

2019-2020 Student Teaching Final Evaluation

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	Distinguished	Proficient	Basic	Unsatisfactory	Score/Level
1a. Subject Matter Knowledge Understanding of the concepts and skills central to the discipline demonstrating both an understanding of pre-requisite skills as well as typical student misconceptions.	The teacher candidate displays extensive knowledge of the concepts and skills in the discipline. Teacher candidate plans reflect current pedagogy, anticipate student misconceptions, and demonstrates an understanding of pre-requisite skills. ▶ Standards	The teacher candidate displays knowledge of the concepts and skills in the discipline. Teacher candidate plans provide clear explanation of content, reflect current pedagogy, and demonstrate an understanding of pre-requisite skills.	The teacher candidate displays a familiarity with the knowledge of the concepts and skills of the discipline. Teacher candidate plans reflect a limited range of pedagogy, incomplete knowledge of pre-requisite skills, and limited instructional strategies suitable for the content.	The teacher candidate displays limited understanding of the concepts and skills of the discipline. Teacher candidate plans display content errors, demonstrate limited range pedagogical approaches, and does not consider pre-requisite knowledge.	
1b. Lesson Planning Designing lesson plans containing all required elements contained in the approved template for effective instruction	Lesson plans contain all elements of the approved lesson plan template, provide a clear and comprehensive view of the plan for instruction, and demonstrates noteworthy innovation and creativity including the use of technology when appropriate. ▶ Standards	Lesson plans contain all elements of the approved lesson plan template and provide a clear and comprehensive view of the plan for instruction including the use of technology when appropriate. Plans could be easily followed by another teacher in the subject area.	Lesson plans include all elements of the approved lesson plan template and are functional. Another teacher in the same subject area may need further information or explanations to teach the plan effectively.	Plans need additional work in terms of completeness, clarity, comprehensiveness or ease in understanding.	
1c. Learning Outcomes Stating daily and unit-level outcomes with clarity representing significant learning as well as Michigan Common Core State Standards.	All outcomes represent high-level learning, are communicated using appropriate performance verbs, are connected to previous and future learning, are differentiated, and are aligned with the required content standards in the curriculum. ▶ Standards	The outcomes represent high expectations of learning, are communicated using appropriate performance verbs, are differentiated, and are aligned with the required content standards in the curriculum.	The outcomes reflect important learning, but vary in expectation and rigor. Outcomes communicated using appropriate performance verbs, are appropriate for most of the students and are aligned with the required content standards in the curriculum.	The outcomes are not demonstrated or represent low expectations for students. The outcomes do not use appropriate performance verbs, are not differentiated and/or are not fully aligned with required content standards in the curriculum.	
1d. Learning Differences The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	The teacher candidate systematically acquires knowledge about individual student needs, interests, and cultural heritages. The teacher candidate uses multiple methods including technology to assess student skills and designs instruction accordingly. ▶ Standards	The teacher candidate understands individual student needs, interests and cultural heritages. The teacher candidate consistently integrates that understanding into the lesson design to maximize individual student learning.	The teacher candidate is able to articulate an understanding of individual student needs, interests and cultural heritages. The teacher candidate does not consistently integrate that understanding into the lesson design to maximize learning.	The teacher candidate displays minimal understanding of individual student needs, interests and cultural heritages. The teacher candidate takes no responsibility and demonstrates limited knowledge of the varied approaches to learning.	
1e. Instructional Design for Meeting Learning Outcomes The teacher candidate designs evidence-based instruction aligned to the learning outcomes that engages students in critical thinking, creativity and collaborative problem solving.	Instructional design is evidence-based and is directly aligned to learning outcomes. The lesson plans are designed to provide opportunities for students to engage in critical thinking, connection to other disciplines, student choice, and provides opportunities for learners to independently and/or collaboratively explore the content. ▶ Standards	Instructional design is evidence-based and is directly aligned to learning outcomes. The lesson plans are designed to provide opportunities for students to engage in critical thinking, and provide opportunities for learners to independently and/or collaboratively explore the content.	Instructional design evidence-based and is partially aligned with the learning outcomes. The lesson plans provide moderately challenging learning activities. The instructional design is uneven and partially supports learning in the content.	Instructional design not supported with evidence and/or is poorly aligned with the learning outcomes. Overall, the lesson plans are not designed to engage students in active intellectual activity, and they provide minimal learning in the content.	
