



STUDENT TEACHER EVALUATION RUBRIC

Date:

Student Teacher:

Cooperating Teacher:

School Name and Address:

Grade Level/Subject(s):

DOMAIN: PLANNING AND PREPARATION

Planning for Diverse Learners

Wells pre-service teachers will understand that although the basic principles of learning, motivation, and effective instruction apply to all learners (regardless of race, ethnicity, gender, disability, religion, socioeconomic status etc.), learners differ in their developmental needs, preferences for learning mode and strategies, the pace in which they learn, their cultural backgrounds and unique capabilities. Addressing the needs of diverse learners begins in the planning process.

Pre-service teachers will . . .

1. develop clear instructional goals/objectives that reflect high expectations, curriculum standards, opportunities for integration and varied student needs while also permitting sound assessment;
2. plan how to achieve student learning goals, choosing appropriate strategies, resources and materials to: differentiate instruction, develop appropriate sequencing and pacing of learning experiences, and allow multiple ways to demonstrate learning; and
3. develop developmentally appropriate learning plans that demonstrate a knowledge of the students being taught.

Dimension		4-- Exceeds Expectations	3-- Meets Expectations	2-- Approaches Expectations	1-- Does Not Meet Expectations
1. Goal Development	4 3 2 1	1.a Clearly and consistently articulates valuable goals/objectives that establish high expectations and relate to defined curriculum standards.	1.a Clearly strives for and is generally effective at developing relevant goals/objectives that establish high expectations and relate to defined curriculum standards.	1.a Attempts to develop goals/objectives that establish high expectations, and relate to defined curriculum standards but may struggle with one of these elements. Assistance from the cooperating teacher may be needed.	1.a Struggles with articulating well thought out goals/objectives. These may represent low expectations and show little connection to defined curriculum standards.
	4 3 2 1	1.b Goals/objectives are consistently clear, written in the form of student learning and permit varied and viable methods of assessment.	1.b Most goals/objectives are clear, written in the form of student learning and permit viable methods of assessment.	1.b Goals/objectives are vague or "activities driven." Some goals may be difficult to measure.	1.b Goals/objectives are confusing and focus primarily on student activities rather than learning. Most do not permit viable methods of assessment.

2. Plan for Instruction to Meet Learning Goals	4	3	2	1	2.a Planned learning experiences are relevant to instructional goals and clearly lead students effectively and efficiently to these goals.	2.a Planned learning experiences are relevant to instructional goals and support effective instruction.	2.a Planned learning experiences may be related but not exactly relevant to the goals. These may take students on an indirect path to the learning.	2.a Planned learning experiences, for the most part, are irrelevant to the instructional goals.
	4	3	2	1	2.b The student teacher uses many, varied resources. Materials support instructional goals with the intent of engaging students in meaningful learning.	2.b Materials and resources support instructional goals. Most support the engagement of students in meaningful learning.	2.b Material and resources may be limited and/or weakly aligned to the instructional goals. Some engage students in meaningful learning.	2.b Material and resources are few and/or show little support of the defined instructional goals or engage students in meaningful learning.
	4	3	2	1	2.c The lessons and units allow for different pathways and show clear, thoughtful attention to the diverse needs in the class.	2.c The lessons and units allows for different pathways according to student need.	2.c Lessons and units show limited opportunities for students to take different pathways.	2.c Lessons and units show only one pathway to the intended learning.
	4	3	2	1	2.d Learning experiences progress thoughtfully and coherently, creating a unified plan.	2.d Progression of planned learning experiences is even, organized and logical.	2.d Progression of planned learning experiences seems uneven, disjointed or illogical.	2.d Progression of planned learning experiences seems disorganized or confusing.
	4	3	2	1	2.e Many and varied opportunities for students to demonstrate learning of instructional goals are planned.	2.e Varied opportunities for students to demonstrate learning of instructional goals are planned.	2.e Opportunities are planned for students to demonstrate learning but they may be limited in number and variety.	2.e Little or no attention is paid to planning activities that allow students to demonstrate their learning.
3. Knowledge of Students	4	3	2	1	3.a Plans reflect a thorough understanding of typical developmental characteristics of the age group as well as exceptions to general patterns.	3.a Plans reflect a solid understanding of typical developmental characteristics of the age group.	3.a Plans reflect a generally accurate knowledge of developmental characteristics of the age group. Some confusion regarding these characteristics may be apparent.	3.a Plans reflect minimal or inaccurate knowledge of developmental characteristics of the age group.
	4	3	2	1	3.b A thorough understanding of students' varied approaches to learning (including those with disabilities) is consistently reflected in the planning process. It is clear the student teacher is focused on thoughtfully addressing the learning styles, modalities and different "intelligences" seen in the class.	3.b A solid understanding of students varied approaches to learning is regularly reflected in the planning process. When planning, attention is paid to addressing the learning styles, modalities and different "intelligences" within the class.	3.b Student teacher inconsistently attempts to address learning styles, modalities and different "intelligences." Attempts may not reflect the specific needs of the class. but student teacher clearly indicates this knowledge is valuable.	3.b Plans reflect primarily a singular approach to learning and do not appear to acknowledge learning styles, modalities and "intelligences." Student teacher does not indicate that this knowledge is valuable.
	4	3	2	1	3.c Knowledge of students varied interests, backgrounds and cultures is consistently and thoughtfully reflected in the planning process.	3.c Knowledge of varied group interests, backgrounds and cultures is regularly reflected in the planning process.	3.c Student teacher recognizes the value of understanding students' interests, backgrounds and cultures but this is not regularly attended to in the planning process.	3.c Student teacher displays little knowledge of students' interests, backgrounds and cultures and does not indicate that such knowledge is valuable.

