

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

\_\_\_ **Midterm Assessment**    \_\_\_ **Final Assessment**

Student Teacher: \_\_\_\_\_

UID: \_\_\_\_\_

Major: \_\_\_\_\_

Semester: \_\_\_\_\_

School: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

School District: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Subjects: \_\_\_\_\_

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**Appraisal Scale: U = unacceptable (1), S = Satisfactory (2), P = Proficient (3), E = Exemplary (4)**

	<u>Appraisal</u>	<u>Evidence (use * to indicate in LiveText)</u>
<b>Professional Demeanor</b>		
1. Demonstrates specialized content knowledge for teaching [IC1: knowledge]	_____	_____
2. Communicates effectively (written, verbal, nonverbal) [IC5: enthusiasm]	_____	_____
3. Uses effective classroom management skills to maintain safe and positive learning environments [EC4: respect for learners; EC3: regard for learning]	_____	_____
4. Demonstrates practice consistent with an appropriate philosophy of education [EC3: regard for learning]	_____	_____
5. Seeks appropriate opportunities for professional development [IC4: resourceful; IC5: enthusiasm]	_____	_____

Appraisal

Evidence (use \* to indicate in LiveText)

**Teaching and Learning**

- 6. Plans and develops lessons to meet instructional goals and serve diverse learners  
[IC3: understand learning; EC3: regard for learning; IC2: diversity among learners; EC1: sensitivity—diversity]
- 7. Differentiates instruction  
[IC3: understand learning; IC2: diversity among learners]
- 8. Appropriately integrates instructional resources, including technology, into the curriculum to support student learning  
[IC4: resourceful]
- 9. Uses multiple assessment strategies  
[EC3: regard for learning]
- 10. Uses reflection to improve instruction  
[IC5: enthusiasm; EC3: regard for learning]
- 11. Demonstrates persistence in helping all students learn  
[EC3: regard for learning; IC5: enthusiasm; EC4: respect for learners]
- 12. Demonstrates a positive impact on student learning  
[EC3: regard for learning; EC4: respect for learners]

**Interpersonal Skills**

- 13. Demonstrates respect for all students  
[EC4: respect for learners; EC1: sensitivity—diversity]
- 14. Develops positive working relationships with others involved in the educational setting  
[EC2: collaboration]
- 15. Includes families in the education process  
[EC2: collaboration; IC4: resourceful]

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The teacher candidate has demonstrated acceptable performance (satisfactory or better) for each indicator: YES \_\_\_\_\_ NO \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

Comments (use back for additional comments):

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## Student Teaching Performance Assessment Rubric

This rubric presents elements of student teaching performance that are (1) broadly applicable to the variety of programs at Illinois State University and (2) aligned with the Ethical and Intellectual Commitments (codes noted in brackets, full text at the end of this document ) associated with *Realizing the Democratic Ideal*, the University's conceptual framework for teacher education. This assessment is not a grading scale.

Indicator The teacher candidate, in a professional and ethical manner,:	Unacceptable (1)	Satisfactory (2) Novice Teacher	Proficient (3) Novice Teacher	Exemplary (4) Experienced Teacher, <i>rare</i> to be seen in student teaching	Examples of Possible Evidence
<b><i>Regarding professional demeanor</i></b>					
1. Demonstrates specialized content knowledge for teaching. [IC1: knowledge]	Lacks mastery of the content. If content errors are made, the candidate frequently neither acknowledges nor rectifies the error.	Shows mastery of most content taught. When content errors are made, the errors are usually acknowledged and rectified in an appropriate and timely manner.	Shows mastery of virtually all content taught. When content errors are made, the errors are acknowledged and rectified in an appropriate and timely manner. Draws on connected knowledge to enrich learning experiences.	Shows mastery of the content needed for teaching. When content errors are made, the errors are acknowledged and rectified in an appropriate and timely manner. The candidate integrates understanding of specific content, pedagogy, issues that impact student learning, and assessment.	Lesson/Unit/Curr. Plans Bulletin boards Student work samples Goal statements Enhancement Activities
2. Communicates effectively (written, verbal, and nonverbal). [IC5: enthusiasm]	Communicates in ways that do not promote a positive effect on learning. Communications are poorly organized, inappropriate, and/or are error-ridden.	Communicates in ways that are effective, respectful of the audience, accurate, and meaningful.	Consistently communicates in ways that are effective, respectful of the audience, accurate, and meaningful and that contribute to a positive learning environment.	Consistently communicates in ways that are effective, respectful of the audience, accurate, and meaningful and that contribute to a positive learning environment. The candidate identifies barriers to effective communication and uses appropriate strategies to overcome them.	Bulletin boards Lesson Videos Letters to parents Notes to students Candidate-made materials

