

Check One: Mid-Term Eval. Final Eval.

Student Teaching Evaluation

O - Placement Rubric

Student and Placement Information

Student Teacher's Name: _____

School/District: _____

Grade(s)/Subject/Placement Type: _____

Supervising Teacher's Name: _____

IUPUC University Supervisor's Name: _____

Evaluation Information

Roll of individual completing evaluation (check one): Supervising Teacher University Supervisor Other _____
(please specify)

Name of individual completing evaluation: _____

Date that evaluation was completed: _____

Signature of Person Completing Evaluation

Date

Principle 1: Conceptual Understanding of Core Knowledge

Unacceptable	Emergent	Developing Professional	Exemplary
<ul style="list-style-type: none"> • Demonstrates knowledge of student learning and development. • Understands the similarities and differences in human development and the characteristics between and among individuals with and without special needs and responds to the varying abilities and behaviors of K-6 learners with exceptional learning needs. 			
<input type="checkbox"/> Level of content is inappropriate for most students. Minimal knowledge of student development is evidenced.	<input type="checkbox"/> Basic understanding of developmental characteristics. Some activities and assignments demonstrate understanding of appropriate student development.	<input type="checkbox"/> Activities and assignments often address the needs of individual learners as well as whole group.	<input type="checkbox"/> Level of content is differentiated consistently to address a range of abilities. Activities and assignments incorporated all cognitive levels.
<p><i>Notes/Evidence:</i></p>			
<ul style="list-style-type: none"> • Demonstrates knowledge of content, state standards and resources. 			
<input type="checkbox"/> Insufficient content knowledge. Instruction is not aligned with state standards. There are few quality resource selections. Inaccurate, out-of-context or outdated information is presented.	<input type="checkbox"/> Basic understanding of academic content as well as state standards. Uses limited variety of resources.	<input type="checkbox"/> Strong content knowledge. Instruction aligned with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.	<input type="checkbox"/> Extensive, enriched content knowledge. Instruction aligned with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.
<p><i>Notes/Evidence:</i></p>			

<ul style="list-style-type: none"> • Demonstrates an understanding of a variety of assessment strategies. • Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of K-6 students with ELN. 			
<input type="checkbox"/> Assessments not matched to instructional objectives and include little variety in assessment strategies used.	<input type="checkbox"/> Assessments matched to instructional objectives and include some variety of assessment strategies utilized.	<input checked="" type="checkbox"/> Assessments matched to instructional objectives. Multiple assessment strategies and adequate and timely feedback are utilized effectively	<input type="checkbox"/> A broad range of formal and informal assessment strategies, matched to instructional objectives, utilized. Interactive feedback is ongoing and timely.
<i>Notes/Evidence:</i>			
<ul style="list-style-type: none"> • Demonstrates the ability to develop comprehensive lesson plans. • Develop long-range individualized instructional plans anchored in both general and special curricula. 			
<input type="checkbox"/> Lesson plans are superficial, incomplete or inappropriate.	<input type="checkbox"/> Lesson plans demonstrate adequate coverage of content and attempt to address the larger scope and sequence. Plans include adequate assessment strategies.	<input checked="" type="checkbox"/> Lesson plans are well organized, comprehensive. Include appropriate coverage of content, application of state standards, and assessment strategies. Demonstrate relationship to scope and sequence.	<input type="checkbox"/> Lesson plans are detailed, comprehensive, and incorporate creative elements. They include all expected components as well as recognition of prerequisite knowledge.
<i>Notes/Evidence:</i>			

Principle 2: Reflective Practice

Unacceptable	Emergent	Developing Professional	Exemplary
<ul style="list-style-type: none"> Reflects upon oneself in writing as a member of the teaching profession. 			
<input type="checkbox"/> Written evidence of reflection is lacking.	<input type="checkbox"/> Written evidence of reflection is presented at a descriptive level only. Offers limited vision of self as a teaching professional.	<input type="checkbox"/> Reflection is meaningful. Written evidence includes self assessment.	<input type="checkbox"/> Written reflection consistently addresses self as a teacher, provides rationale for decisions, and describes potential changes.
<p><i>Notes/Evidence:</i></p>			
<ul style="list-style-type: none"> Uses reflection to improve instruction. Regularly reflects on and adjusts their practice. 			
<input type="checkbox"/> Provides limited evidence of changes made to instruction based on reflection of previous instruction.	<input type="checkbox"/> Changes made to instruction based on reflection of previous instruction occur at times.	<input type="checkbox"/> Consistently makes changes to instruction based on feedback provided and reflection of previous instruction and use of assessments.	<input type="checkbox"/> Seeks feedback routinely on changes to instruction based on reflection of previous instruction and systematic use of assessments.
<p><i>Notes/Evidence:</i></p>			

- Identifies ways to improve as an individual, a part of the school community and a part of the teaching profession.
- Engage in professional activities and learning communities that benefit individuals with ELN, their families, and their own professional growth.