Comments:

Wells' pre-service teachers will understand the central concepts, tools of inquiry and structures of the discipline(s) they teach.

Pre-service teachers will . . .

1. have a working knowledge of the content standards;
2. understand major concepts, principles, debates, methods of inquiry, and outstanding issues that are central to the discipline(s) they teach;
3. know and use the academic language of the discipline; and
4. apply the tools, structures and pedagogical techniques particular to the discipline(s).

Dimension		4-- Exceeds Expectations	3-- Meets Expectations	2-- Approaches Expectations	1-- Does Not Meet Expectations
1. Content Standards	4 3 2 1	1.a Demonstrates a solid, working knowledge of the content standards (common core, state and national) and consistently aligns classroom instruction to the appropriate standards and indicators.	1.a Demonstrates a basic knowledge of the content standards and aligns most classroom instruction to the appropriate standards and indicators.	1.a Demonstrates awareness of the content standards and attempts to align instruction. Some confusion of the standards may surface.	1.a Appears to have little or no understanding of the content standards and fails to align instruction.
2. Knowledge of Content	4 3 2 1	2.a Displays thorough content knowledge beyond factual information. Understandings encompass the richness of the content and include important concepts, principles, methods of inquiry etc.	2.a Displays solid knowledge of the content and includes important concepts, principles, methods of inquiry etc.	2.a Knowledge appears incomplete. Although it seems to be primarily in the form of facts, an attempt is made to get below the surface of the information.	2.a Content knowledge is superficial or erroneous.
	4 3 2 1	2.b Demonstrates, through plans and practices, a thorough understanding of prerequisite relationships among topics and concepts.	2.b Demonstrates, through plans and practices, a solid understanding of the relationships among topics and concepts.	2.b Attempts to draw connections between topics and concepts.	2.b Addresses topics and concepts in isolation with little attention paid to their connections and relationships.
	4 3 2 1	2.c Opportunities for integration of content as a means of developing deeper understanding are consistently sought.	2.c Seizes obvious opportunities for integrating content as a way of deepening understanding.	2.c Rarely initiates Integration of content but seizes the opportunity when guidance is provided by the cooperating teacher.	2.c Rarely attempts to integrate content even when guided by cooperating teacher.
3. Academic Language	4 3 2 1	3.a Consistently uses the appropriate, accurate language of the discipline(s).	3.a Uses the appropriate, accurate language of the discipline. Errors are few.	3.a Attempts to use the appropriate language of the discipline but inaccuracies surface regularly.	3.a Attempts to use the appropriate language are hampered by consistent inaccuracies.
4. Tools of the discipline	4 3 2 1	4.a Consistently uses a variety of techniques and tools particular to the discipline being taught to help convey information and teach skills.	4.a Uses appropriate techniques and tools particular to the discipline being taught.	4.a Student teacher requires support when choosing the appropriate techniques and tools particular to the discipline.	4.a Knowledge of the techniques and tools of the discipline appears limited and student teacher may have difficulty choosing even when supported by the cooperating teacher.

Comments:

DOMAIN: PLANNING AND PREPARATION

Assessment for Diverse Learners

Wells' pre-service teachers will use multiple, varied measures to document student growth, engage students in reflection and goal setting, evaluate instructional effectiveness and inform instruction.

Pre-service teachers will . . .

