergency situations</b> (CoEd 10.2)	* displays no knowledge of legal rights and/or safety rules * relies on Mentor to deal with emergency situations	* has a copy of legal rights and safety rules but inappropriately implements them or doesn't understand them * has a basic respect of most legal rights and safety rules but needs occasional reminders * participates when dealing with emergency situations, but dependent on Mentor	* acts upon legal rights and responsibilities and follows safety rules * demonstrates respect for legal rights of others * seeks information when necessary * can identify an emergency situation as defined by school policy and acts appropriately	* meets all proficient level expectations * attends policy meetings offered by the school district * seeks further knowledge of learner's health, family, or community
<b>9. Appropriate use of school and community resources</b> (CoEd 7.4, 9.2)	* seeks no outside human or physical resources which would enhance learning	* poor or no follow through in actively involving outside resources	* includes use of outside human resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.) * researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.)	* meets all proficient level expectations * implements the use of human and physical resources effectively * involves students in project research and development using human and physical resources
<b>10. Appropriate application of knowledge of human growth and development</b> (CoEd 4.2)	* uses developmentally inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners	* uses developmentally appropriate activities and/or assignments * plans appropriate activities and assignments for diverse learners only in consultation with	* uses developmentally appropriate planning and teaching to accommodate diverse learners * uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of the learners	* meets all proficient level expectations * involves students in planning and implementing ideas appropriate to the needs of the learners * provides rich opportunities for

		Mentor		students to gain deep understandings
<b>11. Effective oral and written communication skills of the Student Teacher</b> (CoEd 6.2, 6.4)	<ul style="list-style-type: none"> <li>* uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the class level</li> <li>* speech is inaudible and/or contains grammatical errors</li> <li>* incorporates little classroom discussion and questioning techniques</li> </ul>	<ul style="list-style-type: none"> <li>* written language is generally correct and appropriate to class level</li> <li>* occasional errors are not corrected or corrected only when asked</li> <li>* speech is clear and generally grammatically correct</li> <li>* uses low level questions during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>* clear, grammatically correct written language spelled correctly, informally and formally</li> <li>* clear, grammatically correct use of oral language</li> <li>* uses high level questioning techniques during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>* meets all expectations at the proficient level</li> <li>* uses multiple written and oral strategies to challenge students and stimulate their language development</li> <li>* guides students to form high level questions</li> </ul>
<b>12. Appropriate use of technology</b> (CoEd 6.5)	<ul style="list-style-type: none"> <li>* Unable to select and implement appropriate technology in planning, instruction, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Occasionally selects and implements appropriate technology in planning, instruction, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Frequently selects and implements a variety of technology in planning, instruction, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Meets all proficient criteria</li> <li>* Encourages students to experiment with appropriate technology</li> </ul>
<b>13. Works effectively in a variety of ways with parents/guardian; Assists with evaluations and reports (e.g., report cards)</b> (CoEd 8.3)	<ul style="list-style-type: none"> <li>* does not contact parents or guardians</li> <li>* displays a lack of empathy for parental concerns</li> <li>* depends entirely on Mentor for evaluation input</li> <li>* does not record student progress</li> </ul>	<ul style="list-style-type: none"> <li>* Needs guidance and suggestions from Mentor on how to talk with parents/guardians</li> <li>* makes minimal parent/guardian contact</li> <li>* demonstrates limited ability to emphasize with parental concerns</li> <li>* scores and records papers and written work, not always in a timely manner</li> <li>* does limited assessment of instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>* teams with Mentor for guided experience when working with parents (i.e. conferences, telephone calls)</li> <li>* responds to parental concerns professionally and with sensitivity in consultation with Mentor</li> <li>* assesses instructional goals consistently</li> <li>* gathers assessment data and with minimal guidance from Mentor</li> <li>* scores and records student work accurately and in a timely manner</li> <li>* assists with evaluations, report cards, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* independently handles positive parent contacts</li> <li>* seeks guidance from Mentor with difficult parent problems</li> <li>* conveys sincere caring and willingness to listen to parents/guardians and engages in open communication</li> <li>* understands timely scores and records as a way to involve parents in student achievement</li> </ul>
<b>14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities</b> (CoEd 10.1)	<ul style="list-style-type: none"> <li>* avoids becoming involved in school or district programs, project, or events</li> <li>* does not participate in meetings, etc. or participates inappropriately</li> <li>* shows lack of knowledge of school improvement plan</li> <li>* does not become involved with school improvement activities</li> </ul>	<ul style="list-style-type: none"> <li>* participates when specifically asked with an appropriate level of participation</li> <li>* demonstrates little or no desire to participate in outside programs or expansion of knowledge</li> <li>* seeks information concerning school improvement plan</li> <li>* minimal involvement, if any, with school improvement activities</li> </ul>	<ul style="list-style-type: none"> <li>* participates in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate</li> <li>* demonstrates knowledge of school improvement plan</li> <li>* observes teachers other than the Mentor</li> <li>* participates in school improvement activities as appropriate</li> <li>* volunteer for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* uses outside class time to participate in additional programs and/or professional development</li> </ul>
<b>15. Demonstrates competence in continuing as a professional educator by using</b>	<ul style="list-style-type: none"> <li>* does not appear open to new ideas or programs</li> <li>* does not accept constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>* does not take initiative to develop or become better prepared as a professional</li> </ul>	<ul style="list-style-type: none"> <li>* is open to suggestions for professional development</li> <li>* seeks guidance of ways to continue developing as</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* actively seeks professional development</li> </ul>