Provides limited evidence of efforts to improve as a teacher.

Attends and provides written reflection about faculty meetings and professional development activities in the school and corporation.

Applies information learned from faculty meetings and professional development activities in the school and corporation. Seeks advice from colleagues about self improvement.

Internalizes and shares knowledge from faculty meetings and professional development activities. Actively seeks opportunities from colleagues and the professional community to improve as a teaching professional.

Notes/Evidence:

Principle 3: Teaching for Understanding

Unacceptable	Emergent	Developing Professional	Exemplary
<ul style="list-style-type: none"> Plans and demonstrates classroom management. Effective management of teaching and learning. 			
<input type="checkbox"/> Limited expectations are established. Student behavior not monitored appropriately. Teacher response is lacking or inconsistent.	<input type="checkbox"/> Expectations are established for most situations. Teacher generally aware of student behavior. Attempts are made to respond to misbehavior but with inconsistent results.	<input type="checkbox"/> Expectations are clear to all students. Teacher is consistently alert to student behavior. Teacher responds to misbehavior in an appropriate and successful manner, which maintains student dignity.	<input type="checkbox"/> Expectations are clear to all students. Expectations appear to have been developed with student input. Teacher monitoring is subtle, and students respectfully monitor one another. Teacher responds effectively and is sensitive to student needs.
<p><i>Notes/Evidence:</i></p>			
<ul style="list-style-type: none"> Develops a positive physical environment through appropriate planning and use of space, materials, resources and instructional time. Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities. 			
<input type="checkbox"/> Instructional time is wasted. There is lack of preparation and organization of materials, resources, equipment and space.	<input type="checkbox"/> Adequate planning for instructional time is evident. There is appropriate use of space, materials, resources and equipment	<input type="checkbox"/> Instructional time is utilized efficiently. The physical environment is prepared to complement instruction. Materials and resources engage students.	<input type="checkbox"/> Instructional time is utilized to its fullest extent, bell-to-bell. Physical environment is integrated fully to achieve instructional goals through extensive and flexible planning. Materials and resources are utilized creatively.
<p><i>Notes/Evidence:</i></p>			

<ul style="list-style-type: none"> • Develops a positive social environment. • Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. 			
<input type="checkbox"/> Allows off-task behavior. Students demonstrate negative behaviors towards peers. Diverse opinions relating to learning taking place are not welcomed.	<input type="checkbox"/> Creates an environment in which students are involved and on task. Students are able to work cooperatively to accomplish instructional objectives.	<input type="checkbox"/> Creates an environment in which students consistently are involved and on task. Diverse opinions are respected. Students feel safe taking risks to accomplish instructional objectives.	<input type="checkbox"/> Creates an environment where students are fully engaged and on task; in which diverse opinions are not only encouraged, but also nurtured. Students accept and encourage one another to take ownership in accomplishing instructional objectives.
<i>Notes/Evidence:</i>			
<ul style="list-style-type: none"> • Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses and using multiple teaching strategies. • Design learning environments that encourage active participation in individual and group activities. 			
<input type="checkbox"/> Poor communication. Primarily one teaching strategy utilized. Students are generally passive.	<input type="checkbox"/> Learning environment is orderly and reflects attempts to engage students. Limited instructional strategies are utilized. Teacher responses are adequate.	<input type="checkbox"/> Students understand the expectations for learning. Students are engaged by instruction and activities and given meaningful teacher responses. Instructional strategies vary.	<input type="checkbox"/> Learning expectations are developed and revised with students. Consistent mix of instructional strategies is used continually. Meaningful responses are an integral part of the teachers' classroom communication.
<i>Notes/Evidence:</i>			