1. design and use diagnostic, formative and summative assessments that engage learners in demonstrating clearly defined knowledge and skills;
2. design and implement assessment accommodations and modifications;
3. develop and articulate assessment criteria to improve student learning and support self-reflection and self-assessment;
4. provide timely, specific, constructive feedback to guide students' progress toward goals; and
5. analyze and interpret assessment data to monitor student progress and inform instructional practice.

Dimension		4-- Exceeds Expectations	3-- Meets Expectations	2-- Approaches Expectations	1-- Does Not Meet Expectations
1. Use Diagnostic, Formative and Summative Assessments	4 3 2 1	1.a Consistently develops/uses a variety of informal or formal diagnostic tasks to assess needs of students prior to instruction.	1.a Both informal and formal diagnostic tasks are regularly used to assess needs of students prior to instruction.	1.a The diagnostic tasks used to assess needs of students prior to instruction are limited in variety and/or are used infrequently.	1.a Student teacher rarely plans for/uses diagnostic tasks
	4 3 2 1	1.b Consistently develops/uses a variety of formative tasks (informal and formal) to assess students' understanding during instruction.	1.b Regularly uses varied formative tasks (informal and formal) to assess students' understanding during instruction.	1.b The formative tasks used to assess students' understanding during instruction are limited in variety and/or are used infrequently.	1.b Student teacher rarely plans for/uses formative assessment tasks during instruction tasks.
	4 3 2 1	1.c Consistently develops/uses a variety of rich, summative tasks to assess student learning after instruction.	1.c Regularly uses different types of summative tasks (more than traditional tests) to assess student learning after instruction.	1.c The summative tasks used are limited in variety and may rely heavily on traditional tests.	1.c Student teacher appears to put little thought into summative assessment and/or rely heavily on prepackaged or textbook tests.
	4 3 2 1	1.d Assessments proposed/used are consistently and clearly congruent with instructional goals, both in content and process. Using these assessments it would be easy to see if instructional goals are met.	1.d Assessments proposed/used address instructional goals but some goals may be assessed more thoroughly than others. Using these assessments a teacher could tell whether or not goals have been met.	1.d Instructional goals are inconsistently assessed and/or at times the assessments are incongruent with instructional goal. The teacher is left not being sure if goals were met.	1.d Content and method of assessing are frequently incongruent with instructional goals. It would be difficult to tell if goals were met.
2. Use of Assessment Accommodations and Modifications	4 3 2 1	2.a Consistently takes the initiative to design assessment modifications when necessary and make appropriate accommodations to meet the needs of students with disabilities and ESL students.	2.a Modifies assessments when necessary and makes appropriate accommodations to meet the needs of students with disabilities and ESL students. Minimal guidance from cooperating teacher is needed.	2.a Rarely modifies assessments to meet the needs of students with disabilities and ESL students, or requires direct support and guidance from the cooperating teacher to do so.	2.a Seems unaware of the need for assessment modifications and accommodations. Substantial direct support from the cooperating teacher may be required to even begin the task.
3. Use of Assessment Criteria	4 3 2 1	3.a Develops assessment criteria that are clear, relevant to the learning goals and have been communicated to students. Student teacher involves students in developing (when appropriate) or processing the criteria.	3.a Develops assessment criteria that are clear, relevant to the learning goals and have been communicated to students.	3.a Assessment criteria is occasionally developed but they are either confusing, not directly supportive of the learning goals, or have not been clearly communicated to students.	3.a Student teacher rarely, if ever, develops assessment criteria and appears to lack the skill and knowledge base to develop criteria that is clear and relevant to the assessment task.
	4 3 2 1	3.b Established standards and criteria are consistently used as tools for student self-assessment and reflection. Students are taught reflection and goal-setting strategies	3.b Established standards and criteria are regularly used as tools for student self-assessment and reflection.	3.b Established standards and criteria are occasionally used as tools for student self-assessment and reflection.	3.b Established standards and criteria are seldom, if ever, used as tools for student self-assessment and reflection.
4. Feedback	4 3 2 1	4.a Students are consistently made aware of how they are meeting the	4.a Students are regularly made aware of how they are meeting the	4.a Students receive limited information on how they are meeting	4.a Students receive little or no information on how they are

