

Final Evaluation Template
Elementary Education Student Teaching Evaluation

Overview: This ***Elementary Education Student Teaching Evaluation*** Rubric was developed by a Rubric Writing Team made up of faculty representatives across programs (i.e., early childhood, elementary, middle, secondary, K-12 specialties, special education), who regularly supervise students in Field Experience settings. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold the students' efforts and professional development. The ***Elementary Education Student Teaching Evaluation*** Rubric is used by cooperating teachers and university supervisors to rate teacher candidates and student teachers on ***Elementary Education Student Teaching Evaluation*** evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable.

Ratings and Basis for Judgement: The rubrics differentiate between four levels of performance – *unsatisfactory, emerging, satisfactory, and proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).¹ This release stipulates that the InTASC standards no longer apply to only “beginning” teachers, but are instead intended as “professional practice standards” (p. 6). Therefore, these standards and the associated learning progressions describe a teacher’s professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs, would expect to see development across experiences with students earning more “emerging” ratings in earlier phases and progressing toward “satisfactory” or “proficient” in later phases. Furthermore, these ratings are based upon expectations for student teachers who are still in our programs and not for classroom teachers who have experience. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our student teachers are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the few students who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience*. To reiterate, ratings of Proficient should only be awarded for exemplary performance.

Validity and Reliability: This instrument was designed by the Rubric Writing Team, formed in Fall of 2014 to develop key assessments to be used across the teacher education programs, as required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP). This team consists of an interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean’s Office. The Rubric Writing Team conducted exercises to establish validity and inter-rater reliability on all the instruments designed during this process. During the 2015-2016 Academic Year, these instruments were piloted. During the 2016-2017 Academic Year, the Lawshe method will be used to establish Content Validity and Internal Consistency Reliability (e.g., Cronbach’s alpha) analyses will be used to determine the reliability coefficient for each instrument. The results of this intended analysis

¹ http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric² and the CAEP Evidence Guide.

Elementary Education Student Teaching Evaluation 8.11.15
Rubric

Note/Instruction: Use the following scale to rate the performance of each intern/student teacher in each assessment item.

Use the following scale to rate the performance of the intern in each of the assessment items:

- (1) **U= Unsatisfactory:** Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback
- (2) **E= Emerging:** Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback
- (3) **S= Satisfactory:** Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback
- (4) **P= Proficient:** Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
- (5) **N/O = Not Observed**

CATEGORY 1: Professional Knowledge - CONTENT KNOWLEDGE. The candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

CATEGORY 2: Professional Knowledge - CONTENT PEDAGOGY. The candidate applies an understanding of how students learn the concepts and skills in the disciplines throughout various developmental stages; he or she knows and uses a variety of research-based, discipline-specific strategies and approaches to engage students in meaningful learning experiences in the disciplines.

VA DOE: The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

² <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en>

Literacy ACEI Standard 2.1-Reading, Writing and Oral Language				
Category 1: Content Knowledge-Literacy				
	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Knows, understands, and uses concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills. <input type="checkbox"/> N/A				
2. Demonstrates knowledge and application of appropriate curriculum standards. <input type="checkbox"/> N/A				
Category 2: Content Pedagogy-Literacy				
	Unsatisfactory	Emerging	Satisfactory	Proficient
3. Uses instructional and assessment approaches to teach literacy (explicit instruction, gradual release of responsibility, flexible grouping, metacognitive strategy instruction, mentor texts, use of				

<p>think-alouds, explicit vocabulary instruction) and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p><input type="checkbox"/> N/A</p>				
<p>4. Uses evidence-based instructional and assessment approaches to teach writing (mini-lessons, flexible grouping, writing process, teaching the qualities of good writing, writing in multiple genres, use of mentor texts, understanding and using written conventions of the language) and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p><input type="checkbox"/> N/A</p>				

<p>5. Uses evidence-based instructional and assessment approaches to teach viewing and oral language skills (understanding and using conventions of the language, use of student conversations and responses, oral presentations for specific audiences and purposes, graphic organizers and visual tools) and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p><input type="checkbox"/> N/A</p>				
<p>6. Candidates demonstrate knowledge of ways to promote a critical stance toward the analysis and interpretation of texts that</p>				

encourages multiple perspectives. <input type="checkbox"/> N/A				
7. Uses technology to support literacy instruction and student learning. <input type="checkbox"/> N/A				
8. Candidates demonstrate knowledge and skill in creating a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment and insight into the human experience. <input type="checkbox"/> N/A				
Comments				