<b>self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1)</b>	<ul style="list-style-type: none"> <li>or suggestions for development as a professional educator</li> <li>* does not reflect on growth or methods of improvement</li> <li>* does not reflect on teaching</li> <li>* does not adjust lessons based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>* attends only required meetings</li> <li>* shows little effort to improve through self reflections</li> <li>* has little or no dialogue with Mentor related to improvement of teaching</li> <li>* some adjustment of lessons based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>a professional educator</li> <li>* attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator</li> <li>* dialogues with Mentor for self reflection and evaluation</li> <li>* effort made to use reflective information to improve as an educator</li> <li>* adjusts lessons to show growth that is based on reflection of feedback</li> </ul>	<ul style="list-style-type: none"> <li>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings</li> <li>* independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback</li> <li>* shares reflections and coordinates with Mentor for most effective input into improvement of lessons and teaching</li> </ul>
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### Secondary Science Addendum

To receive a passing score for this section of the rubric, the student must receive a proficient or distinguished rating on each item 16 - 19.

	<b>Level of Performance</b>			
	<b>Unsatisfactory (U)</b>	<b>Basic (B)</b>	<b>Proficient (P)</b>	<b>Distinguished (D)</b>
<b>16. Practices legal and ethical responsibilities of science teachers for the welfare of their students (NSTA 9a).</b>	<ul style="list-style-type: none"> <li>* does not responsibly follow legal and ethical precedents for the welfare of students in the science classroom</li> </ul>	<ul style="list-style-type: none"> <li>* generally follows the legal and ethical precedents for the welfare of students in the science classroom but does not take initiative to develop or become better prepared as a professional</li> </ul>	<ul style="list-style-type: none"> <li>* Always follows the legal and ethical precedents for the welfare of students in the science classroom</li> </ul>	<ul style="list-style-type: none"> <li>* meets the proficient level expectations</li> <li>* attends policy meetings offered by the school district</li> <li>* actively seeks professional development</li> </ul>
<b>17. Practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction (NSTA 9b).</b>	<ul style="list-style-type: none"> <li>* does not responsibly establish and follow procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>* does not keep MSDS readily available or currently maintained</li> </ul>	<ul style="list-style-type: none"> <li>* establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>* maintains up-to-date and readily available MSDS files for all materials used in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>* establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>* maintains up-to-date and readily available MSDS files for all materials used in the classroom</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>* stays informed of potential hazards and legal concerns. Communicates them to other teachers to maintain a school environment free of potential problems</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* attends policy meetings offered by the school district</li> <li>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings</li> </ul>
<b>18. Follows emergency procedures, maintain safety equipment, and</b>	<ul style="list-style-type: none"> <li>* does not responsibly plan, practice or enforce safety procedures in all activities in the</li> </ul>	<ul style="list-style-type: none"> <li>* plans, practices and enforces safety procedures in all activities in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>* consistently plans, practices and enforces safety procedures in all activities in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* attends policy meetings offered by the school district</li> </ul>

