

## CONTINUUM OF INSTRUCTIONAL PRACTICE

Scoring for the student teaching evaluation form reflects the student's degree of ability to accomplish the tasks outlined on the evaluation form. Please note: If a student teacher scores in the level one (Emerging) range on any item, please contact the UVU Supervisor and the UVU Field Coordinator as soon as possible.

For the **summative assessment** of the student teacher's performance, please use the following continuum description to score his/her performance over the course of their student teaching experience.

**Level 1: Emerging**      Score: 1

The student relies heavily on ongoing assistance from the cooperating teacher for support and guidance in lesson planning, instruction, and/or classroom management. The student may not yet be able to effectively apply what s/he has learned about teaching and may often make inappropriate choices about how and what to teach. The student may lack appropriate levels of content area understanding.

**Level 2: Developing**      Score: 2

Performance: The student relies on the cooperating teacher for some support, but is moving toward becoming more self-directed and independent in planning instruction, teaching, and classroom management. The student demonstrates some ability to apply what s/he has learned about teaching, even though s/he may still make a few inappropriate choices about how and what to teach. The student demonstrates a level of content area knowledge appropriate to the classroom context.

**Level 3: Proficient**      Score: 3

Performance: The student is usually able to teach without assistance from the cooperating teacher and easily applies what s/he has learned about teaching. Her/his choices about what to teach and how to teach it reflect a solid understanding of effective teaching strategies. The student demonstrates a solid command of content area knowledge, and is able to adjust instruction in response to student needs.

**Level 4: Accomplished**      Score 4

Performance: The student is able to plan and implement effective instruction with minimal input or assistance from the cooperating teacher. S/he manages classroom schedules and student behavior with relative ease. S/he is able to engage children in learning by integrating a variety of instructional models and teaching strategies into her/his classroom practice. The student demonstrates a deep and flexible command of content area knowledge, and is quickly able to adjust instruction in response to student needs.

## Student Teaching Evaluation Rubric

<b>1. The Learner and Learning: Learner Development</b>				
<b>Level of performance The student teacher:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>1. designs instruction to address learners' development, individual strengths, prior knowledge, and experience</i> InTASC 1,2,4	Creates written lesson plans that may be minimal or plans may fail to address the readiness or background of students.	Creates written lesson plans that may not clearly address the readiness and background of individual students or the class as a whole.	Creates written lesson plans that address the cognitive, linguistic, and affective readiness of student groups.	Creates written lesson plans that differentiate for the cognitive, linguistic, and affective readiness of individual students.
<i>2. uses resources effectively, including appropriate technology</i> InTASC 3,4,5,6,8	Plans instruction that fails to utilize available classroom resources; use of available technology is missing from instruction; student independence in the access and use of resources is not encouraged.	Plans instruction to utilize available classroom texts; uses technology with support; occasionally encourages student independence in the access and use of resources.	Plans instruction to utilize an array of available resources; regularly encourages student independence in the access and use of resources, including peer tutoring.	Plans instruction to utilize a wide array of available resources beyond district-provided materials; encourages student independence in the access and use of resources, including peer tutoring.
<b>2. Management of the Learning Environment</b>				
<b>Level of performance The student teacher:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>3. creates a safe, positive learning environment based on respect, positive social interaction, active engagement in learning, and self-motivation</i> InTASC 3,6	Uses verbal and non-verbal interactions that are not positive, respectful, supportive, or motivating. Provides no opportunities for active learning experiences or for students to work in groups. Students are not required to assume responsibility for their own learning.	Uses verbal and non-verbal interactions that may not be positive, respectful and supportive. Provides few opportunities for active learning; provides limited opportunities for students to work together. Uses instructional strategies that rely heavily on external student motivation.	Uses verbal and non-verbal interactions that are generally positive, supportive, and respectful. Provides opportunities active learning group work, and for students to assume responsibility for their own learning.	Uses verbal and non-verbal interactions that are all positive, supportive, and respectful. Provides multiple opportunities for active learning; creates opportunities for students to work in groups and assume responsibility for their own learning. Employs approaches that rely heavily on internal student motivation.
<i>4. communicates behavioral expectations to learners</i> InTASC 3	Provides little or no explanation of behavior expectations to students, or establishes no positive relationship. May express frustration or negatively influence student behavior. Uses little or no eye contact during	Provides shallow, incomplete, or unclear explanations of acceptable behaviors. Reinforcement of appropriate behavior is inconsistent. Uses some eye contact to engage students.	Clearly communicates behavioral expectations; models and reinforces appropriate behaviors. Uses consistent eye contact to engage students and check for student understanding.	Clearly communicates precise behavioral expectations developed in collaboration with students; consistently models and reinforces appropriate behaviors. Uses eye contact to engage student learning, communicate understanding, and