Mathematics ACEI Standard 2.3 Mathematics	Category 1: Content Knowledge-Mathematics	Unsatisfactory	Emerging	Satisfactory
<p>1. Knows, understands, and uses the major concepts and procedures that define number and operations, algebra, geometry, measurement, estimation, and data analysis and probability.</p> <p><input type="checkbox"/> N/A</p>				
2. Demonstrates knowledge and application of appropriate				

curriculum standards. <input type="checkbox"/> N/A				
Category 2: Content Pedagogy-Mathematics				
2. Fosters students' understanding of patterns, quantities, and spatial relationship that can represent phenomena, solve problems and manage data. <input type="checkbox"/> N/A				
3. Uses evidence-based instructional and assessment approaches (Uses direct and indirect instructional approaches, includes lesson design sequence - concrete, pictorial, abstract). <input type="checkbox"/> N/A				
4. Uses appropriate tools strategically (mental arithmetic, manipulatives, graphic organizers, technology,				

calculators, spreadsheets, tables and graphs). <input type="checkbox"/> N/A				
5. Uses technology to support math instruction and student learning. <input type="checkbox"/> N/A				
6. Demonstrates knowledge and skill in creating a classroom culture that makes connections to real world math applications and motivates students to be mathematical thinkers. <input type="checkbox"/> N/A				
Comments				

	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Knows, understands, and uses fundamental concepts of physical, life, and earth/space sciences as delineated in the National Science Education Standards. <input type="checkbox"/> N/A				
2. Demonstrates knowledge and application of appropriate				

curriculum standards. <input type="checkbox"/> N/A				
Category 2: Content Pedagogy-Science				
	Unsatisfactory	Emerging	Satisfactory	Proficient
3. Engages students in scientific inquiry processes: asking questions, predicting and making hypotheses, planning and conducting investigations, using appropriate tools to gather data, creating models, and developing reasonable inferences and conclusions based on analysis and interpretation of data. <input type="checkbox"/> N/A				
4. Uses evidence-based instructional and assessment approaches to plan and deliver instruction.				

<input type="checkbox"/> N/A				
5. Integrates literacy practices into the study of science (reading, writing, speaking, listening, viewing, and visual representation with multiple forms of text). <input type="checkbox"/> N/A				
6. Uses technology to support science instruction and student learning <input type="checkbox"/> N/A				
7. Demonstrates knowledge and skill in creating a classroom culture that makes connections to real world science applications. <input type="checkbox"/> N/A				
Comments				

Social Studies ACEI Standard 2.4 Social Studies				
Category I: Content Knowledge-Social Studies				
	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas. <input type="checkbox"/> N/A				

2. Demonstrates knowledge and application of appropriate curriculum standards. <input type="checkbox"/> N/A				
Category 2: Content Pedagogy-Social Studies				
	Unsatisfactory	Emerging	Satisfactory	Proficient
3. Uses evidence-based instructional and assessment approaches to plan and deliver instruction. <input type="checkbox"/> N/A				
4. Encourages and models the skills of historical inquiry – interpreting information from primary sources, maps, charts, graphs, and political cartoons as well as drawing conclusions based on a variety of historical and current events. <input type="checkbox"/> N/A				
5. Integrates the study of history,				

geography, all social sciences and other related areas to teach about the world's interdependence. <input type="checkbox"/> N/A				
6. Creates learning environments in which historical thinking, civic competence, questioning, problem-solving, and expression of differing viewpoints are pursued and encouraged. <input type="checkbox"/> N/A				
7. Uses technology to support social studies instruction and student learning. <input type="checkbox"/> N/A				
8. Demonstrates knowledge and skills in making real world social studies connections, while promoting students' abilities				

<p>to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p> <p><input type="checkbox"/> N/A</p>				
Comments				
ACEI 2.5 The arts				
	Unsatisfactory	Emerging	Satisfactory	Proficient