Principle 4: Passion for Learning

Unacceptable	Emergent	Developing Professional	Exemplary
<ul style="list-style-type: none"> • Acts professionally and appropriately. • Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. 			
<input type="checkbox"/> Is not punctual. Dresses inappropriately. Interactions with students and colleagues are not respectful and language use is inappropriate. Does not reflect a commitment to teaching.	<input type="checkbox"/> Usually is punctual. Dress is professionally appropriate. Interactions with students and colleagues generally are respectful and language use is appropriate. Commitment to teaching is apparent.	<input type="checkbox"/> Is punctual. Dress is professionally appropriate. Interactions with students and colleagues are respectful and language use is appropriate. Clearly is committed to teaching.	<input type="checkbox"/> Frequently uses time productively before and/or after school. Dress is professionally appropriate. Interactions with students and colleagues are respectful and language use is appropriate. Commitment to teaching is exhibited through additional effort.
<p><i>Notes/Evidence:</i></p>			
<ul style="list-style-type: none"> • Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. • Practice within one’s skill limit and obtain assistance as needed. 			
<input type="checkbox"/> Is not receptive to constructive criticism and suggestions.	<input type="checkbox"/> Accepts constructive criticism and at times, incorporates suggestions into subsequent behavior and/or instruction.	<input type="checkbox"/> Accepts constructive criticism and consistently incorporates suggestions into subsequent behavior and/or instruction.	<input type="checkbox"/> Actively seeks out constructive criticism and suggestions. Consistently incorporates them into subsequent behavior and/or instruction.
<p><i>Notes/Evidence:</i></p>			

<ul style="list-style-type: none"> • Accepts all professional responsibilities communicated by supervising teacher, school and corporation for instructional and non-instructional duties. 			
<input type="checkbox"/> Seldom completes professional responsibilities communicated.	<input type="checkbox"/> Accepts most professional responsibilities communicated, and generally completes them satisfactorily.	<input type="checkbox"/> Accepts all professional responsibilities communicated, and consistently completes them satisfactorily.	<input type="checkbox"/> Demonstrates initiative and seeks additional responsibilities. Completes well all professional responsibilities communicated.
<i>Notes/Evidence:</i>			
<ul style="list-style-type: none"> • Demonstrates an understanding of current issues within the school community, the teaching profession and public education. 			
<input type="checkbox"/> Demonstrates minimal interest and understanding in current issues.	<input type="checkbox"/> Is conversant in current issues within the school community. Attends some professional opportunities, such as school board and faculty meetings.	<input type="checkbox"/> Seems well versed in current issues. Regularly reads professional journals. Routinely attends professional meetings in the school community.	<input type="checkbox"/> Is well versed in current issues. Regularly reads professional journals and actively participates in discussions with colleagues. Routinely attends and actively participates in professional meetings in the school community.
<i>Notes/Evidence:</i>			

- Refines continuously an individual philosophy of teaching.
- Articulate a personal philosophy of special education.

Written or verbal evidence of refinement of individual philosophy of teaching is not evident.

Written or verbal evidence of reflection is at a descriptive level. Changes to philosophy of teaching are expressed.

Both written and verbal reflections are evident and lead to refinement of philosophy of teaching and learning.

Both written and verbal reflections are evident and shared, seeking advice and additional perspectives. Actively engaged in refinement of philosophy of teaching and learning.

Notes/Evidence:

Principle 5: Understanding School in Context of Society and Culture

Unacceptable	Emergent	Developing Professional	Exemplary
<ul style="list-style-type: none"> • Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students. • Relate levels of support to the needs of the individual. 			
<input type="checkbox"/> Differentiation is lacking in the instructional process. One lesson is taught to all students regardless of ability level.	<input type="checkbox"/> Some attempts are made to meet students' cognitive development. Demonstrates limited differentiation.	<input type="checkbox"/> Instruction is differentiated for many ability levels. Expectations are communicated effectively. Successful instruction is demonstrated to meet students' cognitive needs.	<input type="checkbox"/> Instruction is differentiated for all ability levels. Students are challenged and engaged as active participants.
<p><i>Notes/Evidence:</i></p>			
<ul style="list-style-type: none"> • Develops lessons that are creative, engaging and are appropriate for the learning community. • Identify and prioritize area of the general curriculum and accommodations for individuals with exceptional learning needs. 			
<input type="checkbox"/> Lessons lack creativity. Minimal effort evident to connect curriculum content to the learning community.	<input type="checkbox"/> Some effort is evident to connect curriculum content to the learning community. Lessons reflect some creativity at a basic level.	<input type="checkbox"/> Student engagement is reflected both in the classroom environment and in student work. Through creative activities, lessons reflect the interests of the students.	<input type="checkbox"/> Lessons demonstrate a strong connection between students' interests and life experiences. Students are inspired to pursue interests through creative lessons that incorporate higher level thinking skills.
<p><i>Notes/Evidence:</i></p>			