Indicator The teacher candidate, in a professional and ethical manner,:	Unacceptable (1)	Satisfactory (2) Novice Teacher	Proficient (3) Novice Teacher	Exemplary (4) Experienced Teacher, <i>rare</i> to be seen in student teaching	Examples of Possible Evidence
3. Uses effective classroom management skills to maintain safe and positive learning environments. [EC4: respect for learners; EC3: regard for learning]	Does not attempt to establish a positive, developmentally appropriate learning environment. The candidate does not address inappropriate student behavior. Safety issues are not addressed appropriately.	Plans for a positive, developmentally appropriate learning environment. When student behavior concerns arise the candidate makes an attempt to address the inappropriate behavior. The candidate recognizes and rectifies potential safety hazards.	Implements and adapts plans for the learning environment to meet emerging needs (students, curricula, etc.). The candidate employs multiple strategies to effectively manage behavior concerns. The candidate conscientiously scans the environment for potential safety hazards and rectifies them promptly.	Creates a learning community based on trust, respect, and reciprocity. The candidate analyzes behavior concerns and anticipates alternative influences to more effectively redirect student behavior. The candidate maintains a safe learning environment and raises students' awareness of safety concerns.	Supervisor Reports Video of lesson Reflections
4. Demonstrates professional practice consistent with an appropriate philosophy of education. [EC3: regard for learning]	Makes instructional choices that are inconsistent with one's philosophy of education or has an inappropriate philosophy of education.	Attempts to align learning activities with one's philosophy of education.	Aligns educational practice (e.g., planning, implementation, interactions with students) with one's philosophy of education.	Adapts one's philosophy of education through reflection on experience and deeper understanding of teaching and learning. The philosophy is reflected widely in activities and interactions with children, families, and other education professionals.	Portfolio including essay (position paper) Reflections Supervisor Reports Lesson Plans
5. Seeks appropriate opportunities for professional development. [IC4: resourceful; IC5: enthusiasm]	Participates in no supplemental opportunities for professional development.	Participates in appropriate professional development activities, beyond those required by the school or district (more than internet research).	Applies insights (knowledge, skills, etc.) gained from professional development to practice.	Provides professional development for others (e.g., by sharing insights gained or organizing professional development opportunities).	Reflections on attendance at professional conferences Membership in professional organization

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<b><i>Regarding teaching and learning</i></b>					
6. Plans and develops lessons to meet instructional goals and serve diverse learners. [IC3: understand learning; EC3: regard for learning; IC2: diversity among learners; EC1: sensitivity—diversity]	Does not plan well or plans do not connect to instructional goals.	Plans lessons that align with stated instructional goals and may reflect some consideration of the needs of diverse learners.	Plans engaging lessons that align with stated instructional goals and explicitly address the needs of diverse learners.	Plans creative, robust and engaging lessons that align with inter-related instructional goals (e.g., grade level curriculum, state learning standards, school-level initiatives and personal development) to address the needs of diverse learners appropriately.	Goal statements Individual lessons plans Unit plans Teacher work sample Teacher-made materials IEP
7. Differentiates instruction. [IC3: understand learning; IC2: diversity among learners]	Uses a single method to teach students and cannot adapt instruction to help students learn.	Uses a few different methods and shows some evidence of adapting instruction to help students learn.	Uses multiple methods to teach students (in presenting content, engaging students, or assessing learning). The candidate adapts instruction to help students learn.	Consistently uses multiple means of presenting content, engaging students, and assessing progress in order to teach all students in developmentally appropriate ways.	Lesson Plans Assessments Reflections Curriculum plans. Observation plans.
8. Appropriately integrates instructional resources, including technology, into the curriculum to support student learning. [IC4: resourceful]	Does not integrate resources, including technology, into the curriculum or does so in a manner that does not support student learning.	Effectively integrates a variety of appropriate instructional resources, including available technology, into the curriculum.	Uses a variety of instructional resources, including technology, on a regular basis, to enhance the delivery of the content and make the content accessible to all students.	Uses a wide variety of instructional resources, including technology, consistently and effectively in designing, implementing, and assessing meaningful learning activities.	Computer programs Essays, Interviews Individual plans Observation reports Journals, Pictures Lesson plans
9. Uses multiple assessment strategies. [EC3: regard for learning]	Uses limited materials, media and strategies to assess individual and group achievement.	Uses a variety of materials, media and strategies to assess individual and group achievement.	Uses a variety of materials, media, and strategies to assess student learning and uses reflection on assessment findings to guide future instruction, i.e., practices data-driven decision-making.	Uses a variety of materials, media, and strategies to continually assess student learning and uses findings to guide decisions for short- and long-term planning, i.e., practices data-driven decision-making.	Portfolio Assessments Projects Bulletin boards Student work samples Teacher-made materials

