KEY TO STUDENT TEACHING EVALUATION REPORT

(Used in conjunction with the Student Teacher Evaluation Report)

Note: ***It is unrealistic to assume that a successful student teacher would achieve ratings of 5's in all categories.***

RATING: 1	**2**	**3**	**4**	**5**
A. STUDENT LEARNING				
Learning Theories				
No or inaccurate application of psychological principals of learning.		Generally applies best practice based on psychological principals of learning.		Understands and consistently applies best practice based on psychological principals of learning.
Multiple Levels of Thinking				
Does not make accommodations for multiple levels of thinking and conceptualization		Makes basic accommodations for multiple levels of thinking and conceptualization		Consistently provides for multiple levels of thinking and conceptualization
Questioning Skill				
Routine and mundane questioning strategies; inconsistent or inappropriate methods for fielding student responses; no use of H.O.T.S.		Generally implements a variety of questioning (H.O.T.S.) strategies; methods for fielding responses attempt to include all students and draw them into questions of application		Consistently uses a variety of appropriate questioning strategies (H.O.T.S.); has developed a system that motivates student response; includes everyone and encourages information application
Student Feedback				
Little or no feedback to students; unable to dignify student responses		Satisfactory use of feedback; attempts to meet students' need for recognition without encouraging misbehavior; usually able to dignify responses		Copious use of appropriate feedback; excellent ability to handle inappropriate responses without destroying student self-concept or encouraging misbehavior
B. DIVERSE LEARNERS				
Respects All Student				
Ignores multicultural/gender/academic issues;		Generally aware of multicultural/gender/academic issues		Encourages mutual respect; recognizes importance of race, ethnic background, gender, age class, religion, language, academic ability, or exceptionality to community culture
Responds to Diversity				
Insensitive to students' diversity; avoids or is rigidly opinionated about controversial issues		Inconsistently incorporates sensitivity to diversity into content areas; generally aware of ways to cultivate diversity		Celebrates diversity by promoting teaching and learning opportunities that are culturally responsive

RATING: 1	2	3	4	5

B. DIVERSE LEARNERS continued

Consideration of Individual Differences		
Seldom recognizes differences; unaware of responsibilities in providing for individuals; makes little effort to know students	Somewhat aware of differences; frequently accommodates individual needs; makes some effort to know students	Sensitive to differences; seeks causes, skillful in discovering solutions; strives to know students; plans lessons to accommodate differences
Level of Instruction		
Not aware of or ignores diverse levels of student ability;	Aware of student's levels of ability; moderately successful in accommodating student needs during lesson	Provides opportunities for student success at all levels; responsive to student needs during the lesson

C. PLANNING INSTRUCTION

Lesson Organization		
Lack of cohesion between objectives, activity, and evaluation; evaluation nonexistent or inappropriate	Objectives and activities relate but evaluation may not assess objective and/or objectives and assessment relate but activities unrelated to objectives	Objectives, activity, & evaluation sequentially blend to create meaningful, cohesive lesson; activity purposefully relates to objectives; evaluation assesses objectives
Daily Planning & Preparation		
Lacks continuity and variety in procedure; fails to identify appropriate objectives	Generally organized with some variety in procedure; needs help in planning; adequate conception of objectives;	Consistent and thorough daily planning; appropriate & meaningful objectives; creative; reliable, takes initiative
Resources in Planning		
Minimal use of outside or supplementary resources	Average to good use of outside or supplementary resources	Extensive use of curricular materials, technology, AEA resources, UI Curriculum Lab
Initiative		
Does not take initiative	Takes some initiative.	Consistently takes initiative.
Creativity		
Does not create materials	Willing to create materials.	Frequently creates original activities & materials
Procedures & Management		
Little or no attention to school/classroom procedures; does not include management strategies in planning	Average to good attention to procedural and management issues	Successfully manages routines; incorporates management into planning and is able to adjust for unexpected occurrences
Meets Deadlines		
Does not meet planning or preparation deadlines	Generally reliable in all aspects of classroom planning	Prompt in planning; consistently completes preparations before deadline
Time Management		
Inattentive to sequencing needs and time constraints	Inconsistent attention to sequencing needs and time constraints	Sequences lessons effectively; aware of time constraints when planning