<p>Knows, understands, and uses—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</p> <p><input type="checkbox"/> N/A</p>				
	ACEI 2.6 Health education			
	Unsatisfactory	Emerging	Satisfactory	Proficient
Knows, understands, and uses - as appropriate to their own understanding and skills— the major concepts in the subject matter of health education to create opportunities for student development and practice of skills				

that contribute to good health. <input type="checkbox"/> N/A				
ACEI 2.7 Physical education				
	Unsatisfactory	Emerging	Satisfactory	Proficient
Knows, understands, and uses - as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students. <input type="checkbox"/> N/A				
CATEGORY #3 LEARNER DEVELOPMENT AND INDIVIDUAL DIFFERENCES Applies an understanding of patterns of learner development and variations across cognitive, linguistic, social, emotional and physical areas and implements developmentally appropriate learning experience.				
ACEI 1.0 Development, Learning, and Motivation				
ACEI 3.2 Adaptation to diverse students				
	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Uses developmentally-appropriate language, materials, and resources. (ACEI 1.0)				

<input type="checkbox"/> N/A				
2. Sets goals for all students that reflect an understanding of the content and high expectations for all students. <input type="checkbox"/> N/A				
3. Plans for flexible group and individual instruction based on specific learner needs. (ACEI 1.0) <input type="checkbox"/> N/A				
4. Creates modifications) and accommodations) in instruction for students with diverse learning needs. (ACEI 3.2) <input type="checkbox"/> N/A				
5. Applies a beginning understanding of the interests and cultural heritage of students in his/her teaching. (ACEI 3.2) <input type="checkbox"/> N/A				

Comments				
<p>CATEGORY #4: CREATING A CULTURE FOR LEARNING. Establishes a culture for learning. The candidate establishes and maintains safe and supportive environments that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>ACEI 3.4 Active engagement in learning ACEI 3.5 Communication to foster collaboration VA DOE The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</p>				
	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. (ACEI 3.4) <input type="checkbox"/> N/A				
2. Uses effective positive language as well as positive				

<p>and specific feedback and encouragement. (ACEI 3.5)</p> <p><input type="checkbox"/> N/A</p>				
<p>3. Establishes clear and appropriate expectations and reinforces rules consistently and fairly. (ACEI 3.4)</p> <p><input type="checkbox"/> N/A</p>				
<p>4. Establishes procedures and routines to maximize instructional time and minimize disruptions.</p> <p><input type="checkbox"/> N/A</p>				
<p>5. Actively listens to and pays attention to students' needs and responses. (ACEI 3.5)</p> <p><input type="checkbox"/> N/A</p>				
<p>6. Promotes cultural sensitivity and respect for students' diversity, including language, culture, race, gender, and</p>				

special needs. (ACEI 3.2) <input type="checkbox"/> N/A				
7. Fosters collaboration and positive social interaction among students. (ACEI 3.4; 3.5) <input type="checkbox"/> N/A				
8. Maintains existing instructional and administrative routines and recordkeeping. <input type="checkbox"/> N/A				
Comments				
CATEGORY #5: PLANNING AND IMPLEMENTING INSTRUCTION The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The candidate uses a variety of evidence-based instructional strategies to promote				

students' deep understanding of content areas and their connections and to build skills apply knowledge in meaningful ways. See Category 1 and Category 2:

Literacy, Mathematics, Science and Social Studies

ACEI 3.1 Integrating and applying knowledge for instruction

ACEI 3.2 Adaptation to diverse students

ACEI 3.3 Development of critical thinking and problem solving

ACEI 3.4 Active engagement in learning

ACEI 3.5 Communication to foster collaboration

Instructional Planning: VA DOE: The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Provides a detailed, thoughtful, well-sequenced lesson plan, based on knowledge of students and community, learning theory, connections across the curriculum, and state and local curricular goals. <input type="checkbox"/> N/A				
2. Uses principles of Universal Design for Learning to develop that reflect rigorous expectations and an understanding of the content. (ACEI 3.2) <input type="checkbox"/> N/A				

<p>3. Develops plans which include multiple ways of engaging students, multiples ways of representing the content, and multiple ways for students to express their knowledge. (ACEI 3.2)</p> <p><input type="checkbox"/> N/A</p>				
<p>4. Considers evidence of student learning and differentiates instruction based on students' learning needs, interests, and abilities when planning for differentiated instruction and selecting instructional materials and resources. (ACEI 3.2)</p> <p><input type="checkbox"/> N/A</p>				
<p>Instructional Delivery: VA DOE: The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p>				
1. Engages and maintains students				

in active learning. (ACEI 3.4) <input type="checkbox"/> N/A				
2. Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. <input type="checkbox"/> N/A				
3. Paces lessons effectively for student engagement and content mastery and transitions. <input type="checkbox"/> N/A				
4. Uses instructional technology to enhance student learning. (ACEI 3.5) <input type="checkbox"/> N/A				
5. Communicates clearly and checks for understanding. (ACEI 3.4) <input type="checkbox"/> N/A				