<p><b>ensure safety procedures appropriate for the activities and abilities of students (NSTA 9c).</b></p>	<p>classroom</p> <p>OR</p> <p>*is unaware of actions to take during an emergency and to prevent or report an emergency</p> <p>OR</p> <p>*Fails to appropriately respond to hazardous situations once identified</p>	<p>AND</p> <p>* knows actions to take during an emergency and to prevent or report an emergency</p> <p>AND</p> <p>* appropriately responds to hazardous situations once identified</p>	<p>AND</p> <p>* demonstrates in the classroom that safety is a priority in science</p> <p>AND</p> <p>* appropriately responds to hazardous situations once identified</p> <p>AND</p> <p>* takes actions to prevent hazards and communicates needs and potential problems to administrators</p>	<p>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings</p>
<p><b>19. Treats all living organisms used in the classroom or found in the field in a safe, humane and ethical manner and respects legal restrictions on their collection, keeping and use (NSTA 9d).</b></p>	<p>* does not responsibly attend to, obey or enforce rules for the safe, proper and ethical treatment of animals</p>	<p>* attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals</p>	<p>* consistently Attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals</p> <p>AND</p> <p>* discusses reasons for such rules with students</p>	<p>* meets all proficient level expectations</p> <p>* actively seeks professional development</p> <p>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings</p>

# **MODERN LANGUAGES**



# STUDENT TEACHING MIDTERM EVALUATION RUBRIC

## Modern Languages

At the halfway point of student teaching, the mentor teacher will complete the midterm assessment for the student teacher. The guiding presupposition of this midterm is that ALL student teachers can continue to demonstrate growth throughout the entirety of student teaching. This rubric lists the outcomes that the student teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. This midterm is now a two-point rubric, meaning that the student is either demonstrating the behaviors or not; it is also accompanied by a link to a form that the mentor teacher will use, in collaboration with the student teacher, to set growth goals and to make plans to accomplish those goals.

Experienced mentors will notice that this midterm is different than previous midterms, and different than the final assessment. The purpose of the midterm is to determine where students are experiencing success, and where they might be struggling. To create the two levels of performance, we combined the basic, proficient, and advanced levels into one “Basic and Beyond” level, and we kept the “Unsatisfactory” level. Since we are only at the midpoint of the semester, students may only be at the basic level, but that is appropriate for this time. If, however, the student is “Unsatisfactory” in a category, this is a necessary distinction that the mentor teacher need to make, and an area of growth that we need to identify for the student teacher. By doing the midterm in this fashion, we can see where the student teacher is unsatisfactory, and where he or she is basic and beyond, and move more explicitly and concisely to help that student. In addition, we will ask mentor teachers to work with their student teacher to establish growth goals and plans for those goals.

There are three steps to this midterm.

- 1) In LiveText, the mentor teacher will complete the rubric using either “Unsatisfactory” or “Basic and Beyond” as the two levels. If the student is meeting the “Basic and Beyond” descriptor as written, the mentor teacher will click on the box for “Basic and Beyond.” If, on the other hand, the student is not meeting the outcome as written, please assess the student as “Unsatisfactory.” Any assessment of “Unsatisfactory” should be accompanied by comments to explain the existing issues. If the student teacher has not yet had the opportunity to perform on a specific category, the mentor teacher should choose “N/A.”
- 2) Within this rubric on LiveText, mentor teachers will be provided with a link to use to set growth goals. For this section, in collaboration with the student teacher, the mentor teacher should choose 3-5 specific categories that will serve as growth goals. If the student had an Unsatisfactory in any area(s), that category, or those categories, should be included here.
- 3) Once the growth goal categories are selected, mentor and student teachers will collaboratively write a plan for addressing those goals during the remainder of student teaching. This collaboratively drawn plan will be made available to the university supervisor, who will use it for the remaining part of the semester to inform observations and assistance.

This process is a little longer than previous midterms, but it helps to give mentor and student teachers as well as university supervisors more information regarding strengths and weaknesses of the student teacher. Additionally, it helps to create a plan for all student teachers for the second half of student teaching.

Thank you for taking the time to work with a student teacher this semester. We know how much time and effort you put into it, and how valuable it is to the profession. We hope that this new midterm will help all of us communicate clearly to help the student teachers continue to grow and achieve, and become the teachers we know and hope they will be.