1f. Designing Assessments Ability to design assessments embedded directly into the learning process that enable the teacher candidate to adapt instruction as needed to ensure student understanding.	Assessments are aligned with learning outcomes, include clear criteria for assessing student work, and are authentic. Assessments provide opportunities for student choice and students are actively involved in collecting information from formative assessments and provide input. ▶ Standards	Assessments are aligned with learning outcomes and criteria for assessing student work are clearly written. Plans include formative assessments to use during instruction and indicate possible adaptations to meet student needs.	Assessments are aligned with only some of the learning outcomes, and criteria for assessing student work in unclear or unmeasurable. Plans refer to the use of formative assessments, but are not fully developed. No plans for adapting assessments are presented.	Assessments are not aligned with learning outcomes and lack specific criteria for assessing student work. Plans do not include formative assessments and lack a description of how assessment will be used to make instructional decisions.	

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2a. Positive Regard for Students Exhibiting fairness, objectivity, and respect for all learners; building and sustaining good relationships with students of diverse abilities and backgrounds; promoting the well-being of students	The teacher candidate consistently exhibits fairness, objectivity, and respect for all learners; builds and sustains good relationships with students of diverse abilities and backgrounds; promotes the well-being of students. ▶ Standards	The teacher candidate consistently exhibits fairness, objectivity, and respect for all learners; makes consistent efforts to sustain good relationships with students of diverse abilities and backgrounds; promotes the well-being of students.	The teacher candidate exhibits occasional lapses in fairness, objectivity, or respect for all learners; making consistent efforts to build and sustain good relationships with students of diverse abilities and backgrounds.	The teacher candidate fails to exhibit fairness, objectivity, and respect for all learners; fails to build and sustain good relationships with students of diverse abilities and backgrounds.	
2b. Classroom Environment of Respect and Rapport Managing relationships with students and ensuring that relationships among students are positive and supportive	The teacher candidate demonstrates a high level of respect for each student through the classroom environment. The teacher candidate encourages student efforts, and demonstrates sensitivity to students as individuals. Relationships among students show great respect and caring for one another. ▶ Standards	The teacher candidate demonstrates respect for each student through the classroom environment, and makes general connections with individual students. The teacher candidate effectively responds to instances of disrespect in the classroom. Relationships among students show general respect for one another.	The teacher candidate demonstrates basic respect for students, but may reflect inconsistencies and/or disregard for student differences. The teacher candidate attempt to respond to disrespectful behavior with uneven results. Relationships among students show general respect for one another, although occasional lapses in the classroom climate occur.	The teacher candidate demonstrates insensitivity to the students, lacks familiarity about individual students, and demonstrates little to no caring for students' well-being. The teacher candidate's attempts to respond to disrespectful behavior are ineffective. Students demonstrate a lack of respect, and an unwillingness to engage.	
2c. Expectations for a Culture for Learning Communicating a value for learning and the conviction that, with hard work, all students can master the material; Conveying an expectation of high levels of student effort and achievement	The teacher candidate communicates importance passion for the content and the importance of working hard to master the material at high levels of achievement. Students demonstrate a desire to understand the content through questions and comments and encourage classmates in understanding the content. ▶ Standards	Teacher candidates communicate the importance of the content and the importance of working hard to master the material at high levels of achievement. Students demonstrate a consistent effort to learn and complete work at a high quality.	Teacher candidates communicate high expectations for only some students. Student learning is focused on the current task and students exhibit a limited commitment to complete the work independently and with quality.	The teacher candidate demonstrates little or no effort to communicate the importance of the content or the importance of working hard to master the material at high levels of achievement. Students exhibit low regard for learning or completing quality work.	
2d. Managing Classroom Procedures Being aware and maintaining established classroom routines to assist in maximizing instructional time	Teacher candidate is knowledgeable of established classroom routines and procedures and collaborates with the cooperating teacher to maximize instructional time and assist students in initiating smooth transitions. ▶ Standards	Teacher candidate is knowledgeable of established classroom routines and procedures and collaborates with the cooperating teacher to maximize instructional time.	Teacher candidate is aware of established classroom routines and procedures and collaborates with the cooperating teacher to effectively use instructional time.	Teacher candidate demonstrates limited awareness of established classroom routines and procedures. The teacher candidate does not work in concert with the cooperating teacher to effectively use instructional time.	