	4 3 2 1	established standards and criteria. They have a clear picture of their progress. 4.b Feedback is consistently specific and constructive. Students get a clear picture of how they can improve.	established standards and criteria. Student questions regarding progress are few. 4.b Feedback is regularly specific and constructive. Students know how they can improve.	the established standards. They may have a number of questions concerning how they are progressing. 4.b Feedback may be general or vague with limited focus on describing ways to improve.	progressing. They have little sense of how they are progressing. 4.b Feedback provides little useful information for students.
	4 3 2 1	4.c Feedback is consistently provided in a timely manner.	4.c Feedback is generally provided in a timely manner.	4.c Feedback is occasionally provided in a timely manner but delays may make the revision / improvement process difficult.	4.c Consistent delays in feedback make the revision / improvement process very difficult.
	4 3 2 1	4.d Student teacher consistently provides opportunities for students to reflect on and make use of feedback.	4.d Student teacher regularly provides opportunities for students to reflect on and make use of feedback.	4.d Student teacher occasionally provides opportunities for students to reflect on and make use of feedback.	4.d Student teacher seldom provides opportunities for students to reflect on and make use of feedback.
5. Use of Assessment Data	4 3 2 1	5.a Information from assessments is consistently analyzed, interpreted and used to inform instructional practice. The student teacher seems confident in the process of using data to inform instruction.	5.a Information from assessments is regularly analyzed, interpreted and used to inform instructional practice. The student teacher is knowledgeable in the process of using data to inform instruction.	5.a Information from assessments is occasionally analyzed, interpreted and used to inform instructional practice. The student teacher may struggle with or be confused by the process of using data to inform instruction.	5.a Information from assessments is seldom analyzed, interpreted and used to inform instructional practice. The process of using data to inform instruction may seem foreign to the student teacher.

Comments:

DOMAIN: INSTRUCTION

Instruction for Diverse Learners

Wells' pre-service teachers will understand and apply a variety of instructional strategies that support diverse groups of students in meeting rigorous learning goals.

Pre-service teachers will . . .

1. implement a variety of active learning strategies based on principles of effective instruction that meet varied learning needs and encourage higher level thinking skills
2. use a variety of resources, including human and technological, to engage students in learning;
3. vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and needs of the students;
4. ask questions that serve different purposes—probing for learner understanding, helping students articulate ideas and thinking processes, facilitating factual recall, stimulating curiosity etc.;

5. model effective communication strategies;
6. use a variety of instructional strategies to support literacy across the content areas; and
7. monitor student learning and adjust instruction in response to learning needs.

Dimension		4-- Exceeds Expectations	3-- Meets Expectations	2-- Approaches Expectations	1-- Does Not Meet Expectations
1. Active Learning Strategies	4 3 2 1	1.a Utilizes a range of relevant teaching and learning strategies that actively engage learners and address students' specific and varied approaches to learning.	1.a Utilizes a range of relevant teaching/learning strategies that actively engage varied learners.	1.a Attempts to vary instructional strategies but regularly relies on traditional, passive approaches (lecture, one student called on at a time etc.) with limited student engagement. OR strategies may not be relevant to the learning.	1.a Almost solely uses traditional, passive approaches with little student engagement.
	4 3 2 1	1.b Consistently uses teaching and learning strategies that encourage higher level thinking skills (evaluation, synthesis, critical thinking, problem solving etc.).	1.b Regularly uses teaching and learning strategies that encourage higher level thinking skills.	1.b Occasionally uses teaching and learning strategies that encourage higher level thinking skills but many strategies focus on the knowledge and comprehension levels.	1.b Focuses primarily on lower level thinking skills (knowledge and comprehension).
	4 3 2 1	1.c Consistently utilizes a variety of structures (individual, whole class, small group) to actively engage learners. Choice of structures shows a keen understanding of the student needs and learning outcomes.	1.c Utilizes a variety of structures (individual, whole class, small group) supportive of the intended learning to actively engage learners.	1.c Attempts to vary classroom structures but tends to rely on one structure more than the others. When choosing a structure pays limited attention to student need or the intended learning.	1.c Relies almost exclusively on whole-group structures. Pays little or no attention to student needs and the intended learning when choosing a structure.
2. Resources/Technology	4 3 2 1	2.a Utilizes a variety of relevant instructional resources to engage learners (visuals, text, primary sources, media etc.).	2.a Clearly supplements the text with additional, relevant instructional resources.	2.a Relies heavily on texts but occasionally supplements with instructional resources.	2.a Rarely utilizes resources other than class texts.
	4 3 2 1	2.b Integrates relevant, varied technology that clearly enhances learning into instruction.	2.b Integrated relevant instructional technology into instruction.	2.b Utilizes Instructional technology occasionally and predictably ,but this technology may not be an appropriate match for the intended outcomes.	2.b Technology is seldom, if ever, used to support instruction.
	4 3 2 1	2.c Paraprofessionals and volunteers are utilized in a manner that clearly supports learning goals and allows for maximum productivity.	2.c Paraprofessionals and volunteers are used effectively.	2.c Paraprofessionals and volunteers are given direction but are often underutilized .	2.c Paraprofessional and volunteers may be in the room but they function independent of the student teacher.