	<b>Level of Performance</b>	
	<b>Unsatisfactory</b>	<b>Basic and Beyond</b>
<b>1.Theories of learner development and instruction (CoEd 3.3, 4.3, 5.1, 5.4, 7.3, 8.3; ACTFL 3.b)</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* shows no understanding of the different physical, cognitive, emotional, and social developmental characteristics of K-12 students.</li> <li>* lacks awareness of instructional models and techniques</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* recognizes that students have different physical, cognitive, emotional, and social developmental characteristics and that instruction must be tailored to accommodate individual needs.</li> <li>* recognizes that many different instructional models and techniques exist</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* can describe the physical, cognitive, emotional, and social developmental characteristics of students.</li> <li>* can implement a variety of instructional models and techniques to accommodate these differences.</li> <li>* plans for instruction according to the physical, cognitive, emotional, and social developmental needs of students</li> </ul>
<b>2. Target language input (CoEd 6.5; ACTFL 3.a)</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* uses the target language during instruction seldomly and in ways that do not aid in the language learning process.</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* uses the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language</li> <li>* uses some strategies to help students understand oral and written input</li> <li>* uses technology to provide some input</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* uses the target language to the maximum extent in classes at all levels of instruction</li> <li>* designates certain times for spontaneous interaction with students in the target language</li> <li>* tailors language use to students' developing proficiency levels</li> <li>* uses a variety of strategies to help students understand oral and written input</li> <li>* uses the target language to design content-based language lessons</li> <li>* uses technology in appropriate ways to enhance input</li> <li>* structures classes to maximize use of the target language at all levels of instruction</li> <li>* interacts spontaneously with students in the target language as a key component of their class</li> <li>* assists students in developing a repertoire of strategies for understanding oral and written input</li> <li>* uses the target language to teach a variety of subject matter and cultural content</li> <li>* uses technology in a variety of ways to</li> </ul>

		provide nuanced input
<b>3. Adapting instruction to address students' language levels, language backgrounds, and learning styles (ACTFL 3.b)</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* lacks the ability to take into account learner language levels and uses</li> <li>* offers only one type of instruction aimed at an ideal learner set.</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* recognizes that their students have a wide range of language levels, language backgrounds, and learning styles</li> <li>* attempts to address these differences by using a limited variety of instructional strategies</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* seeks out information regarding their students' language levels, language backgrounds, and learning styles</li> <li>* implements a variety of instructional models and techniques to address these student differences.</li> <li>* uses information consistently about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.</li> </ul>
<b>4. Integration of three modes of communication (ACTFL 4.b)</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* lacks the use of the three modes of communication or uses them in an unclear manner.</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* understands the connection among the interpersonal, interpretive, and presentational modes of communication</li> <li>* focuses on one mode at a time in instruction and classroom activities</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* designs opportunities for their students to communicate by using the interpersonal, interpretive, and presentational modes in an integrated manner</li> <li>* uses the interpersonal-interpretive presentational framework as the basis for planning and implementing classroom communication</li> </ul>
<b>5. Language acquisition theories (ACTFL 3.a)</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* lacks awareness of language acquisition theories</li> <li>* provides no connections between the instructional strategies they employ and language acquisition theories</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* exhibits an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels</li> <li>* illustrates an ability to connect theory with practice</li> <li>* shows a growing awareness of the connection between student learning and the use of instructional strategies.</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment</li> <li>* draws on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition</li> <li>* exhibits ease and flexibility in applying</li> </ul>

		<p>language acquisition theories to instructional practice</p> <ul style="list-style-type: none"> <li>* uses a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels</li> <li>* exhibits originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories</li> </ul>
<p><b>6. Evaluation, selection, creation, and adaptation of appropriate materials (ACTFL 4.c)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* uses materials in an uninformed or illogical manner</li> <li>* lacks understanding of material use in realizing learning goals and objectives</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* bases their selection and design of materials on short-term instructional objectives more than on standards and/or curricular goals</li> <li>* uses their knowledge of standards and curricular goals to evaluate, select, and design materials, including visuals, realia, authentic printed and oral materials, and other resources obtained through technology</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* bases their selection and design of materials on the standards philosophy and their curricular goals.</li> <li>* uses a wealth of resources creatively including visuals, realia, authentic printed and oral materials, and other resources obtained through technology and they justify the use of these materials.</li> </ul>
<p><b>7. Integration of cultural products, practices, perspectives and offers connection to other subject areas (ACTFL 4.b)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* offers no link between culture and language in their instruction and does not investigate possible connections with these elements to other subject areas</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* understands the anthropological view of culture in terms of products, practices, and perspectives.</li> <li>* refers to one or more of these areas in their teaching of culture</li> <li>* links cultural and linguistic elements to other subject areas</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* designs opportunities for their students to explore the target language culture(s) by means of cultural products, practices, and perspectives</li> <li>* uses these opportunities to how they align with other subject areas</li> <li>* uses the products-practices perspectives framework as the basis for planning and implementing cultural instruction</li> <li>* uses multiple perspectives as a base for investigating other subject areas</li> </ul>
<p><b>8. Meaningful classroom interaction (ACTFL 3.a)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* interacts primarily in a mechanical, stilted way with lack of communicative focus.</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* uses communicative activities as the basis for engaging students in meaningful classroom interaction that occur in instructional materials</li> <li>* designs activities that are standards-based in which students will have opportunities to interact meaningfully with one another and that reflect curricular themes and students' interests</li> </ul>