RATING: 1	2	3	4	5

C. PLANNING INSTRUCTION continued

Long-Range Planning		
Unit objectives lack cohesion with daily plans; no evidence of culminating activity	Unit lessons sometimes interrelated; unit instruction proceeds with some cohesiveness & continuity; unit outcomes establish some clarity	Overall unit objectives related cohesively with daily objectives; logical progression of daily plans; daily objectives, activities, & evaluation lead to an overall culminating activity
Original Unit		
Fails to develop one original unit with at least five daily lesson plans	Adequate development of original unit including supplementary materials and resource list	Exemplary development of original unit; extensive supplementary materials & resources

D. INSTRUCTIONAL STRATEGIES

Variety of Instructional Techniques		
Totally teacher-centered lessons; tied to text or teaching manuals	Generally willing to experiment with unique or student-centered strategies; learning activities purposeful	Uses variety of ideas, tools, & strategies; demonstrates considerable variation according to situation
Skill in Teaching Content		
Unable to present content in an effective manner	Content presented in a clear manner; attempts to make content relevant to students	Conveys content in a manner that facilitates active learning
Introductions, Transitions, & Conclusions		
No links to prior or subsequent learning; does not recognize teachable moments	Attempts to use introductions & transitions to make learning meaningful; recognizes teachable moments	Consistently establishes "set"; makes links to prior & subsequent learning; efficient transitions; uses teachable moments
Adaptability/Flexibility		
Rigid or inflexible with individuals or curriculum	Generally flexible, willing to adjust to individual or curricular needs	Willingly makes accommodations as necessary; poised, versatile & flexible

E. LEARNING ENVIRONMENT

Interactions with Students		
Does not function in the role of facilitator or leader; unfair, unfriendly, or inconsistent; criticizes or embarrasses students	Not always seen as authority figure; lacks consistency with praise & criticism; generally good rapport	Shows sensitivity to intellectual, physical, emotional, & social development of students; provides constructive criticism & genuine praise; great rapport
Perceptive & Responsive to Student Behavior		
Oblivious to student cues in & out of classroom; student accommodations are not made or are inappropriate	Aware of student behavior cues; reasonable attempts made to manages students both in & out of the classroom	Sensitive & responsive to student behavior cues; modulates management as needed; uses logical consequences

RATING: 1	2	3	4	5

E. LEARNING ENVIRONMENT continued

Consistency in Expectations of Behavior		
Uses reactive rather than proactive strategies; lacks follow-through with expectations & consequences	Generally establishes clear expectations and is consistent with consequences	Establishes clear expectations and consistently follows through with consequences as necessary
Anticipation & Management of Problems		
Unable to anticipate or recognize problems; uses primarily punitive strategies	Generally anticipates & attends to problems; uses appropriate management strategies	Consistently anticipates possible problems; proactively addresses concerns and resolves problems
Room Appearance & Environment		
Marked disregard for room appearance & physical arrangement; no attempt to create interest centers or classroom displays	Considerate of room arrangement and orderliness; satisfactory development of interest centers & classroom displays	Attentive to room arrangement and orderliness; extensive use of interest centers & classroom displays
System for Student Self-Management		
Has not established system to facilitate student independence	Aware of & experiments with strategies for student self-management	Implements a clearly established system to facilitate student independence; promotes self-respect & self-control

F. COMMUNICATION

Written English		
Illegible handwriting; poor mechanics, grammar, spelling, or vocabulary; unable to effectively compose written materials for a variety of audiences	Legible handwriting; appropriate spelling and mechanics; able to develop appropriate written materials	Exemplary handwriting, spelling, & mechanics; writes effectively for a variety of audiences
Spoken English		
Limited vocabulary, incorrect grammar, falters in speaking or articulation, inappropriate volume	Appropriate vocabulary, volume, grammar, & inflection	Extensive vocabulary yet uses age appropriate language; excellent grammar, volume, & inflection
Interest & Enthusiasm		
Indifferent, bored; negative attitude	Shows interest & enthusiasm; positive attitude	Very enthusiastic, eager & alert; contributes to school setting
Appreciation & Utilization of Humor		
Does not recognize or appreciate student humor; hesitant to express humor	Attempts to respond appropriately & use humor	Appropriate use of humor; spontaneously and/or intentionally uses humor
Language of Subject Matter		
Misuse or non-use of content vocabulary	Generally appropriate use of content vocabulary	Models and teaches appropriate usage of content vocabulary

G. ASSESSMENT

Formative Assessments		
Little or no effort to assess formative understanding	Uses a few strategies to provide formative assessment	Uses a variety of both observed & written formative assessment strategies

