

Indiana University - Purdue University Fort Wayne
University Supervisor
Evaluating A Single Teaching Experience
www.ipfw.edu/educ/students/student/forms.shtml



Student Teacher: _____ Lesson Observed: _____ Date Observed: _____

School Name: _____ Teacher: _____ Observation #: _____

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.

Proficient (3) - The student teacher clearly understands the INTASC Standards and implements them well. This implementation is consistent and effective.

Basic (2) - The student teacher appears to understand the underlying INTASC Standards and attempts to implement them. 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.

Unsatisfactory (1) - The student teacher does not appear to understand the concepts underlying the INTASC Standard. Needs work on the fundamental practices associated with the INTASC Standard to enable growth in this area.

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

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).

This reflects the **OVERALL** Score for that Standard.

****In addition, for each Standard please place an X by any Evidence Observed.****

It is not necessary to have all items x-ed to obtain a Distinguished (4) or Proficient (3) level, because other behaviors reflecting the standard may be observed. These additional behaviors can be noted in the comments section along with other comments.

Rubric Levels: 4 = Distinguished 3 = Proficient 2 = Basic 1 = Unsatisfactory

Standard 1 Knowledge of Subject: Evidence Observed	X	Rubric Level (1-4) = <input style="width: 50px;" type="text"/>
Demonstrates knowledge of subject matter		Other Evidence/Comments:
Makes connections between content, other disciplines, and everyday life		
Asks questions that cause learners to compare, interpret, analyze, synthesize		
Uses differing viewpoints on the subject matter when teaching		
Standard 2 Learning and Human Development: Evidence Observed	X	Rubric Level (1-4) = <input style="width: 50px;" type="text"/>
Addresses physical, social, emotional, and/or moral development in instruction		Other Evidence/Comments:
Uses instructional strategies to promote students' construction of knowledge at their developmental levels		
Plans instruction based on students' thinking and experiences, gathered through whole group discussions, small group interactions, or writing samples		
Standard 3 Adapting Instruction: Evidence Observed	X	Rubric Level (1-4) = <input style="width: 50px;" type="text"/>
Uses students' strengths as bases for growth & their errors as opportunities for learning		Other Evidence/Comments:
Identifies students' different approaches to learning & designs responsive instruction		
Uses knowledge regarding students' areas of exceptionality to inform instruction		
Creates a learning community that respects and values individual, cultural, and socio-economic differences		

Rubric Levels: 4 = Distinguished 3 = Proficient 2 = Basic 1 = Unsatisfactory

Standard 4 Instructional Strategies: Evidence Observed	X	Rubric Level (1-4) = <input type="text"/>
Selects appropriate instructional strategies to stimulate cognitive processes (e.g., critical thinking, problem posing, problem solving)		Other Evidence/Comments:
Engages students in active learning		
Encourages alternative explanations to further students' understanding		
Presents diverse perspectives to foster critical thinking		
Assists students in assuming responsibility for their own learning		
Adjusts instructional strategies in response to learner feedback during the lesson		
Standard 5 Motivation and Learning Environment: Evidence Observed	X	Rubric Level (1-4) = <input type="text"/>
Uses knowledge of human motivation to organize individual and/or group work		Other Evidence/Comments:
Creates meaningful learning activates to engage learners		
Organizes the lesson to help students work productively & cooperatively with each other		
Provides opportunities for students to make decisions		
Encourages students to assume responsibility for themselves and one another		
Teaches and manages the classroom democratically		
Standard 6 Communication Skills: Evidence Observed	X	Rubric Level (1-4) = <input type="text"/>
Encourages many modes of communication in the classroom		Other Evidence/Comments:
Asks open-ended questions to stimulate active inquiry, divergent thinking, &/or curiosity		
Encourages students to ask and answer questions posed by one another		
Uses media communication tools to promote active inquiry and/or collaboration		
Models conventional use of language when speaking and writing, as well as good listening skills		
Standard 7 Planning Instruction: Evidence Observed	X	Rubric Level (1-4) = <input type="text"/>
Plans instruction based on knowledge of subject matter, curriculum, and students		Other Evidence/Comments:
Creates learning experiences appropriate for curriculum goals		
Designs learning experiences relevant and meaningful to all students; respects diverse cultures and exceptionalities		
Considers contextual variables (e.g., instructional materials, community values and resources, technology) when planning instruction		
Standard 8 Assessment: Evidence Observed	X	Rubric Level (1-4) = <input type="text"/>
Uses assessment strategies that are appropriate for the learning and development outcomes being evaluated		Other Evidence/Comments:
Gathers formal and informal data (e.g., specific observations, questioning, and/or student work) continually		
Changes teaching direction during lesson based on students' responses		
Practices on-going self-assessment of teaching practices and of relationships with students, other educators, and parents		

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Standard 9 Reflection and Professional Growth: Evidence Observed	X	Rubric Level (1-4) = <input style="width: 40px; height: 15px;" type="text"/>
Inquires into the impact of educational decisions or practices on others, such as students family members, other professionals at the placement site		Other Evidence/Comments:
Uses data (formal and informal) and research to help evaluate teaching practices and student learning		
Collaborates with colleagues to problem solve and seek/give feedback		
Reflects daily on all aspects of the teaching & learning process and adapts instructional strategies appropriately		
Standard 10 Relationship with School and Community: Evidence Observed	X	Rubric Level (1-4) = <input style="width: 40px; height: 15px;" type="text"/>
Partners with other professionals (e.g., cooperating teacher, university supervisor) to improve the learning environment for students		Other Evidence/Comments:
Consults with other adults (within and beyond the school) regarding the education and well-being of students		
Makes appropriate links with community agencies to promote student learning		
Relates positively to school policies, colleagues, parents, and community		

1) Student Teacher Reflections:

- a) What were the strong points of your lesson?
- b) How do you know that you have met your teaching objectives for this lesson?
- c) How could/did you assess student learning in this lesson?
- d) What might you do differently in completing this lesson again?

2) University Supervisor's Comments:

3) Student Teacher Reflection on Critique of Evaluator:

Student Teacher: _____
(Signature)

Date: _____

University Supervisor: _____
(Signature)

Date: _____

Student Teaching Office (White)

Student Copy (Yellow)

University Supervisor (Pink)