		<p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* uses meaningful classroom interaction at the heart of language instruction.</li> <li>* engages students in communicative and interesting activities and tasks on a regular basis</li> <li>* reflects engaging contexts that are personalized to the interests of students and reflect curricular goals in all classroom interactions</li> </ul>
<b>9. Integration of standards into planning and instruction (CoEd 1.6,4.1, 4.2, 7.1, 7.2, 7.3; ACTFL 4.a, 4.b)</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* uses only prepared teacher guide plans</li> <li>* plans lesson that are incomplete and/or untimely</li> <li>* uses assessment for grading purposes only</li> <li>* lacks connection between planning with ACTFL and state standards, performance guidelines, and (integrated performance) assessments. Instruction lack connection with and use of standards.</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* applies goal areas and standards (both national and state) to their planning to the extent that their instructional materials do so</li> <li>* utilizes standards in a basic way in their instructional approaches</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* creates unit/lesson plan objectives that address specific goal areas and standards (national and state)</li> <li>* designs activities and/or adapt instructional materials and activities to address specific standards</li> <li>* uses the goal areas and standards of the Standards for Foreign Language Learning, as well as their state standards, to design curriculum and unit/lesson plans. Instruction embraces standards in meaningful ways</li> </ul>
<b>10. Formative and summative assessment models</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* utilizes formative and summative assessments in an uninformed manner or not at all.</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* recognizes the purposes of formative and summative assessments as set forth in prepared testing materials</li> <li>* designs formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* figures communicative abilities into their assessment planning</li> <li>* designs a system of formative and summative assessments that measure overall development of proficiency and communicative abilities in an ongoing manner and at culminating points in the total program</li> </ul>
<b>11. Reflection and adjustment of instruction (CoEd 5.5, 9.1; ACTFL 5.b)</b>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not reflect on completed student work and makes no attempt at improving instruction based on recorded student shortcomings.</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* interprets assessments as correct/incorrect student responses even when reflecting upon holistic measures</li> <li>* uses assessment results to conduct whole group remediation or review</li> <li>* observes and analyzes the results of student performances so as to discern both global success and underlying inaccuracies</li> </ul> <p>The student teacher may perform at a</p>

		<p>much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* uses insights gained from assessing student performances to adapt, change, and reinforce instruction</li> <li>* teaches students to reflect upon their performances in both a global and analytical fashion</li> <li>* uses assessment results as they work with students individually to help them identify the gaps in their knowledge and skills</li> </ul>
<p><b>12. Interpreting and reporting progress to students and stakeholders (CoEd 8.3; ACTFL 5.c)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not report student progress clearly or in standard ways</li> <li>* lacks communication with stakeholders</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* reports student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts</li> <li>* provides baseline information to stakeholders</li> <li>* interprets and reports accurately the progress students are making in terms of language proficiency and cultural knowledge</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* uses the performances to illustrate both what students can do and how they can advance</li> <li>* reports assessment results accurately and clearly</li> <li>* identifies ways of involving students in understanding testing procedures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth</li> <li>* reports assessment results in a way that is tailored to particular groups of stakeholders</li> </ul>
<p><b>13. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1)</b></p>	<p>The student teacher</p> <ul style="list-style-type: none"> <li>* does not appear open to new ideas or programs</li> <li>* does not accept constructive criticism or suggestions for development as a professional educator</li> <li>* does not reflect on growth or methods of improvement</li> <li>* does not reflect on teaching</li> <li>* does not adjust lessons based on feedback</li> </ul>	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> <li>* lacks initiative to develop or become better prepared as a professional</li> <li>* attends only required meetings</li> <li>* shows little effort to improve through self-reflections</li> <li>* lacks dialogue with mentor related to improvement of teaching</li> <li>* adjusts lessons based on feedback</li> </ul> <p>The student teacher may perform at a much higher level, including the following characteristics:</p> <ul style="list-style-type: none"> <li>* is open to suggestions for professional development</li> <li>* seeks guidance of ways to continue developing as a professional educator</li> <li>* attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator</li> <li>* dialogues with mentor for self-reflection and evaluation</li> <li>* uses reflective information to improve as an educator</li> <li>* adjusts lessons to show growth that is based on reflection of feedback</li> <li>* meets all proficient level expectations</li> <li>* seeks professional development</li> <li>* demonstrates leadership qualities by offering to share information from attending</li> </ul>