RATING: 1	2	3	4	5

G. ASSESSMENT continued

Summative Assessments		
Does not use summative assessments	Attempts to use summative assessment strategies to monitor student progress	Uses observed & written summative assessment strategies to monitor student progress and plan for future instruction
Communicates Progress Criteria		
Fails to use assessment information to inform students and parents of progress	Occasionally uses assessment information to inform students and parents of progress	Clear and consistent communication with students and parents relative to progress
Record Keeping		
Neglects record-keeping	Maintains adequate records	Efficient and effective record-keeping

H. REFLECTION AND PROFESSIONAL DEVELOPMENT

Skill in Self Evaluation		
Unable to effectively self-evaluate; unrealistic perception of instructional success	Generally effective self-evaluation and realistic perception of instructional success	Consistent and perceptive self-evaluation; accurate perception of instructional success
Acceptance of Suggestions/Criticism		
Fails to realize need for improvement; unreceptive to suggestions; criticism often met with excuses	Recognizes needs for improvement; generally receptive to suggestions and constructive criticism	Actively seeks suggestions and constructive criticism
Implementation of Suggestion/Criticism		
Fails to implement suggestions or implements without conviction of merit	Attempts to implement suggestions; generally values recommendations	Effectively implements suggestions and acknowledges potential for growth
Learns from Experience		
Repeats mistakes; shows no insight	Usually able to apply knowledge learned from prior experiences	Effectively applies knowledge learned from prior experiences; is insightful
Participation in Seminar & School Meetings		
Inconsistent or irregular attendance often without prior notice; little active participation; unprepared	Generally regular attendance; notification precedes absence; satisfactory participation and preparation	Excellent attendance, participation, and preparation in school, departmental, in-service, & parental conferences
Videotape		
Fails to make and analyze two videotapes of own teaching	Completes videotape analysis of own teaching	Exemplary self-analysis provided from two videotapes of teaching
ePortfolio		
Fails to develop ePortfolio	Adequate development of ePortfolio including reflective commentary about materials presented; meets expectations	Outstanding ePortfolio; includes detailed reflective commentary and showcases experiences and proficiencies

RATING: 1	2	3	4	5

I. COLLABORATION, ETHICS, AND RELATIONSHIPS

Self-Confidence		
Is insecure; avoids interactions with students, staff, & parents	Appropriate interpersonal skills; appears independent & self-assured	Strong interpersonal skills; invites interactions; is independent & self-assured
Social Warmth		
Contrived warmth or is callous	Somewhat remote & withdrawn when interacting with students & adults	Spontaneous and sincere warmth
Reliability, Responsibility, Ethics		
Lacks maturity, reliability, & punctuality; challenges or disregards established policies; lacks ethics	Occasionally lacks discretion; may need clarification, guidance, or reminders regarding policies & procedures; ethical	Demonstrates maturity, accountability, reliability, & promptness; understands & adheres to policies & procedures; highly ethical
Professional Relationships		
Relationship with CT, CS, & staff is counterproductive (defensive, intolerant, competitive, antagonistic)	Relationship with CT, CS and other staff is amiable	Relationship with CT, CS, & staff is highly collaborative
Personal Appearance & Demeanor		
Poor appearance; unkempt grooming; lacks vitality; moody, irritable, does not face problems realistically	Appropriate appearance grooming, attire, energy level, & motivation; generally faces problems realistically	Excellent appearance grooming, attire, energy level, & motivation; good sense of self; faces problems realistically

J. TECHNOLOGY

Incorporates Technology in Teaching		
Unable or unwilling to use technology resources	Uses technology resources in planning & teaching	Extensive use of technology in all aspects of instruction; designs materials for student use
Appropriate Choice of Materials		
Unable or unwilling to use technology	Recognizes the need to selectively evaluate available software, internet resources, video, etc.	Proficient in identifying appropriate software, internet resources, video, etc. for classroom use
Effective Implementation		
Unable or unwilling to use technology	Implements technology appropriately	Proficient implementation of technology; consistently models enthusiasm & initiative when implementing new strategies

K. SUBJECT MATTER KNOWLEDGE

Posses Content Knowledge		
Inaccurate or incomplete content knowledge	Appropriate basic content knowledge	Extensive content knowledge
Extends Content Knowledge		
Little or no effort to extend current knowledge	Seeks to expand current knowledge; works to be current in preparation of subject matter content	Constantly expands current knowledge; extensive additional preparation that focuses on subject matter content