

INDIANA UNIVERSITY-PURDUE UNIVERSITY

SCHOOL OF EDUCATION

University Supervisor

Student Teaching/Practicum Final Evaluation

[www.ipfw.edu/educ/assets/documents/STFinalEvaluationUniversitySupervisor.pdf](http://www.ipfw.edu/educ/assets/documents/STFinalEvaluationUniversitySupervisor.pdf)

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Student's Name (please print) \_\_\_\_\_ Dates (from) \_\_\_\_\_ (to) \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Subject/Grade \_\_\_\_\_

School Name \_\_\_\_\_ School Corporation \_\_\_\_\_

**Rubric Levels Defined:**

**Distinguished (4)**

The student teacher has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning. *The student teacher has the potential to be an outstanding first-year teacher.*

**Proficient (3)**

The student teacher clearly understands the concepts and implements them well. This implementation is consistent and effective. *He/She demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.*

**Basic (2)**

The student teacher appears to understand the underlying concepts and attempts to implement those elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area. *The student teacher will need significant guidance and ongoing skill development in order to be successful in the classroom.*

**Unsatisfactory (1)**

The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the elements is required to enable growth in this area. *Teacher certification will not be granted at this level.*

**Student teachers performing at the Proficient or Distinguished levels should be considered STRONG CANDIDATES for teaching positions!**

**Each Rubric Level must have a number entered. You may include half points (.5) in your Rubric Level if needed (Ex. 1.5, 2.5, 3.5).**

# INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

(INTASC)

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**Distinguished (4)**

**Proficient (3)**

**Basic (2)**

**Unsatisfactory (1)**

**STANDARD #1 Knowledge of Subject**

The Pre-Service Teacher understand the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make aspects of subject matter meaningful for students.

**Rubric Level Attained**

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**STANDARD #2 Learning and Human Development**

The Pre-Service Teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

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**STANDARD #3 Adapting Instruction**

The Pre-Service Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

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**STANDARD #4 Instructional Strategies**

The Pre-Service Teacher understands a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

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**STANDARD #5 Motivation and Learning Environment**

The Pre-Service Teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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**STANDARD #6 Communication Skills**

The Pre-Service Teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

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**STANDARD #7 Planning**

The Pre-Service Teacher understands and can plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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**STANDARD #8 Assessment**

The Pre-Service Teacher understands how to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

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**STANDARD #9 Reflection and Professional Growth**

The Pre-Service Teacher understands how to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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**STANDARD #10 Relationship with the School and Community**

The Pre-Service Teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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**Date:** \_\_\_\_\_

\_\_\_\_\_  
**University Supervisor**

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Student's Name (please print) \_\_\_\_\_ Date \_\_\_\_\_

**PLEASE TYPE** (Please use website above to type and print all three pages of final evaluation.)

**This is the most important part of the rating of the student teacher. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. If there are areas for improvement, these too should be mentioned. The summary should include your recommendation of the student teacher's potential as a member of the profession.**

\_\_\_\_\_ Recommend for licensing    \_\_\_\_\_ Recommend for licensing with reservations    \_\_\_\_\_ I do not recommend for licensing

University Supervisor Signature \_\_\_\_\_

Subject/Grade \_\_\_\_\_

School Name \_\_\_\_\_

School Corporation \_\_\_\_\_

Student Teaching Office (White)

Student Copy (Yellow)

University Supervisor (Pink)

7-2009