

**Realizing the Democratic Ideal
Student Teaching Assessment
Illinois State University**

Final Assessment

Student Teacher _____
 Major _____
 School: _____
 School District _____
 Cooperating Teacher: _____

UID: _____
 Semester: _____
 University Supervisor: _____
 Grade Level(s): _____
 Subjects: _____

Appraisal Scale: U = unacceptable, M = meets expectations, E = exceeds expectations

	<u>Appraisal</u>	<u>Evidence is in Livetext (Y or N)</u>
Moral Virtue 1: Sensitivity to varieties of individuals		
MV 1A: Develops learning goals and activities suitable for diverse learners	_____	_____
MV 1B: Demonstrates a belief that he/she can impact student learning	_____	_____
Moral Virtue 2: Collaboration		
MV 2A: Develops positive working relationships with other educational professionals	_____	_____
MV 2B: Includes families in the education process	_____	_____
Moral Virtue 3: Reverence for learning and purpose		
MV 3A: Seeks to enhance knowledge and skills	_____	_____
MV 3B: Makes appropriate decisions	_____	_____
MV 3C: Uses reflection to improve instruction	_____	_____
MV 3D: Develops a philosophy of education that influences professional practice	_____	_____
Moral Virtue 4: Respect for learners		
MV 4A: Advocates for all students	_____	_____
MV 4B: Demonstrates persistence in helping all students learn	_____	_____
Intellectual Virtue 1: General knowledge and content knowledge		
IV 1A: Demonstrates knowledge of content	_____	_____
IV 1B: Uses effective written, verbal and nonverbal communications	_____	_____

Intellectual Virtue 2: Knowledge and appreciation of diversity among learners

IV 2A: Demonstrates knowledge of individual student skills and knowledge

Appraisal

Evidence is in Livetext

Intellectual Virtue 3: What affects learning

IV 3A: Uses effective classroom management skills

IV 3B: Plans and develops lessons to meet instructional goals

IV 3C: Uses multiple assessment strategies

IV 3D: Demonstrates a positive impact on student learning

Intellectual Virtue 4: Resources

IV 4A: Integrates instructional resources, including technology into the curriculum

Intellectual Virtue 5: Enthusiasm and Creativity

IV 5A: Models enthusiasm for learning

The teacher candidate has met all indicators for each standard: YES _____ NO _____

Final Grade(s) based on all assessments: _____

University Supervisor: _____
(Signature)

Date: _____

Cooperating Teacher: _____
(Signature)

Date: _____

Teacher Candidate: _____
(Signature)

Date: _____

Comments (use back for additional comments):

Illinois State University Student Teaching Assessment Rubric

Moral Virtue 1

The teacher candidate demonstrates sensitivity toward the varieties of individual and cultural diversity.

(Exceeds expectation is equivalent to the practice of an experienced teacher and not expected of the typical student teacher)

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Develops learning goals and activities that are suitable for diverse learners.	Candidate displays little knowledge for preparing activities for diverse learners. No evidence of planning experiences appropriate for students with diverse learning needs is available.	Candidate modifies goals and activities to meet the needs of diverse students.	Candidate's goals and learning activities consistently take into account the distinctive needs of individual students. Candidate incorporates and celebrates aspects of student diversity in lessons.	Goal statements Individual lessons plans Unit plans Teacher work sample Teacher-made materials IEP
B. Demonstrates a belief that he/she can impact student learning.	Candidate is uncertain of his/her interest in or capability in teaching.	Candidate displays enthusiasm and commitment to entering the teaching profession and believes he/she can help students learn.	Candidate is confident in his/her ability to help children learn and realizes the impact will vary among students.	Articulated statement of their mission as a teacher Reflections Video of Lesson

Moral Virtue 2

The teacher candidate demonstrates a disposition and ability to collaborate ethically and effectively with others.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Develops positive working relationships with other teachers, educational support personnel, the university supervisor.	Candidate's relationship with colleagues is negative, self-serving or non-collaborative.	Candidate supports and cooperates with colleagues and behaves in a courteous and civil manner.	Candidate not only supports and cooperates with colleagues, but also takes the initiative to develop professional relationships. Candidate displays sensitivity and demonstrates professional courtesy.	Involvement in team or other Professional meetings Cooperating Teacher reports University Supervisor reports Written communications Peer critique Team developed and taught lesson plans
B. Includes families in the educational process.	Candidate rejects parental involvement and displays a negative attitude towards family interaction.	Candidate encourages families to participate in the educational program and builds rapport with families.	Candidate arranges multiple opportunities for family participation in the educational process.	Attendance at PTO meetings or other family school functions Phone Logs Newsletters

Moral Virtue 3

The teacher candidate demonstrates a reverence for learning and a seriousness of personal, professional, and public purpose.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Enhances content knowledge and pedagogical skills.	Candidate declines to participate in professional development activities to enhance knowledge or pedagogical skill.	Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogy.	Candidate applies new knowledge gained from professional development.	Reflections on attendance at professional conferences Membership in professional organization
B. Makes appropriate, sound, fair and logical decisions.	Candidate makes decisions based on self-serving interests, on emotion, or on folklore rather than the best interests of the students, school, or community.	Candidate makes decisions that reflect researched based principles of education, the needs of the students and school policies.	Candidate always bases decisions on what is best for students and forwards ideas for ongoing decision-making.	Reflective Journals Lesson Plans
C. Uses reflections to improve instruction.	Candidate does not make subsequent changes to future lessons based on information gained from previous lessons.	Candidate reflects and writes action statements showing intent to improve learning experiences based on information gained from previous lessons and supervisor feedback.	Candidate not only responds to written reflective analyses, but can respond with appropriate changes during lessons.	Lesson plans Videos, Reflective Essays Cooperating Teacher and University Supervisor's feedback