3. Instructional Roles	4 3 2 1	3.a Adjusts instructional role (instructor, facilitator, coach etc.) smoothly throughout the day to meet the specific learning needs of the students.	3.a Is clearly aware of the many roles teachers play and utilizes them as needed.	3.a Has difficulty adjusting the roles or relies heavily on one role over the others.	3.a Seems unaware that there are different roles.
4. Use of Questions	4 3 2 1	4.a Consistently provides a range of relevant questions that clearly serve the purpose of the defined learning goal.	4.a Regularly asks a variety of relevant questions during instruction.	4.a Asks questions that are related but may not be directly relevant to the learning goal.	4.a Seldom asks questions or questions may be irrelevant to the learning goal.
	4 3 2 1	4.b Consistently uses “higher level thinking” questions to guide students through extending or refining their thinking.	4.b Regularly provides probing, “higher level thinking” questions that seek clarification or elaboration.	4.b Attempts to use probing and “higher level thinking” questions but may rely heavily on questions that check for a basic understanding. Makes limited attempts to get students to extend their thinking.	4.b Consistently uses “lower level thinking” questions or settles for students’ answers, rarely following up with additional questions.
	4 3 2 1	5.c Consistently uses questions to engage all learners in discussion using a variety of small and large group strategies.	4.c Questioning regularly attempts to engage all learners in discussion.	4.c Some questions elicit discussion but with uneven results. Most rely on high-consensus answers.	4.c Discussion is rare. Almost solely uses high-consensus questions that focus on recitation.
5. Communication	4 3 2 1	5.a Spoken language is correct and expressive with well chosen vocabulary that enriches the lesson. Student teacher is easily heard by students.	5.a Spoken language is clear and correct. Vocabulary is appropriate for the lesson and the students’ ages. Student teacher is easily heard by students.	5.a Spoken language is audible and errors are rare but vocabulary may be limited or be inappropriate for the students’ ages.	5.a Spoken language may be inaudible or errors may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.
	4 3 2 1	5.b Written language is correct and expressive with well chosen vocabulary that enriches the lesson.	5.b a Written language is correct and appropriate for the lesson and the students’ ages.	5.b Errors in written language are rare but vocabulary may be limited or be inappropriate for the students’ ages.	5.b Errors in written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.
	4 3 2 1	5.c Directions are consistently provided clearly to students and anticipate possible student misunderstanding.	5.c Directions are generally clear to students and contain an appropriate amount of detail.	5.c Directions often require clarifying after initial student confusion or are excessively detailed.	5.c Directions are consistently confusing to students.
6. Instructional Strategies that Support Literacy	4 3 2 1	6.a Consistently asks students to apply literacy skills across content areas for a variety of relevant purposes with emphasis on reading and responding to non-fictional texts. Student teacher models and provides strategy instruction to develop literacy skills.	6.a Provides regular opportunities for students to apply literacy skills across content areas for a variety of purposes with emphasis on reading and responding to non-fictional texts.	6.a Provides limited opportunities for students to apply literacy skills across content areas for a variety of purposes.	6.a Seldom provides opportunities for students to apply literacy skills across content areas.
	4 3 2 1	6.b Consistently asks students to cite specific evidence when supporting their own points in reading and writing tasks. Student teacher models and provides strategy instruction to develop literacy skills.	6.b Regularly asks students to cite specific evidence when supporting their own points when reading and writing.	6.b Provides limited opportunities for students to cite specific evidence when supporting their own points in reading and writing tasks.	6.b Seldom provides opportunities for students to cite specific evidence when supporting their own points in reading and writing tasks.
	4 3 2 1	6.c Provides a variety of formal and informal opportunities for students to	6.c Provides formal and informal opportunities for students to present	6.c Provides limited formal opportunities for students to present	6.c Seldom provides informal or formal opportunities for students to present

