

Name of Candidate: [Click or tap here to enter text.](#)

## Student Teaching Performance Rating Scale

University Supervisor: [Click or tap here to enter text.](#)

Select your role in the evaluation process:  Candidate  Cooperating Teacher  
 Mid-term review  Final review

Directions: Rate the Student’s level of progress on each area using the scale below. As you carefully consider each item, please select the box next to the level of performance that you think the student has demonstrated. FOR THE RELEVANT HALF OF THE STUDENT TEACHING INTERNSHIP, PLEASE SELECT ONLY ONE OPTION FOR EACH SECTION. The student will evaluate himself/herself on each area prior to the Cooperating Teacher and University Supervisor’s evaluations.

- 3 – Exemplary                      Student performance at a level well beyond that expected of a novice. (This rating should be reserved to highlight exceptional strengths.)
- 2 – Superior                        Student performance commendably; reflective of successful efforts.
- 1 – Satisfactory                    Student performance adequately with few exceptions; reflective of satisfactory efforts.
- 0 – Unsatisfactory                Student performance at a level less than satisfactory; reflective of the need to strengthen and/or develop.
- N/A – Not Applicable            Insufficient basis for judgment.

| <b>I. CONTENT AND PEDAGOGY – Knows learners, subject matter, pedagogy, and curriculum.</b>   |  |   |  |  |
|--|--|---|--|--|
| <b>1. Displays knowledge of scope and sequence of curriculum.</b>  |  |   |  |  |
| <input type="checkbox"/> 3 – Exemplary<br><br>Consistently displays knowledge and scope and sequence of curriculum-well beyond what would be expected of a novice teacher. | <input type="checkbox"/> 2 – Superior<br><br>Usually and extensively displays knowledge of scope and sequence of curriculum. | <input type="checkbox"/> 1 – Satisfactory<br><br>Sometimes and adequately displays knowledge of scope and sequence of curriculum. | <input type="checkbox"/> 0 – Unsatisfactory<br><br>Needs to display knowledge of scope and sequence of curriculum.         | <input type="checkbox"/> N/A – Not Applicable<br><br>Insufficient basis for judgment.            |
| <b>2. Displays knowledge of the characteristics of learners.</b>   |  |   |  |  |
| <input type="checkbox"/> 3 – Exemplary<br><br>Consistently displays knowledge of the characteristics of learners-well beyond what would be expected of a novice teacher.   | <input type="checkbox"/> 2 – Superior<br><br>Usually and extensively displays knowledge of the characteristics of learners.  | <input type="checkbox"/> 1 – Satisfactory<br><br>Sometimes and adequately displays knowledge of the characteristics of learners.  | <input type="checkbox"/> 0 – Unsatisfactory  | <input type="checkbox"/> N/A – Not Applicable  |
| <b>3. Evidences solid base of pedagogical content knowledge.</b>   |  |   |  |  |
| <input type="checkbox"/> 3 – Exemplary<br><br>Consistently evidences solid base of pedagogical content knowledge-well beyond what would be expected of a novice teacher.   | <input type="checkbox"/> 2 – Superior<br><br>Usually and extensively evidences solid base of pedagogical content knowledge.  | <input type="checkbox"/> 1 – Satisfactory<br><br>Sometimes and adequately evidences solid base of pedagogical content knowledge.  | <input type="checkbox"/> 0 – Unsatisfactory<br><br>Needs to display evidences solid base of pedagogical content knowledge. | <input checked="" type="checkbox"/> N/A – Not Applicable<br><br>Insufficient basis for judgment. |

## Student Teaching Performance Rating Scale

|   |  |   |  |   |
|---|--|---|--|---|
| <b>4. Evidences solid base of subject content knowledge.</b>  |  |   |  |   |
| <input type="checkbox"/> 3 – Exemplary  | <input type="checkbox"/> 2 – Superior                                      | <input type="checkbox"/> 1 – Satisfactory                                   | <input type="checkbox"/> 0 – Unsatisfactory                        | <input type="checkbox"/> N/A – Not Applicable |
| Consistently displays solid base of subject content knowledge-well beyond what would be expected of a novice teacher. | Usually and extensively evidences solid base of subject content knowledge. | Sometimes and adequately evidences solid base of subject content knowledge. | Needs to display evidence solid base of subject content knowledge. | Insufficient basis for judgment.              |