Indicator The teacher candidate, in a professional and ethical manner,:	Unacceptable (1)	Satisfactory (2) Novice Teacher	Proficient (3) Novice Teacher	Exemplary (4) Experienced Teacher, <i>rare</i> to be seen in student teaching	Possible Evidence
10. Uses reflection to improve instruction. [EC5: enthusiasm; EC3: regard for learning]	Does not reflect and write action statements showing intent to improve learning experiences based on information gained from previous lessons and supervisor feedback.	Reflects and writes action statements showing intent to improve learning experiences based on information gained from previous lessons and supervisor feedback.	Reflects and writes action statements showing intent to improve learning experiences based on information gained from previous lessons and supervisor feedback and implements those changes in subsequent lessons.	Reflects and writes action statements showing intent to improve learning experiences and implements those changes in subsequent lessons. The candidate also makes appropriate changes while teaching based on student response.	Lesson plans Videos, Reflective Essays Cooperating Teacher and University Supervisor's feedback
11. Demonstrates persistence in helping all students learn. [EC3: regard for learning; IC5: enthusiasm; EC4: respect for learners]	Gives up after one attempt and/or attributes inadequate student achievement to external factors (e.g., family, social context, students won't try).	Seeks additional approaches and strategies with the intent to help all students learn.	Is persistent in using a variety of approaches and strategies to help all students learn and provides remediation as suggested by assessment.	Persistently uses a variety of approaches, including remediation, and draws upon both internal and external resources to support and sustain student learning whenever appropriate.	Reflections Lesson Plans IEPs Referrals Supervisor Reports
12. Uses assessment to demonstrate positive impact on student learning. [EC3: regard for learning; EC4: respect for learners]	Selects activities that do not promote progress with respect to intended learning outcomes and/or does not know how to determine whether students are progressing.	Assesses sporadically but does not consistently incorporate results into subsequent instructional planning.	Routinely uses multiple sources of evidence to demonstrate progress with respect to intended learning outcomes and considers results in planning.	Uses both formative and summative measures to assess for positive impact. The candidate systematically plans for pre- and post- assessments, analyzes for evidence of progress with respect to intended learning outcomes, and modifies instruction as needed.	Observations, Journal writing Pre-test/ Post-test Teacher Work Samples Student Work Samples

Indicator The teacher candidate, in a professional and ethical manner,;	Unacceptable (1)	Satisfactory (2) Novice Teacher	Proficient (3) Novice Teacher	Exemplary (4) Experienced Teacher, <i>rare</i> to be seen in student teaching	Possible Evidence
<b><i>Regarding interpersonal skills</i></b>					
13. Demonstrates respect for all students. [EC4: respect for learners; EC1: sensitivity—diversity]	Displays disparaging or offensive attitudes and perceptions toward students and/or families. Engages developmentally inappropriate expectations and practices such as disrespectful or insensitive interactions, humiliation or unjust treatment.	Values students as individuals by fostering an environment based on developmentally appropriate expectations and respectful interactions.	Values students as individuals and as members of the learning community by fostering an inclusive environment based on developmentally appropriate expectations, respectful interaction, and justice.	Values students as individuals and as partners in the learning community by fostering an inclusive environment based on developmentally appropriate expectations, respectful interaction, justice, cooperation, responsibility, and team work.	Reflective journals Lesson Plans Video of lessons Supervisor’s Report
14. Develops positive working relationships with others involved in the educational setting. [EC2: collaboration]	Has limited positive interaction with others and/or interpersonal conduct hinders professional relationships to serve students effectively.	Interacts and cooperates with other teachers courteously and respectfully to promote professional relationships.	Cultivates positive interactions that extend to support staff, school volunteers, other specialists, and/or community professionals to serve students more effectively.	Collaborates regularly with a variety of individuals to enhance practice and serve students effectively.	Involvement in team or other Professional meetings Cooperating Teacher reports University Supervisor reports Written communications Peer critique Team developed and taught lesson plans
15. Includes families in the education process. [EC2: collaboration; IC4: resourceful]	Shows no evidence of interaction with families.	Engages in some outreach attempts, (e.g., parent/teacher conferences, written communications, phone conversations).	Implements a plan to include families in the educational process (e.g., web-based, schedule of conference opportunities, variety of activities).	Diligently seeks opportunities to interact with families with the intent of incorporating them into the educational process.	Attendance at PTO meetings or other family school functions Phone Logs Newsletters

***Realizing the Democratic Ideal: Ethical Commitments***

1. The teacher candidate demonstrates sensitivity toward the varieties of individual and cultural diversity. [EC1: sensitivity—diversity]
2. The teacher candidate demonstrates a disposition and ability to collaborate effectively with others. [EC2: collaboration]
3. The teacher candidate demonstrates high regard for learning and a seriousness of personal, professional, and public purpose. [EC3: regard for learning]
4. The teacher candidate demonstrates a respect for learners of all ages and a special regard for children and adolescents. [EC4: respect for learners]

***Realizing the Democratic Ideal: Intellectual Commitments***

1. The teacher candidate demonstrates a wide general knowledge and a deep knowledge of the content to be taught. [IC1: knowledge]
2. The teacher candidate demonstrates knowledge and appreciation of the diversity among learners. [IC2: diversity among learners]
3. The teacher candidate demonstrates an understanding of what affects learning and of appropriate teaching strategies. [IC3: understand learning]
4. The teacher candidate demonstrates an interest in and ability to seek out informational, technological, and collegial resources. [IC4: resourceful]
5. The teacher candidate demonstrates a contagious intellectual enthusiasm and courage enough to be creative. [IC5: enthusiasm]