	4 3 2 1	present their ideas. 6.d Consistently reinforces the “rules” of standard written and spoken English and provides a variety of content related tasks that support practice of these rules.	their ideas. 6.d Regularly reinforces the “rules” of standard written and spoken English.	their ideas but may encourage students to informally share ideas. 6.d Inconsistently reinforces the “rules” of standard written and spoken English.	their ideas. 6.d Seldom reinforces the “rules” of standard written and spoken English,
7. Responsiveness to Learners	4 3 2 1	7.a Consistently and successfully makes minor and major adjustments to lessons based on information gathered from active engagement strategies, observation and student questions.	7.a Regularly and successfully makes minor adjustments to lessons based on information gathered from active engagement strategies, observation and student questions.	7.a Attempts to make adjustments to lessons based on information gathered from active engagement strategies, observation and student questions , with mixed results.	7.a Student teacher adheres rigidly to an instructional plan, even when a change will improve a lesson.
	4 3 2 1	7.b Persists in seeking effective approaches for students who need help, using a broad repertoire of strategies.	7.b Seeks effective approaches for students who need help, using a moderate variety of strategies.	7.b Student teacher accepts responsibility for the success of all students but has a limited repertoire of strategies to pull from.	7.b Most students get the same approach regardless of need. When a student has difficulty learning, the student teacher either gives up or blames the student or environment for the student’s lack of success.

Comments:

Domain: LEARNING ENVIRONMENT

Learning Environment

Wells' pre-service teachers will work with learners to create challenging, inclusive environments that support individual and collaborative learning, encourage positive social interaction, and develop motivation to learn.

Pre-service teachers will . . .

1. communicate and interact with students in ways that demonstrate respect and responsiveness to individual needs and cultural backgrounds; and
2. organize, manage and monitor a classroom effectively using the concepts of respect, responsibility and safety as cornerstones.

Dimension		Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1.Communication and Interaction	4 3 2 1	1.a Interactions consistently demonstrate genuine caring and respect for students.	1.a Interactions are consistently respectful and friendly.	1.a Interactions are generally appropriate but may reflect occasional inconsistencies or favoritism.	1.a Interactions with at least some students are negative, demeaning or sarcastic.
	4 3 2 1	1.b Interactions are sensitive and show a keen understanding of developmental and cultural norms.	1.b Interactions are appropriate to developmental and cultural norms.	1.b Interactions show minimal awareness or occasional disregard for developmental and cultural norms.	1.b Interactions are insensitive to developmental and cultural norms.
2. Organization and Management	4 3 2 1	2.a Standards of conduct are clearly communicated and, when appropriate, students are involved in the establishment of these standards.	2.a Standards of conduct are clearly communicated.	2.a Standards of conduct are established for most situations. Student teacher may be inconsistent or some standards may be confusing.	2.a Student teacher makes little attempt to communicate standards of conduct or students are confused as to what the standards are.
	4 3 2 1	2.b Consistent monitoring of the class by the student teacher is preventive— approach is more proactive than reactive.	2.b Student teacher regularly monitors the class and attempts to prevent inappropriate behavior from students.	2.b Student teacher may attempt some proactive monitoring but relies heavily on reactive responses to student behavior.	2.b Student teacher relies almost exclusively on reactive response to inappropriate student behavior.
	4 3 2 1	2.c Responses to misbehavior are effective and sensitive to student's individual needs. Situations are handled confidently and respectfully using a variety of approaches.	2.c Responses to misbehavior are appropriate and generally successful. Situations are handled respectfully using a range of approaches.	2.c Responses to student misbehavior are inconsistent or lack follow-through. Student teacher may respond to misbehavior but with uneven results using limited approaches.	2.c Responses to student misbehavior are often ineffective showing little commitment from the student teacher. Approaches may be very limited, disrespectful or overly repressive.
	4 3 2 1	2.d Transitions are consistently directed efficiently and smoothly.	2.d Transitions are regularly directed efficiently with little loss of instructional time.	2.d Transitions are occasionally directed smoothly but confusions frequently occur resulting in some loss of instructional time.	2.d Transitions are generally confusing resulting in the loss of substantial instructional time.
	4 3 2 1	2.e Routines and procedures are consistently communicated clearly. Student teacher guides students in assuming responsibility for efficient operation.	2.e Routines and procedures are generally communicated clearly . Confusions and misunderstandings are infrequent and quickly clarified when they occur.	2.e Routines and procedures are occasionally communicated clearly but there are regular confusions and misunderstandings.	2.e Routines and procedures are often confusing leading to frequent student misunderstanding.
	4 3 2 1	2.f Routines for handling materials and performing non-instructional duties are generally well-established and seamless.	2.f Routines for handling materials and performing non-instructional duties generally occur smoothly with little loss of instructional time.	2.f Routines for handling materials and performing non-instructional duties are fairly efficient but result in some loss of instructional time.	2.f Considerable instructional time is lost in handling materials and performing non-instructional duties.
	4 3 2 1	2.g Tasks for cooperative work are consistently tightly organized. Groups are managed so that students are productively engaged at all times.	2.g Tasks for cooperative work are generally organized and groups are managed so that students are productively engaged most of the time.	2.g Tasks for cooperative work are at times loosely organized leading to uneven engagement.	2.g Tasks for cooperative work are loosely organized often leading to confusion and students dominating or "hitchhiking" during the task.