2e. Organizing Physical Space Making appropriate use of classroom resources to assure a safe environment for effective learning	The teacher candidate creates a safe classroom where learning is accessible to all students. The teacher candidate aligns learning with the environment demonstrating an effective use of physical resources, including computer technology. ▶ Standards	The teacher candidate creates a safe classroom where students have equal access to learning activities. The teacher candidate arranges the physical classroom to support student learning and the use of available technology.	The teacher candidate creates a safe classroom that is accessible to most students. The teacher candidate does not use the physical classroom to enhance learning and makes limited use of available technology.	The teacher candidate creates an unsafe classroom. Students have limited access to learning activities and available technology is not utilized.	
2f. Managing Student Behavior Creating a safe and controlled environment in the classroom to facilitate a high level of learning	The teacher candidate creates a pro-active environment to prevent disciplinary problems and responds to student misbehavior in a respectful manner. Students are encouraged to demonstrate an ability to self-monitor their own behavior. ▶ Standards	The teacher candidate manages student behavior to promote effective learning, attention to task, and respect for class and school rules. The teacher candidate anticipates and prevents misbehavior, or responds to the misbehavior in a respectful manner.	The teacher candidate displays classroom rules or standards, but implementation is inconsistent. The teacher candidate attempts to manage the classroom effectively, but ignores small disciplinary infractions or doesn't enforce class and school rules equitably.	The teacher candidate does not provide classroom rules or standards. The classroom environment is chaotic and the teacher candidates lacks awareness to student behavior.	
2g. School Law Complying with school, state and federal mandates and policies - i.e., ESSA, IDEA, 504regulations, Safe Schools, etc.	The teacher candidate demonstrates awareness and complies with school, state, and federal mandates and policies. The teacher candidate is able to effectively communicate those mandates and policies to others to ensure compliance. ▶ Standards	The teacher candidate demonstrates awareness and complies with school, state and federal mandates and policies.	The teacher candidate communicates awareness of school, state and federal mandates and policies, but inconsistently applies them in an effective manner.	The teacher candidate displays limited awareness and compliance of school, state, and federal mandates and policies.	

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3a. Learning Goals, Directions, and Procedures Conveying learning goals and objectives; providing clear directions and procedures by explaining and/or modeling them, as appropriate	The teacher candidate communicates goals and objectives, describing their relationship to the broader curriculum. Directions and procedures are always clear, explained sufficiently, and modeled when necessary. ▶ Standards	The teacher candidate communicates goals and objectives. Directions and procedures are clear, explained sufficiently, and modeled when necessary.	The teacher candidate communicates goals and objectives. Directions and procedures are usually clear and explained sufficiently, although they must be repeated occasionally when students are confused.	The teacher candidate communicates goals and objectives. Directions and procedures are often confusing to students.	
3b. Learning Experiences Implementing a range of evidence-based strategies to provide effective learning experiences and performance tasks	The teacher candidate demonstrates knowledge of a range of evidence-based instructional strategies through effective implementation of a variety of strategies, resources and technological tools. The candidate is able to support the use of the strategy with specific evidence citations. ▶ Standards	The teacher candidate demonstrates knowledge of a range of evidence-based instructional strategies through effective implementation of a variety of strategies, resources and technological tools.	The teacher candidate demonstrates knowledge of evidence-based instructional strategies through implementation of single strategies, resources and/or technological tools.	The teacher candidate is unaware or demonstrates no knowledge of evidence-based instructional strategies and/or does not implement evidence-based strategies, resources and technological tools.	
3c. Academic Language Defining and using specific concepts and procedures associated with classroom teaching and learning	Academic language is explained. Students use academic language effectively and correctly, and they explain it to others who may misunderstand. ▶ Standards	Academic language is explained. Students use academic language when prompted.	The teacher candidate attempts to explain academic language, but does not explain it effectively. Students express confusion about concepts or procedures defined in academic language.	Academic language is not explained. Students express confusion about concepts or procedures defined in academic language.	
