**STUDENT TEACHING EVALUATION AND EXAMPLE OF DATA**

Student Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please complete this evaluation of the student teacher by using the following scale with

**1= not effective/no evidence 2 = not met 3=met/effective 4= highly effective/exceeds**

**(r) = RISE** (Indiana Department of Education recommended teacher evaluation rubric)

**Indiana =** Indiana Department of Education Standards for Teachers of Visual Arts

**Content Areas Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- |
| **Indiana Standards** | **Competence: Visual Arts Content** | **1Target Not Met Student teacher communicates little or no understanding**  | **2Target Not Met Student teacher communicates limited, simplistic, less flexible understanding** | **3 Target Met. Student teacher indicates accurate and flexible understanding in order to make connections**  | **4 Exceeds Target. Student teacher indicates accurate, flexible, sophisticated understanding in order to make ideas accessible to students** |
| Indiana 1, 4, 5, 7.9 | Demonstrates broad and comprehensive understanding of elements and principles of art, the integrative nature of visual arts and related careers, and aesthetics and art criticism | 1 | 2 | 3 | 4 |
| Indiana 2, 6, 7.7 | Demonstrates broad and comprehensive understanding of media, tools, techniques and processes used in visual arts and art production and chooses effective and engaging resources  | 1 | 2 | 3 | 4 |
| Indiana 3 | Demonstrates broad and comprehensive understanding of the historical, political, social, and cultural context of art created throughout the world, past and present | 1 | 2 | 3 | 4 |
|  | **Competence: Visual Arts Pedagogy** | **1Target Not Met Student teacher displays little or no competency in the classroom** | **2Target Not Met Student teacher displays some difficulty with responsive instruction** | **3 Target Met. Student teacher displays timely and responsive instruction**  | **4 Exceeds Target. Student teacher displays timely, responsive and engaging instruction** |
| Indiana 7.1, 7.2, 7.4, 7.8 | Designs instruction to meet Indiana Academic, Arts/Edge and ISTE standards, chooses effective and engaging techniques and approaches that meet the need of diverse learners, and assesses student learning | 1 | 2 | 3 | 4 |
| Indiana 7.5, 7.6 | Promotes critical thinking, problem-solving, decision-making, communication, performance skills, inquiry, and collaboration | 1 | 2 | 3 | 4 |

SEE DATA CHART FOR ONE 2013 PROGRAM COMPLETER BELOW.

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| --- | --- | --- | --- | --- |
| **COMPETENCE: UNIT/LESSON PLANNING** – Demonstrates the following components: (INTASC Principles 1,2,7,8) | **1Target Not Met Student teacher displays little or no competency**  | **2Target No Met Student teacher displays little effort or application in planning** | **3Target Met. Student teacher designs and communicates solid planning** | **4 Exceeds Target. Student teacher designs flexible solid planning focused on student learning** |
| * Advanced preparation of plans and materials; lessons well-organized (r)
 | 1 | 2 | 3 | 4 |
| * Clear focus, long-range goals, relevant learning progression
 | 1 | 2 | 3 | 4 |
| * Objectives are specific, measurable and aligned to standards (r)
 | 1 | 2 | 3 | 4 |
| * Purpose of lessons are effectively communicated to students (r )
 | 1 | 2 | 3 | 4 |
| * Creative learning options and teaching techniques
 | 1 | 2 | 3 | 4 |
| * Content reviewed, restated, rephrased and re-taught; main points emphasized repeatedly (r )
 | 1 | 2 | 3 | 4 |
| * Engaging introductions to activities
 | 1 | 2 | 3 | 4 |
| * High level of student engagement in lessons (r ) <25% 50% 75%>
 | 1 | 2 | 3 | 4 |
| * Developmentally appropriate instructional level (r )
 | 1 | 2 | 3 | 4 |
| * Adapts and differentiates instruction for students’ abilities (r )including IEPs
 | 1 | 2 | 3 | 4 |
| * Demonstrates relevance to students’ lives and to the community; provides real world examples and opportunities for learning
 | 1 | 2 | 3 | 4 |
| * Lessons build on prior knowledge of key concepts and make connections evident ( r)
 | 1 | 2 | 3 | 4 |
| * Frequently checks for student understanding using a variety of methods (r )