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	instruction.			monitor learning.
<p><i>5. employs effective management strategies and maintains consistent standards for behavior in the learning environment</i></p> <p>InTASC 3</p>	Demonstrates little understanding of management strategies, whether with individuals, small groups, or the entire class. Behavioral standards are not apparent.	Demonstrates inconsistent use of classroom management strategies; behavioral expectations may not be clearly stated or consistently reinforced.	Demonstrates an appropriate use of multiple management strategies to maintain consistent standards of behavior. Establishes positive rapport with students, using clarity and patience to guide students toward independence and self-control.	Demonstrates a keen awareness of the classroom environment and employs a range of effective behavioral strategies to maintain a high standard of behavior and student self-regulation. Engages in positive interactions with the students, and Integrates behavioral strategies with the learning environment.
<b>3. Instructional Practice</b>				
<b>Level of performance</b> <b>The student teacher:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><i>6. creates and uses instructional plans that incorporate critical/creative thinking, problem solving, and collaboration</i></p> <p>InTASC 7,8</p>	Does not plan or implement instruction that incorporates critical/creative thinking, problem solving, or collaboration.	Creates and implements lesson plans that include only minimal integration of critical/ creative thinking, problem solving and student collaboration.	Creates and implements lessons that integrate critical/creative thinking, problem solving, and student collaboration but implementation in teaching may be limited.	Plan and appropriately integrates critical/creative thinking, problem solving and student collaboration as a means to promote and extend student learning.
<p><i>7. creates and implements learning experiences that help build accurate conceptual understanding, content knowledge, and academic language</i></p> <p>InTASC 4,7,8</p>	Creates and implements lessons and student activities that do not guide students through a logical learning progression, build on prior knowledge, or make connections.	Creates and implements lessons that provide only minimal guidance through a logical learning progression.	Creates and implements lesson experiences that guide students through logical learning progressions, causes them to reflect on prior knowledge, and helps students make connections between prior experience and content.	Creates and implements lesson experiences that provide students with multiple representations, guidance through learning progression, and recognition of common misconceptions. Lesson implementation stimulates reflection of prior knowledge, builds connections between prior experiences and content and helps students master the academic language of the content area.

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<p><i>8. aligns instructional procedures and assessments with identified learning objectives</i> InTASC 4, 6,7,8</p>	<p>Designs lesson activities and assessments that do not align in a meaningful way either with each other or with the identified learning objectives for the lessons.</p>	<p>Designs lesson activities, discussions, and assessments that are not clearly connected to each other and/or to the identified learning objectives for the lessons.</p>	<p>Designs lesson activities and assessments that closely align with each other and support learning for the identified objectives for the lessons.</p>	<p>Designs lessons that include a variety of activities and assessments that are built around appropriate standards or essential questions; learning goals are aligned with procedures and assessments within each lesson.</p>
<p><i>9. designs and implements sequential instruction that supports learners in meeting curriculum goals</i> InTASC 4,5,7</p>	<p>Designs and implements learning plans in which the procedures do not build towards understanding of state curriculum goals.</p>	<p>Designs and implements disorganized learning plans that are only loosely connected to state curriculum goals.</p>	<p>Designs and implements lessons that include step-by-step descriptions of procedures that are built around state curriculum goals.</p>	<p>Articulates curriculum goals to students; involves students in creating scaffolded learning plans to address these goals.</p>
<p><i>10. develops and uses learning experiences that support literacy (reading, writing, speaking, listening)</i> InTASC 5,7,8</p>	<p>Uses few supportive learning experiences to develop literacy, with little consideration of the needs of students in this area.</p>	<p>Uses multiple learning experiences to support literacy; may attempt to assist students in this content area.</p>	<p>Uses appropriate instructional strategies and resources to support the development of class and individual students' literacy skills.</p>	<p>Uses instructional strategies and resources to appropriately sequence, present, model, monitor and adjust learning experiences that provide multiple opportunities for students to build and demonstrate the range of their skills and understandings in literacy.</p>
<p><i>11. uses a variety of appropriate instructional strategies to meet the needs of all learners</i> InTASC 4,5,7</p>	<p>Uses a limited range of instructional models and strategies with little attention to whether these are appropriate or helpful in conveying content or addressing student needs.</p>	<p>May attempt to use a range of instructional models and strategies, but may fail to address subject matter content essential to student learning.</p>	<p>Uses instructional models, strategies and resources that support student learning and meet subject matter requirements.</p>	<p>Uses multiple instructional models, strategies and resources to support and expand student learning. Appropriate and resourceful adaptations are made to communicate content requirements and address the diverse learning needs of students.</p>
<p><i>12. provides clear, accurate instruction</i> InTASC 4,5,8</p>	<p>Implements instruction that is difficult to understand or lacks clear and/or accurate information. Provides few or no demonstrations, modeling, prompts, questions, retelling, and/or "think aloud" strategies.</p>	<p>Implements instruction that is clear but not always accurate, or instruction is accurate but not always clear. Age-appropriate words are inconsistently used; demonstrations are not always complete and/or lack appropriate sequencing. Prompts, questions, retelling and/or "think aloud" are minimal.</p>	<p>Implements instruction that is described in clear words everyone can understand, is described accurately and is well organized. Instruction may or may not use appropriate demonstrations, prompts, questions, retelling, and/or "think aloud" to support and scaffold learning outcomes.</p>	<p>Implements instruction that is described in clear words everyone can understand, is described accurately and is well organized. Instruction uses appropriate demonstrations, prompts, questions, retelling, and/or "think aloud" to support and scaffold learning outcomes. Request for clarification is routinely embedded.</p>