3d. Questioning Techniques Using questions or prompts to challenge students cognitively, advance high-level thinking and discourse	The teacher candidate's questions foster upper-level thinking or discussion on Bloom's taxonomy. Open-ended and prompting questions are used to deepen student understanding. All students are engaged in the discussion and are able to respectfully challenge one another's thinking. ▶ Standards	The teacher candidate's questions foster upper-level thinking or discussion on Bloom's taxonomy. Open-ended and prompting questions are used to provide opportunities for students to think and/or offer a variety of answers. Many students are engaged in the discussion and are able to continue the discussion without ongoing teacher facilitation.	The teacher candidate's questions attempt to foster upper-level thinking or discussion on Bloom's taxonomy, but often result in single responses from students. Open-ended and prompting questions are used in many instances, but only a small number of students participate.	The teacher candidate's questions do not invite upper-level thinking or discussion on Bloom's taxonomy. Questions are often closed-ended and rarely open-ended. Most students do not participate in the discussion and a small number of students are allowed to dominate the discussion.	
3e. Engaging Students in Learning Designing and implementing plans successfully to challenge students intellectually with problem-solving tasks, group work, discussion, reflection on learning, and metacognition	Learning tasks and activities are well-structured to challenge and engage students intellectually through content-based problem-solving requiring explanations of their thinking. Group work and tasks are designed to meet the individual needs of students, facilitate subsequent discussion, and encourage expressed reflection on learning. ▶ Standards	Learning tasks and activities are well-structured to challenge and engage students intellectually through content-based problem-solving encouraging students to explain their thinking. Group work and tasks are designed to support learning subsequent discussion, and are suitable for the lesson outcomes.	Learning tasks and activities are structured to intellectually engage students through content-based problem-solving. Group work and tasks provide inconsistent student engagement, discussion, and reflection on learning.	Learning tasks and activities are not aligned with the instructional outcomes. Activities and tasks challenge only a few students intellectually. Group work and tasks are disorganized or unproductive. Student reflection on learning does not occur.	
3f. Formative Assessment Communicating criteria to students for successful learning; using a variety of techniques to elicit their understanding; providing them specific and quality feedback about their progress in learning and self-assessment	The teacher candidate communicates learning criteria and weaves a variety of formative assessment techniques including technology into instruction. The teacher candidate provides specific, high-quality feedback. Students are required to self-assess and there is evidence that all students are engaged in self-assessment. ▶ Standards	The teacher candidate communicates criteria and uses formative assessment including technology daily. The teacher candidate provides specific and timely feedback. Students are encouraged to self-assess and there is evidence that most students are engaged in self-assessment.	The teacher candidate communicates the criteria and uses a single forms of formative assessment. The teacher candidate provides feedback, but is not specific. Students are encouraged to self-assess, although there is inconsistent evidence that students engage in self-assessment.	The teacher candidate formative assessment procedures and makes no effort to determine student understanding. Students receive no feedback and are not asked to self-assess.	