		<p>a meeting/workshop in professional settings</p> <ul style="list-style-type: none"> <li>* uses independent critical analysis of lesson for strengths and weaknesses through self-reflection and feedback</li> <li>* shares reflections and coordinates with Mentor for most effective input into improvement of lessons and teaching</li> </ul>
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# STUDENT TEACHING FINAL EVALUATION RUBRIC

## Modern Languages

### ***Rubric for Outcomes Documentation:***

The rubric lists the outcomes that the Student Teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. Please use this rubric to document observations.

- The rubric will be available to the UW Faculty/Supervisor via LiveText at the end of the semester.
- The Student Teacher must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for items 1-15.

	<b><i>Level of Performance</i></b>			
	<b><i>Unsatisfactory (U)</i></b>	<b><i>Approaches Standard (B)</i></b>	<b><i>Meets Standard / Proficient (P)</i></b>	<b><i>Exceeds Standard (D)</i></b>
<b>1.Theories of learner development and instruction (CoEd 3.3, 4.3, 5.1, 5.4, 7.3, 8.3; ACTFL 3.b)</b>	*Shows no understanding of the different physical, cognitive, emotional, and social developmental characteristics of K-12 students. Is unaware of the many possible instructional models and techniques which may exist.	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware that many different instructional models and techniques exist.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They tailor instruction to meet the developmental needs of their students.
<b>2. Target language input (CoEd 6.5; ACTFL 3.a)</b>	*Candidates seldom use the target language during instruction and use the target language in ways that do not aid in the language learning process.	Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input. Use technology to provide some input.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons. Use technology in appropriate ways to enhance input	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content. Use technology in a variety of ways to provide nuanced input.
<b>3. Adapting</b>	Candidates do not	Candidates recognize that	Candidates seek out	Candidates



<b>instruction to address students' language levels, language backgrounds, and learning styles (ACTFL 3.b)</b>	take into account learner language levels and uses and only offer one type of instruction aimed at an ideal learner set.	their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.	information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.
<b>4. Integration of three modes of communication (ACTFL 4.b)</b>	*Does not use any of the three modes of communication or uses them in an unclear manner.	Candidates understand the connection among the interpersonal, interpretive, and presentational modes of communication. They focus on one mode at a time in instruction and classroom activities.	Candidates design opportunities for their students to communicate by using the interpersonal, interpretive, and presentational modes in an integrated manner.	Candidates use the interpersonal-interpretive presentational framework as the basis for planning and implementing classroom communication.
<b>5. Language acquisition theories (ACTFL 3.a)</b>	*Candidates appear unaware of language acquisition theories. They do not provide any connections between the instructional strategies they employ and language acquisition theories.	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.	Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories.
<b>6. Evaluation, selection, creation, and adaptation of appropriate materials (ACTFL 4.c)</b>	*Uses materials in an uninformed and illogical manner. Shows no understanding of material use in realizing learning goals and objectives.	Candidates base their selection and design of materials on short-term instructional objectives more than on standards and/or curricular goals.	Candidates use their knowledge of standards and curricular goals to evaluate, select, and design materials, including visuals, realia, authentic printed and oral materials, and other resources obtained through technology.	Candidates base their selection and design of materials on the standards philosophy and their curricular goals. They creatively use a wealth of resources including visuals, realia, authentic printed and oral materials, and other resources obtained through technology. They justify the use of these materials.
<b>7. Integration of cultural</b>	*Candidates offer no linkages between	Candidates understand the	Candidates design opportunities for their	Candidates use the products-practices