D. Has a developed philosophy of education that influences professional practice.	Candidate cannot articulate a personal philosophy of education.	Candidate can discuss a personal philosophy of education and provide examples of instruction supported by that philosophy.	Candidate has a personal philosophy of education based on best practices in current research and all professional activity demonstrates that philosophy.	Portfolio including essay (position paper) Reflections Supervisor Reports Lesson Plans
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Moral Virtue 4

The teacher candidate demonstrates a respect for learners of all ages and a special regard for children and adolescents.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Advocates for all students	Candidate accepts school practices that result in some students being ill served by the school.	Candidate works within the classroom and school to ensure that all students receive a fair opportunity to succeed.	Candidate takes action to challenge negative attitudes and practices and helps ensure that all students, particularly those underserved, are provided opportunities to succeed	Reflective journals Lesson Plans Video of lessons Supervisor's Report
B. Demonstrates persistence in helping all students learn.	Candidate either gives up or blames the student or the environment for the student's lack of success or learning difficulties.	Candidate persists in seeking effective approaches for students who need help, using a variety of strategies and soliciting additional resources.	Candidate uses an extensive repertoire of strategies and resources to encourage all students to develop their potential.	Reflections Lesson Plans IEPs Referrals Supervisor Reports

Intellectual Virtue 1

The teacher candidate demonstrates a wide general knowledge and a deep knowledge of the content to be taught.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Demonstrates knowledge of content.	Candidate makes content errors, does not correct student's content errors, or correct those found in other resources.	Candidate displays accurate content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Candidate displays accurate and extensive (depth and breadth) content knowledge and makes connections within and across disciplines.	Lesson/Unit/Curr. Plans Bulletin boards Student work samples Goal statements Enhancement Activities
B. Demonstrates effective use of written, verbal and nonverbal communications tools.	Candidate writes and speaks without expression, succinctness and professional language.	Candidate models professional communication skills such as good grammar and spelling to engage students in active learning.	Candidate demonstrates enthusiasm, fluency, and accuracy across curriculum areas and shows pride in use of proper communication tools.	Bulletin boards Lesson Videos Letters to parents Notes to students Candidate-made materials

Intellectual Virtue 2

The teacher candidate demonstrates knowledge and appreciation of the diversity among learners.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Demonstrates knowledge of individual student's skills and knowledge.	Candidate disregards all information such as information from parents, IEPs, other professionals, concerning individual students' skills and learning needs.	Candidate makes accommodations in lesson activities for individual students needs. Accommodations required in IEPs are implemented.	Candidate assesses individual needs and appropriateness of accommodations and incorporates that knowledge in planning and teaching.	Lesson Plans Assessments Reflections Curriculum plans. Observation plans.

Intellectual Virtue 3

The teacher candidate demonstrates an understanding of what affects learning and of appropriate teaching strategies.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Uses appropriate guidance and discipline strategies to create a positive environment for student learning.	Candidate has not established nor maintained a standard of appropriate student conduct. Student behavior is not monitored. Candidate's response to misbehavior is inconsistent	Candidate maintains a classroom with appropriate student behavior. Standards of conduct are clear to all students. The candidate is alert to student behavior and responds to misbehavior in a way that respects the student's dignity.	Candidate considers all variables that impact student behavior. Standards of conduct have been developed with student participation. Monitoring of behavior is subtle and preventive and response to misbehavior is highly effective and sensitive to individual needs.	Supervisor Reports Video of lesson Reflections
B. Lessons are well planned and designed to meet instructional goals.	Candidate develops lessons that are incomplete, superficial, or not aligned with objectives.	Candidate develops lessons that have a clearly defined structure, with materials and activities that support instructional goals. Time allocations are reasonable, and assessment is included.	Candidate develops lessons that are creative, innovative, and capture students' interests.	Lesson Plans University Supervisor reports Cooperating Teacher reports Student assessment results
C. Utilizes multiple assessment strategies effectively.	Candidate uses only one method of assessment. Candidate does not make instructional decisions based on assessments.	Candidate uses a variety of materials, media, and strategies to assess individual and group achievement. Assessments are formative and summative.	Candidate uses a variety of materials, media and strategies to continually assess student learning and uses reflections of assessment findings to guide future instruction.	Portfolio Assessments Projects Bulletin boards Student work samples Teacher-made materials
D. Has a positive impact on student learning.	Candidate cannot show evidence that students have met instructional goals.	Candidate can show student work samples and assessments that demonstrate growth in students' learning.	Candidate can show significant evidence of learning by all students.	Observations, Journal writing Pre-test/ Post-test Teacher Work Samples Student Work Samples

Intellectual Virtue 4

The teacher candidate demonstrates an interest in and ability to seek out informational, technological, and collegial resources.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Integrates a range of available instructional resources, including technology to enhance student learning.	Candidate does not use multiple resources, including technology, for instructional purposes or uses resources in a way that does not support student learning.	Candidate selects and effectively uses a variety of instructional resources, including technology, to enhance student learning.	Candidate uses a wide variety of instruction resources, including technology, consistently and effectively in designing, implementing, and assessing learning activities.	Computer programs Essays, Interviews Individual plans Observation reports Journals, Pictures Lesson plans

Intellectual Virtue 5

The teacher candidate demonstrates a contagious intellectual enthusiasm and courage enough to be creative.

Indicators	Unacceptable	Meets Expectations	Exceeds Expectation	Possible Evidence
A. Models enthusiasm for learning.	Candidate displays minimal energy, affect, and verbal intonation to motivate student learning.	The candidate is positive, energetic, upbeat and displays excitement and sincere interest in the content.	Candidate demonstrates an interest in exploring new content, making connections, and questioning ideas.	Video Observation during lessons Lesson plans One-on-one interactions with students