6. Differentiates instruction to meet students' needs. (ACEI 3.2) <input type="checkbox"/> N/A				
7. Engages students in critical thinking and problem solving. (ACEI 3.3) <input type="checkbox"/> N/A				
Comments				
<p>CATEGORY #6 ASSESSMENT FOR STUDENT LEARNING. The candidate understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>ACEI 4.0 Assessment for instruction</p> <p>VA DOE: The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</p> <p>VA DOE: The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</p>				
	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Aligns student assessment with established				

curriculum standards and benchmarks. (ACEI 4.0) <input type="checkbox"/> N/A				
2. Uses assessment data to develop expectations for students, to differentiate instruction, and to document learning across the curriculum. (ACEI 4.0) <input type="checkbox"/> N/A				
3. Gives constructive and frequent feedback to students on their learning. (ACEI 4.0) <input type="checkbox"/> N/A				
4. Uses a variety of formal and informal assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and				

objectives. (ACEI 4.0) <input type="checkbox"/> N/A				
5. Reflects upon learning outcomes and modifies instruction accordingly. <input type="checkbox"/> N/A				
Comments				
CATEGORY #7: PROFESSIONALISM AND ETHICAL PRACTICE. Models professionalism and ethical practice. The candidate engages in ongoing professional development and uses evidence to continually reflect upon, evaluate, and improve his/her practice, including the effects of his/her choices and action on others. Candidate adapts practice to meet the needs of each learner. 5.1 Professional growth, reflection, and evaluation VA DOE: The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.				
	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Behaves ethically and in the best interest of the community.				

<input type="checkbox"/> N/A				
2. Adheres to federal and state laws and school policies. <input type="checkbox"/> N/A				
3. Takes initiative in the classroom. <input type="checkbox"/> N/A				
4. Demonstrates consistent mastery of Standard English in all oral and written communication. <input type="checkbox"/> N/A				
5. Manages, prioritizes, and organizes tasks well and produces high quality work. <input type="checkbox"/> N/A				
6. Able to manage multiple tasks and sensory input while focusing on student need and content delivery (with-it-ness). <input type="checkbox"/> N/A				
7. Reflects upon his or her own				

<p>daily practice, including setting personal goals and implementing changes. (ACEI 5.1) <input type="checkbox"/> N/A</p>				
<p>8. Participates in continued professional development and/or organizations and integrates ideas into practice. (ACEI 5.1) <input type="checkbox"/> N/A</p>				
<p>9. Responds to constructive feedback in a receptive manner and subsequent performances consistently shows productive changes. <input type="checkbox"/> N/A</p>				
<p>Comments</p>				

<p>CATEGORY #8 COLLABORATION AND COMMUNICATION The candidate maintains professional collegial relationships that encourage sharing planning and working together toward improving student success and professional practice. Appropriate to his or her role and context, the candidate seeks opportunities to collaborate with learners, professional colleagues, other school personnel, and families and community members to ensure learner growth and to advance the profession.</p> <p>ACEI 5.2 Collaboration with families, colleagues, and community agencies.</p>				
	Unsatisfactory	Emerging	Satisfactory	Proficient
1. Maintains professional collegial, collaborative relationships that encourage sharing, planning and working together to promote the intellectual, social, emotional, physical growth and well-being of children. (ACEI 5.2) <input type="checkbox"/> N/A				
2. Collaborates and communicates positively and effectively within the school community (administrators and other school				

personnel) to promote students' well-being and success. (ACEI 5.2) <input type="checkbox"/> N/A				
3. Engages in activities outside the classroom that are intended for school and student enhancement. (ACEI 5.2) <input type="checkbox"/> N/A				
4. Builds positive and professional relationships with families concerning students' progress and by serving as a resource to enhance student learning through frequent and effective communication and based on knowledge of family diversity. (ACEI 5.2) <input type="checkbox"/> N/A				
Comments				