<b>products, practices, perspectives and offers connection to other subject areas (ACTFL 4.b)</b>	culture and language in their instruction and do not investigate possible connections with these elements to other subject areas.	anthropological view of culture in terms of products, practices, and perspectives. They refer to one or more of these areas in their teaching of culture. Link Cultural and linguistic elements to other subject areas.	students to explore the target language culture(s) by means of cultural products, practices, and perspectives. Uses these opportunities to how they align with other subject areas.	perspectives framework as the basis for planning and implementing cultural instruction. Uses multiple perspectives as a base for investigating other subject areas.
<b>8. Meaningful classroom interaction (ACTFL 3.a)</b>	*Classroom interactions are primarily mechanical, stilted and lack a communicative focus.	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students' interests.	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.
<b>9. Integration of standards into planning and instruction (CoEd 1.6,4.1, 4.2, 7.1, 7.2, 7.3; ACTFL 4.a, 4.b)</b>	* uses only prepared teacher guide plans * lesson plans are incomplete and/or untimely * assessment for grading purposes only * no apparent connection between planning and ACTFL and state standards, performance guidelines, and (integrated performance) assessments. Instruction lack connection with and use of standards.	Candidates apply goal areas and standards (both national and state) to their planning to the extent that their instructional materials do so. Utilize standards in a basic way in their instructional approaches.	Candidates create unit/lesson plan objectives that address specific goal areas and standards (national and state). They design activities and/or adapt instructional materials and activities to address specific standards.	Candidates use the goal areas and standards of the <i>Standards for Foreign Language Learning</i> , as well as their state standards, to design curriculum and unit/lesson plans. Instruction embraces standards in meaningful ways.
<b>10. Formative and summative assessment models</b>	*Formative and summative assessments are not utilized, or are utilized in an uninformed manner.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	Candidates design formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter. Student communicative abilities figure into their assessment planning.	Candidates design a system of formative and summative assessments that measure overall development of proficiency and communicative abilities in an ongoing manner and at culminating points in the total program.
<b>11. Reflection and adjustment of instruction (CoEd 5.5, 9.1; ACTFL 5.b)</b>	*Candidates do not reflect on completed student work and make no attempt at improving their own	Candidates interpret assessments as correct/incorrect student responses even when reflecting upon holistic	Candidates observe and analyze the results of student performances so as to discern both	Candidates teach students to reflect upon their performances in both a global and

	instruction based on recorded student shortcomings.	measures. Candidates use assessment results to conduct whole group remediation or review.	global success and underlying inaccuracies. Candidates use insights gained from assessing student performances to adapt, change, and reinforce instruction.	analytical fashion. Candidates use assessment results as they work with students individually to help them identify the gaps in their knowledge and skills.
<b>12. Interpreting and reporting progress to students and stakeholders (CoEd 8.3; ACTFL 5.c)</b>	*Student progress is not reported clearly or in standard ways. No communication with stakeholders is offered.	Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts. Provide baseline information to stakeholders.	Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use the performances to illustrate both what students can do and how they can advance. Candidates report assessment results accurately and clearly.	Candidates identify ways of involving students in understanding testing procedures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth. Candidates report assessment results in a way that is tailored to particular groups of stakeholders.
<b>13. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1)</b>	<ul style="list-style-type: none"> <li>* does not appear open to new ideas or programs</li> <li>* does not accept constructive criticism or suggestions for development as a professional educator</li> <li>* does not reflect on growth or methods of improvement</li> <li>* does not reflect on teaching</li> <li>* does not adjust lessons based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>* does not take initiative to develop or become better prepared as a professional</li> <li>* attends only required meetings</li> <li>* shows little effort to improve through self reflections</li> <li>* has little or no dialogue with Mentor related to improvement of teaching</li> <li>* some adjustment of lessons based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>* is open to suggestions for professional development</li> <li>* seeks guidance of ways to continue developing as a professional educator</li> <li>* attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator</li> <li>* dialogues with Mentor for self reflection and evaluation</li> <li>* effort made to use reflective information to improve as an educator</li> <li>* adjusts lessons to show growth that is based on reflection of feedback</li> </ul>	<ul style="list-style-type: none"> <li>* meets all proficient level expectations</li> <li>* actively seeks professional development</li> <li>* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings</li> <li>* independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback</li> <li>* shares reflections and coordinates with Mentor for most effective input into improvement of lessons and teaching</li> </ul>