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<p>13. <i>provides instruction that makes connections to learners' prior knowledge and experiences</i></p> <p>InTASC 2,4,5,6</p>	<p>Does not help students make connections to their prior knowledge or experience.</p>	<p>Does not use content knowledge to effectively activate students' prior knowledge or help them make connections to their previous experience.</p>	<p>Uses background knowledge in the content to help students make connections to their prior knowledge or experience.</p>	<p>Uses understanding of content to evaluate students' background knowledge and/or misconceptions; considers curriculum goals and the students' needs in selecting appropriate tasks; scaffolds instruction according to students' needs, and links content knowledge to students' background knowledge and experience.</p>
<p>14. <i>engages learners through inquiry methods</i></p> <p>InTASC 4,5,7,8</p>	<p>Relies heavily on direct instruction strategies only; does not attempt to engage students in inquiry processes</p>	<p>Attempts to use inquiry methods and strategies, but fails to fully engage students in the inquiry process.</p>	<p>Plans and models inquiry methods and strategies that engage students in the inquiry process.</p>	<p>Plans for and uses multiple inquiry strategies to engage, support, and expand student learning with the inquiry process.</p>
<p>15. <i>engages learners in applying content knowledge to real world problems</i></p> <p>InTASC 4,5,7,8</p>	<p>Designs learning activities without attention to how instructional content may be applicable to real world problems or student needs, and does not attempt to engage students in applying skills to real world contexts.</p>	<p>Pays scant attention to whether instructional content is applicable to real world problems and student needs, or may fail to engage students in making those applications.</p>	<p>Makes a conscious effort to incorporate instructional content that is appropriate and applicable to real world problems and student needs, and helps students make connections to these problems.</p>	<p>Incorporates instructional content that is relevant and applicable to real world problems, and ensures students have opportunities to apply skills real world contexts.</p>
<p>16. <i>models critical/creative thinking, problem solving skills, and collaboration</i></p> <p>InTASC 3,5,6,8</p>	<p>Targets lower order thinking skills only; models an authoritarian approach to problem solving.</p>	<p>Models thinking skills in classroom activities, but at a lower level; recall thinking is generally targeted; problem solving involves little collaborative activity.</p>	<p>Models critical and creative thinking skills through the use of probing questioning and collaborative problem solving in the classroom.</p>	<p>Models high levels of critical and creative thinking through provocative questioning and collaborative problem solving and negotiation with students and colleagues.</p>
<p>17. <i>uses multiple methods of assessment to monitor progress; creates opportunities for students to demonstrate understanding in diverse ways</i></p> <p>InTASC 5,6,8</p>	<p>Fails to monitor student progress toward learning objectives; does not provide opportunities for students to demonstrate understanding in diverse ways.</p>	<p>Provides pre-, formative, and summative assessments that are not always aligned with learning objectives; offers some diversity in assessment opportunities.</p>	<p>Uses constant, but repetitive, pre-, formative, and summative assessments to monitor progress toward learning objectives and adapt instruction; uses a variety of assessment tools.</p>	<p>Uses constant and varied pre-, formative, and summative assessments to monitor student progress toward learning objectives and to guide instruction; differentiates assessment opportunities to address students' needs and strengths.</p>