Includes: formal, informal, discussions, student choice, exit slips, do-nows, guided or independent practice | 1 | 2 | 3 | 4 |
| * Data used for planning lessons (r ) and applies circular model of planning and instructional assessment (pre-post assignment)
 | 1 | 2 | 3 | 4 |
| * Support for students’ self-evaluation
 | 1 | 2 | 3 | 4 |
| * Analyzes and creates assessments that are valid (measures standards), reliable, and free from bias (pre/post assignment)
 | 1 | 2 | 3 | 4 |
| **COMPETENCE: ORGANIZING FOR TEACHING and CRITICAL THINKING** – Demonstrates the following components: (INTASC Principles 4,5,6, 8) | **1Target Not Met Student teacher displays little or no competency**  | **2Target Not Met Student teacher displays little effort or application in planning** | **3Target Met Student teacher designs and communicates solid planning** | **4 Exceeds Target Student teacher designs flexible solid planning focused on student learning** |
| * Positive and respectful classroom climate and good student rapport (r )
 | 1 | 2 | 3 | 4 |
| * Establishes and maintains effective classroom management;students on-task majority of class time with few disruptions (r )
 | 1 | 2 | 3 | 4 |
| * Effective time management of classroom activities and other responsibilities (r) (routines, transitions and procedures well-executed)
 | 1 | 2 | 3 | 4 |
| * Varied teacher roles (audience member, coach, participant, instructor, etc.)
 | 1 | 2 | 3 | 4 |
| * Wait time used effectively (r )
 |  |  |  |  |
| * Incorporates varied verbal and non-verbal teaching strategies according to student strengths, varied talents and interests ( r)
 | 1 | 2 | 3 | 4 |
| * High quality work of all students is displayed - posters, presentations, portfolios and examples (r )
 | 1 | 2 | 3 | 4 |
| * Appropriate use of whole class, collaborative group, paired, discussions, independent practice learning structures (r )
 | 1 | 2 | 3 | 4 |
| * Incorporates appropriate examples, explanations and multiple representations for content (r )
 | 1 | 2 | 3 | 4 |
| * Responds appropriately to student misunderstanding (r )
 | 1 | 2 | 3 | 4 |
| * Enthusiastically seeks and uses resources to enhance teaching
 | 1 | 2 | 3 | 4 |
| * Uses higher order thinking questions (Blooms) to promote divergent responses (r)
 | 1 | 2 | 3 | 4 |
| * Strategic use of digital and computer-related technology (see ISTE standards)
 | 1 | 2 | 3 | 4 |
| * Clear communication of high expectations to all students (r )
 | 1 | 2 | 3 | 4 |
| * Cooperates within and outside the classroom with parents and colleagues (r )
 | 1 | 2 | 3 | 4 |

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| **CULTURAL RESPONSIVENESS** – Demonstrates the following actions: (INTASC Principle 3) | **1Target Not Met Student teacher displays little or no competency in the classroom** | **2 Target Not Met Student teacher displays some difficulty with responsive instruction** | **3 Target Met Student teacher displays timely and responsive instruction**  | **4 Exceeds Target. Student teacher displays timely, responsive and engaging instruction** |
| * Facilitates a community of learners that demonstrates awareness of inclusion (cultural identity, language, socio-economic status, learning differences, beliefs, global perspective, and gender)
 | 1 | 2 | 3 | 4 |
| * Creates an atmosphere where all students can be successful and learn to the best of their ability
 | 1 | 2 | 3 | 4 |
| * Has appropriate accommodations for ELL students (r)
 | 1 | 2 | 3 | 4 |
| **COMMITMENT** – Demonstrates the following characteristics: (INTASC Principle 10) | **1Target Not Met Student teacher displays little or no professional commitment** | **2Target Not Met Student teacher displays some difficulty with professional dispositions** | **3 Target Met Student teacher demonstrates professional commitment** | **4 Exceeds Target. Student teacher takes initiative and demonstrates leadership skills as a developing professional** |
| * Cooperation, courtesy, tact
 | 1 | 2 | 3 | 4 |
| * Confidence, able to establish teacher presence in classroom
 | 1 | 2 | 3 | 4 |
| * Consistently communicates with supervisor and mentor (journal, planning, student teaching seminars)
 | 1 | 2 | 3 | 4 |
| * Encourages safe atmosphere for students to take risks ( r)
 | 1 | 2 | 3 | 4 |
| * Self-control, patience, encourages students to work hard and persist (r )
 | 1 | 2 | 3 | 4 |
| * Appropriate professional attire
 | 1 | 2 | 3 | 4 |
| * Initiative and enthusiasm
 | 1 | 2 | 3 | 4 |
| * Punctuality and dependability
 | 1 | 2 | 3 | 4 |
| * School and community involvement to support student learning
 | 1 | 2 | 3 | 4 |
| * Participates in professional development
 | 1 | 2 | 3 | 4 |
| * High expectations and respect for all learners and self
 | 1 | 2 | 3 | 4 |
| * Professional/demeanor inside and outside the classroom (+student teaching seminar, Share Fair)
 | 1 | 2 | 3 | 4 |
| * Flexible and open-mindedness
 | 1 | 2 | 3 | 4 |
| * Actively collaborates with faculty and mentors about learning needs and talents of students; advocate for students’ needs ( r)
 | 1 | 2 | 3 | 4 |
| * Effective and timely parental contact ( r)
 | 1 | 2 | 3 | 4 |
| **CRITICALLY REFLECTIVE** – Demonstrates the following characteristics: (INTASC Principle 9) | **1Target Not Met Student teacher displays little or no ability to critically reflect about student learning and teaching** | **2Target Not Met Student teacher displays some difficulty in ability to critically reflect about student learning and teaching** | **3 Target Met. Student teacher displays consistent critical reflection about student learning and teaching** | **4 Exceeds Target. Student teacher displays insightful critical reflection about student learning and teaching** |
| * Responds to feedback from supervising and mentor teachers (analysis of teaching and student learning)
 | 1 | 2 | 3 | 4 |
| * Continually uses reflection and analysis of own instruction to make timely adjustments (journal, analysis of teaching and student learning)
 | 1 | 2 | 3 | 4 |
| * Conducts continuous analysis and reflection on his or her teaching practice

(journal, analysis of teaching and student learning, student teaching seminar) | 1 | 2 | 3 | 4 |
|  |  | % not met (score of 1 or 2) | %met | %exceeded |