	4 3 2 1	2.h Is obviously committed to supporting standards of safety in the classroom at all times.	2.h Clearly supports standards of safety in the classroom.	2.h Generally supports standards of safety in the classroom.	2.h Inconsistently supports standards of safety in the classroom.
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Comments:

DOMAIN: PROFESSIONAL RESPONSIBILITIES

Professionalism and Collaboration

Wells' pre-service teachers will demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development and learning.

Pre-service teachers will . . .

1. participate actively as part of an instructional team and effectively collaborate with a variety of adults within the school community;
2. communicate and collaborate with families, guardians and caregivers;
3. maintain timely and accurate records;
4. maintain confidentiality regarding student records and information;
5. participate in school and district events; and
6. demonstrate professional behavior and attitudes in the workplace.

Dimension		4-- Exceeds Expectations	3-- Meets Expectations	2-- Developing	1-- Does Not Meet Expectations
1. Collaboration	4 3 2 1	1.a Student teacher not only collaborates with cooperating teacher but initiates collaboration with additional instructional personnel.	1.a Student teacher collaborates with cooperating teacher and is responsive to opportunities to collaborate with additional instructional personnel.	1.a Student teacher collaborates with cooperating teacher but seldom seeks opportunities to collaborate with additional instructional personnel.	1.a Student teacher functions more independently in the classroom than collaboratively. Rarely responds to opportunities to collaborate with other instructional personnel.
	4 3 2 1	1.b Relationships with colleagues are consistently characterized by support and cooperation.	1.b Relationships with colleagues are generally characterized by support and cooperation.	1.b Relationships with colleagues are cordial or inconsistent .	1.b Student teacher appears to lack the skills needed for positive collegial relationships.
2. Communication with Families	4 3 2 1	2.a Provides frequent information to parents, as appropriate, about the general instructional program.	2.a Provides regular information to parents, as needed, about the general instructional program.	2.a Provides program information to parents only when prompted by the cooperating teacher.	2.a Relies on the cooperating teacher to provides all program information to parents.
	4 3 2 1	2.b Communicates regularly with parents about students' progress.	2.b Communicates as needed with parents about students' progress.	2.b Communicates with parents about students' progress only when prompted by the cooperating teacher.	2.b Relies on the cooperating teacher to communicates with parents about students' progress.
	4 3 2 1	2.c Sensitively responds to parents' questions and concerns.	2.c Is supportive of parents' questions and concerns and responds appropriately.	2.c Attempts to respond to parents' questions and concerns but may appear awkward.	2.c Struggles to respond appropriately to parents' questions and concerns. May appear insensitive.
3. Record Maintenance	4 3 2 1	3.a Consistently, systematically and effectively maintains information on students' completions of assignments and learning tasks..	3.a Student teacher has an effective system for maintaining information on students' completion of assignments and learning tasks.	3.a Student teacher's system for maintaining information on completion of assignments and learning tasks is rudimentary and inconsistently effective. May need the support of the cooperating teacher to maintain.	3.a Student teacher has no system for maintaining information on assignments and learning tasks or the system may be in disarray. Cooperating teacher is primarily the one who maintains this information.
	4 3 2 1	3.b Consistently, systematically and effectively maintains information on non-instructional activities.	3.b Student teacher has an effective system for maintaining information on non-instructional activities.	3.b Students teacher's system for maintaining information on non-instructional activities may be adequate but require supervision from the cooperating teacher.	3.b Student teacher's record of non-instructional activities is in disarray resulting in errors and confusion.
4. Confidentiality	4 3 2 1	4.a Confidentiality concerning student information and records is maintained	4.a See level 4-- Confidentiality concerning student information and records is maintained at all times.	4.a Confidentiality concerning student information and records is generally	4.a Confidentiality concerning student information and records is not maintained . Student teacher occasionally discusses