3g. Summative Assessment Communicating	The teacher candidate communicates learning criteria and employs a variety of carefully	The teacher candidate communicates learning criteria and employs a variety of carefully	The teacher candidate communicates learning criteria and employs an assessment	The teacher candidate does not communicate learning criteria. Only basic forms of assessment are	

criteria to students for	planned assessments, including technology when appropriate, aligned with objectives. Results and feedback for each assessment are provided efficiently to the students and related back to the learning objectives. Plans for remediation are developed through reflection on results and implemented, as appropriate. Students are invited to assess their own learning and success in learning is celebrated.	planned assessments, including technology when appropriate, aligned with objectives. Results and feedback for each assessment are provided to the students and related back to the learning objectives. Plans for remediation are developed through reflection on results and implemented. Student progress and success in learning is celebrated.	aligned with objectives. Results and feedback for each assessment are provided. Plans for remediation are developed through reflection on results and implemented.	employed. Results and feedback for each assessment are consistently provided to the students or related back to the learning objectives. The teacher candidate does not reflect on student results or make plans for remediation.	Score/Level
successful learning; using a variety of techniques to elicit their accomplishment; providing feedback against learning objectives and providing remediation as needed	<p>▶ Standards</p>				
3h. Demonstrating Flexibility and Responsiveness Adjusting a lesson based on the situation; responding to teachable moments; persisting to assure that all students are meeting objectives	<p>▶ Standards</p>				
3i. Using Resources Using materials drawn from many sources and technologies to develop lessons, activities, displays, and/or learning centers related to objectives.	<p>▶ Standards</p>				
4a. Ethical Standards and Professional Behavior Maintaining high ethical standards, appearing and behaving professionally.	<p>▶ Standards</p>				
4b. Oral Communication Use of correct word choice and vocabulary by teacher candidate including fluency of speech, cultural responsiveness, absence of verbal fillers and tone of voice.	<p>▶ Standards</p>				
4c. Collaborative skills with School Staff, Administration, and Families Developing relationships with personnel and families within the school and/or the district	<p>▶ Standards</p>				
4d. Participating in the School Community Awareness and involvement within the school community; demonstrating sensitivity to community environment and culture	<p>▶ Standards</p>				
	The teacher candidate				

4e. Openness to Critique	demonstrates openness and seeks feedback from students, mentors, and supervisors; encourages critique through formal and/or informal means. Articulates short- and long-range goals for self-improvement as a teacher through realistic assessment and self-evaluation. Changes behaviors or teaching strategies as a response to critiques; acts on supervisors' comments and suggestions; recognizes need to improve teaching skills.	The teacher candidate demonstrates willingness to improve their instruction through feedback from students, mentors, and supervisors. The candidate is able to articulate short and long-range goals for improvement based on that feedback. Changes in instructional behavior as related to the feedback is evident.	The teacher candidate demonstrates respect when receiving feedback from students, mentors, and supervisors. The candidate is able to develop short- and long-range goals for self-improvement as a teacher; and demonstrates an emerging ability to self-evaluate. Changes in instructional behaviors as related to the feedback occurs with support.	The teacher candidate rejects or is not open to feedback from students, mentors, and supervisors. The candidate is unable to articulate short- or long-range plans for improvement and/or is unwilling to self-evaluate. The teacher candidate fails to change behaviors or teaching strategies as a response to critiques; becomes defensive and questions supervisors' comments and suggestions; and/or sees no need to improve teaching skills.	Score/Level
Willingness to accept critique, set goals for self-improvement, and act on feedback on performance	<p>▶ Standards</p>				
4f. Self-Reflection on the Effectiveness of Instruction ability or willingness to personally reflect on the impact of instruction on student learning	<p>▶ Standards</p>	The teacher candidate accurately assesses the effectiveness of instruction including the use of technology. The teacher candidate identifies specific ways in which the lesson can be improved.	The teacher candidate is able to identify areas of instruction that were ineffective and able to offer general suggestions for improvement.	The teacher candidate is unable or unwilling to discuss progress realistically; lacks genuine understanding of personal strengths and areas needing improvement.	
4g. Leadership Skills Demonstration of self-efficacy, ability to empower others, provide direction, and take initiative	<p>▶ Standards</p>	The teacher candidate demonstrates confidence through eye contact, posture and tone of voice. The candidate takes initiative to lead tasks and has earned the trust and respect of others.	The teacher candidate demonstrates competence through appropriate eye contact, posture and tone of voice. The candidate notices when there is a task to complete and will volunteer to contribute to the completion of the task.	The teacher candidate demonstrates poor eye contact, posture and/or a hesitant tone of voice. The candidate holds back and does not assume responsibility or is domineering in an attempt to control others.	
View of the Student Teacher's Potential	HIGHLY EFFECTIVE: Independent performance above the benchmarks for proficient performance; the teacher candidate demonstrates the skills to necessary to be a highly effective teacher beginning teacher.	EFFECTIVE: Competent performance, at the level of the benchmarks needed for initial certification; the teacher candidate demonstrates the skills necessary to be an effective beginning teacher.	MINIMALLY EFFECTIVE: At the minimum level needed for initial certification. The teacher candidate is able to demonstrate the skills of an effective beginning teacher but continued mentoring and improvement are needed.	INEFFECTIVE: Significant improvement in performance needed. The teacher candidate does not exhibit the skills necessary for initial certification.	