<ul style="list-style-type: none"> • Develops instructional activities that address multiple learning styles and facilitate development of metacognitive strategies for problem solving and evaluative reasoning. • Select, adapt, and use instructional strategies according to characteristics of the individual with ELN. 			
<input type="checkbox"/> Depends on one or two teaching strategies that do not meet all learning styles. No development of metacognitive strategies	<input type="checkbox"/> Limited awareness of learning styles. Begins to address the basic diverse needs of students. Few metacognitive strategies.	<input type="checkbox"/> The curriculum is adapted to diverse learners with unique needs and talents. Lesson plans reflect a variety of strategies some of which facilitate metacognitive strategy use.	<input type="checkbox"/> Lesson plans indicate the use of multiple teaching strategies that address multiple learning styles and facilitate development of metacognitive strategies for problem solving and evaluative reasoning.
<i>Notes/Evidence:</i>			
<ul style="list-style-type: none"> • Builds productive learning relationships with students. • Establish and maintain rapport with individuals with and without ELN. 			
<input type="checkbox"/> Views students only as part of the whole classroom. Limited effort is made to view the individual student holistically. Limited effort is made to build a foundation of respect and rapport.	<input type="checkbox"/> Some efforts are made to view individual students holistically. Teacher-student interaction builds a foundation of respect and rapport.	<input type="checkbox"/> Attempts to understand each individual student. Builds a foundation of respect and rapport not only through interactions but also through quality teaching strategies.	<input type="checkbox"/> Develops a multi-faceted picture of each student through a variety of personalized learning engagements. Established mutual respect and rapport are evident.
<i>Notes/Evidence:</i>			

Principle 6: Professionalism

Unacceptable	Emergent	Developing Professional	Exemplary
<ul style="list-style-type: none"> Acquires an understanding of the community and students' lives outside of the school environment and classroom. Effects an exceptional condition can have on an individual's life. 			
<input type="checkbox"/> Demonstrates little effort or interest to reach out to the school community. Unresponsive to duties outside of the classroom	<input type="checkbox"/> Shows some initiative in understanding the community.	<input type="checkbox"/> Demonstrates an understanding of the community and available community resources.	<input type="checkbox"/> Takes initiative and makes connections with community. Utilizes available resources.
<p><i>Notes/Evidence:</i></p>			
<ul style="list-style-type: none"> Becomes a productive member within the school. Models strategies of consultation and collaboration. 			
<input type="checkbox"/> Seldom interacts with colleagues. Limited participation in professional development or extracurricular activities.	<input type="checkbox"/> Shows some initiative in working with colleagues. Attends, when asked, professional development or extracurricular activities.	<input type="checkbox"/> Interacts regularly with colleagues. Regularly attends additional faculty opportunities and extracurricular activities.	<input type="checkbox"/> Takes the initiative to collaborate with colleagues. Regularly attends and actively participates in additional faculty opportunities and extracurricular activities.
<p><i>Notes/Evidence:</i></p>			

<ul style="list-style-type: none"> • Communicates with parents effectively in person, by telephone, email, or newsletters. • Foster respectful and beneficial relationships between families and professionals. 			
<input type="checkbox"/> Utilizes no form of parent communication regarding class activities or student performance.	<input type="checkbox"/> Communicates with parents when students are having difficulty in class.	<input type="checkbox"/> Communicates routinely with parents to provide information about class activities and student performance.	<input type="checkbox"/> Utilizes creative ways to communicate with parents to provide information about class activities, to encourage their involvement in the students' learning and to report all students' performance.
<i>Notes/Evidence:</i>			
<ul style="list-style-type: none"> • Provides positive transitions in classroom and learning communities. • Establish a consistent classroom routine for individuals with disabilities 			
<input type="checkbox"/> Transitions lacking between learning activities, class periods or daily routines.	<input type="checkbox"/> Provides transitions between learning activities, class periods or daily routines inconsistently.	<input type="checkbox"/> Regularly, provides positive transitions between learning activities, class periods or daily routines.	<input type="checkbox"/> Incorporates creative, productive transitions between learning activities, class periods or daily routines.
<i>Notes/Evidence:</i>			