		at all times.		maintained with an occasional lapse.	students to others inappropriately.
5. Participation in School and District	4 3 2 1	5.a Students Teacher initiates participation in school or district activities and works to make a substantial contribution.	5.a Student teacher volunteers to participate in school and district activities.	5.a Student teacher participates in school or district activities when specifically requested.	5.a Student teacher avoids becoming involved in school and district activities.
6. Professional Attitude	4 3 2 1	6.a Consistently arrives at school with ample time to prepare for the day.	6.a Consistently arrives at school on time..	6.a Student teacher occasionally arrives late.	6.a Student teacher regularly arrives late.
	4 3 2 1	6.b Appearance is professional at all times and attention has clearly been given to "dressing for the situation."	6.b Appearance is professional at all times.	6.b Appearance is generally professional but may occasionally dress overly casual.	6.b Student teacher may dress overly casual on a regular basis.
	4 3 2 1	6.c Attitude is mature, positive and professional at all times. Is eager to go "above and beyond" to meet the needs of the students, the program in general and her/his own professional development.	6.c Attitude is mature, positive and professional at all times.	6.c Attitude is generally professional but may occasionally appear unprofessional.	6.c Attitude is generally unprofessional.
	4 3 2 1	6.d Consistently demonstrates professional ethics and judgment.	6.d See level 4-- Consistently demonstrates professional ethics and judgment.	6.d Generally demonstrates professional ethics and judgment but may occasionally make questionable decisions.	6.d Regularly makes decisions that are unethical and in poor judgment.

Comments:

DOMAIN: PROFESSIONAL RESPONSIBILITIES

Reflection and Continuous Growth

Wells' pre-service teachers will use evidence to continually evaluate and adapt their practice to meet the needs of the learner and to set informed goals.

Pre-service teachers will. . .

1. reflect on their instructional decisions, assess their effectiveness and generate alternative actions;
2. actively investigate and consider new ideas that improve teaching and learning and draw on current education policy and research as sources of reflection; and
3. set goals to enhance personal strengths and address personal weaknesses in teaching practice.

Dimension		4-- Exceeds Expectations	3-- Meets Expectations	2-- Approaches Expectations	1-- Does Not Meet Expectations
1. Reflection on Teaching	4 3 2 1	1.a Makes a thoughtful, accurate, assessment of a lesson's effectiveness and the extent to which it achieved its goal. Cites specific examples from the lesson to support.	1.a Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goal. Cites general examples to support.	1.a Student teacher can provide a general impression of a lesson's effectiveness and the extent to which it achieved its goal.	1.a Student teacher does not appear to know if a lesson was effective and if it achieved its goal or profoundly misjudges the success of the lesson.
	4 3 2 1	1.b Draws on a broad repertoire of skills to offer specific alternative actions	1.b Makes a few specific suggestions of what may be tried another time.	1.b Makes general suggestions about how a lesson may be improved.	1.b May provide limited or no suggestions for how a lesson may be improved.
	4 3 2 1	1.c Accepts feedback and constructive criticism in a positive and open manner. Actions clearly show attempts to apply feedback	1.c Accepts feedback and constructive criticism. Actions show attempts to apply feedback.	1.c Listens to feedback and constructive criticism but occasionally becomes defensive. Shows limited attempts to apply.	1.c Appears to dismiss feedback and constructive criticism. No attempts to alter teaching can be seen.
2. Consideration of New Ideas	4 3 2 1	2.a Consistently takes the initiative to seek new ideas to meet learning needs in the classroom.	2.a Regularly seeks new ideas to meet learning needs in the classroom.	2.a Occasionally seeks new ideas to meet learning needs in the classroom. Is generally open to new ideas when presented.	2.a Rarely seeks new ideas to meet learning needs in the classroom. May appear unreceptive to new ideas when presented.
	4 3 2 1	2.b Seeks opportunities for professional development to enhance content knowledge and pedagogical skill.	2.b Takes advantage of available opportunities for professional development to enhance content knowledge and pedagogical skill.	2.b Occasionally takes advantage of available opportunities for professional development to enhance content knowledge and pedagogical skill.	2.b Rarely takes advantage of available opportunities for professional development to enhance content knowledge and pedagogical skill.
3. Goal Setting	4 3 2 1	3.a Uses self-knowledge to develop and act on insightful, personal goals that lead to improved teaching practice.	3.a Develops and acts on appropriate, personal goals that lead to improved teaching practice.	3.a Attempts to develop appropriate goals. May need the support of the cooperating teacher.	3.a Struggles with developing appropriate goals. May seem disinterested or lack self-knowledge of teaching abilities.

Comments:

Suggested Final Grade:	A	B	C	D
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