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18. <i>provides opportunities for learners to monitor their own learning</i>  InTASC 6,7,8	Is ambiguous about expectations for assignments. Student assignments allow little room for revision and improvement.	States expectations for assignments. Students are given projects that allow for revision and improvement, but are not guided in how to revise and improve work.	Communicates clear expectations for assignments; models examples of quality work. Gives feedback about how students may revise and improve their work and encourages self-evaluation.	Clearly explains and models examples of quality work; demonstrates how to monitor and improve learning. Students are required to self-evaluate and to set goals based on assessment results.
19. <i>adapts instruction according to assessment of learning and provides feedback to learners</i>  InTASC 1,6,7,8	Does not attempt to use assessment data to inform instruction; provides little or no feedback to students.	Collects assessment data but makes minimal effort to use such data in future planning; provides feedback that is ineffective in leading students toward quality work.	Uses assessment data to guide planning, but may not consider individual students' needs; provides specific and timely feedback.	Effectively uses assessment data to guide planning by identifying each student's learning needs and developing differentiated learning experiences; provides timely, effective, and descriptive feedback to guide students towards quality work.
<b>4. Professional Responsibility (evaluated by observation and interview)</b>				
<b>Level of performance</b> <b>The student teacher:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
20. <i>Uses feedback from professionals and assessments of student learning to evaluate and improve his/her teaching practice</i>  InTASC 9,10	Does not seek, discuss, or implement relevant feedback and advice from professional sources (cooperating teacher, content area colleagues, university professors and supervisors) to improve practice.	Does not seek, discuss, or implement relevant professional feedback on improving instructional practice unless directed to do so.	Seeks, discusses, and implements relevant feedback and advice from a variety of professional sources to improve instructional practice.	Demonstrates self-direction in consistently seeking, discussing, and implementing relevant feedback and advice from a variety of professional sources to improve instructional practice.
21. <i>Self-evaluates the effects of his/her choices and actions on others</i>  InTASC 9,10	Provides no evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors	Provides little evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors	Provides evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.	Provides substantial evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.

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<p>22. <i>Advocates, models, and teaches safe, legal, and ethical behavior including the use of information and technology</i></p> <p>InTASC 9</p>	<p>Demonstrates inappropriate legal and ethical behavior; struggles to understand, advocate, teach or model appropriate behaviors. Demonstrates little recognition of the legal use of technological resources; may make illegal copies of software or fails to reference materials correctly.</p>	<p>Does not clearly model legal and ethical behavior in the classroom; does not consistently understand, advocate, or teach appropriate behaviors. Does not correctly implement the legal use of technological resources.</p>	<p>Addresses safe, legal and ethical behavior and advocates, teaches, and models such behaviors in the classroom. Is knowledgeable about technology resources and the legal use of these resources.</p>	<p>Models behavior that is above reproach in safe, legal, and ethical aspects; understands, advocates, and teaches such behaviors in the classroom. Emphasizes the appropriate use of technology resources according to law.</p>
<p>23. <i>Collaborates with others to reflect on, plan, and improve instruction</i></p> <p>InTASC 9,10</p>	<p>Does not interact with colleagues, or does not seek out opportunities to share, support and assist others. Does not use feedback from others to improve instruction.</p>	<p>Works with others only when directed to do so, and is supportive of others on a minimal level. May accept ideas and feedback from colleagues to improve practice.</p>	<p>Collaborates with colleagues and is willing to work to create a positive learning atmosphere. Accepts and uses input from others to improve instruction.</p>	<p>Actively and regularly collaborates with colleagues, helping to create a positive, progressive, and professional learning environment. Demonstrates respect and appreciation for others' contributions, and incorporates suggestions into instructional practices</p>
<p>24. <i>Collects and evaluates evidence to measure student learning</i></p> <p>InTASC 6,7,9</p>	<p>Does not collect evidence of learning or uses only minimal measures of student recall to evaluate student learning.</p>	<p>Uses inconsistent procedures to collect and interpret evidence of student learning; relies chiefly on measures of simple recall to assess learning.</p>	<p>Establishes a procedure for collecting evidence of student learning; uses multiple measures to evaluate student understanding.</p>	<p>Establishes a procedure for consistent evaluation of multiple and varied measures of student learning; reflects on evidence collected as measures of student understanding.</p>