|   |
|---|
| <b>II. INSTRUCTION AND ASSESSMENT</b> – Constructs and implements effective learning experiences/outcome assessments and assesses continuously. |
|---|

|  |  |   |  |   |
|--|--|---|--|---|
| <b>1. Incorporates a variety of research-based instructional/educational strategies.</b>   |  |   |  |   |
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory   | <input type="checkbox"/> 0 – Unsatisfactory  | <input type="checkbox"/> N/A – Not Applicable |
| Consistently incorporates a variety of research-based instructional/educational strategies-well beyond what would be expected of a novice teacher. | Usually and extensively incorporates a variety of research-based instructional/educational strategies. | Sometimes and adequately incorporates a variety of research based instructional/educational strategies. | Needs to incorporate a variety of research-based instructional/educational strategies. | Insufficient basis for judgment.              |

|   |   |  |   |   |
|---|---|--|---|---|
| <b>2. Promotes problem-solving, critical thinking, and creative thinking.</b>   |   |  |   |   |
| <input type="checkbox"/> 3 – Exemplary  | <input type="checkbox"/> 2 – Superior   | <input type="checkbox"/> 1 – Satisfactory  | <input type="checkbox"/> 0 – Unsatisfactory                                 | <input type="checkbox"/> N/A – Not Applicable |
| Consistently promotes problem solving, critical thinking, and creative thinking-well beyond what would be expected of a novice teacher. | Usually and extensively promotes problem solving, critical thinking, and creative thinking. | Sometimes and adequately promotes problem solving, critical thinking, and creative thinking. | Needs to promote problem solving, critical thinking, and creative thinking. | Insufficient basis for judgment.              |

|   |   |  |   |   |
|---|---|--|---|---|
| <b>3. Promotes constructive, collaborative, and cooperative learning opportunities.</b>   |   |  |   |   |
| <input type="checkbox"/> 3 – Exemplary  | <input type="checkbox"/> 2 – Superior   | <input type="checkbox"/> 1 – Satisfactory  | <input type="checkbox"/> 0 – Unsatisfactory   | <input type="checkbox"/> N/A – Not Applicable |
| Consistently promotes constructive, collaborative, and cooperative learning opportunities-well beyond what would be expected of a novice teacher. | Usually and extensively promotes constructive, collaborative, and cooperative learning opportunities. | Sometimes and adequately promotes constructive, collaborative, and cooperative learning opportunities. | Needs to promote constructive, collaborative, and cooperative learning opportunities. | Insufficient basis for judgment.              |

## Student Teaching Performance Rating Scale

|  |  |  |  |   |
|--|--|--|--|---|
| <b>4. Integrates technology appropriately to promote learning.</b><br>Technology is defined as using tools to enhance teaching and learning (e.g., audiovisual, multimedia, computers, digital computers, assistive technology). |  |  |  |   |
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory  | <input type="checkbox"/> 0 – Unsatisfactory  | <input type="checkbox"/> N/A – Not Applicable |
| Consistently integrates technology appropriately to promote learning-well beyond what would be expected of a novice teacher.   | Usually and extensively integrates technology appropriately to promote learning.                     | Sometimes and adequately integrates technology appropriately to promote learning.                    | Needs to integrate technology appropriately to promote learning.                     | Insufficient basis for judgment.              |
| <b>5. Employs authentic assessment appropriately.</b>  |  |  |  |   |
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory  | <input type="checkbox"/> 0 – Unsatisfactory  | <input type="checkbox"/> N/A – Not Applicable |
| Consistently employs authentic assessment appropriately-well beyond what would be expected of a novice teacher.  | Usually and extensively employs authentic assessment appropriately.                                  | Sometimes and adequately employs authentic assessment appropriately.                                 | Needs to employ authentic assessment appropriately.                                  | Insufficient basis for judgment.              |
| <b>6. Monitors and reports student progress effectively.</b>   |  |  |  |   |
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory  | <input type="checkbox"/> 0 – Unsatisfactory  | <input type="checkbox"/> N/A – Not Applicable |
| Consistently monitors and reports student progress effectively-well beyond what would be expected of a novice teacher.   | Usually and extensively monitors and reports student progress effectively.                           | Sometimes and adequately monitors and reports student progress effectively.                          | Needs to monitor and report student progress effectively.                            | Insufficient basis for judgment.              |
| <b>7. Uses assessment data to design instruction and improve student learning.</b>   |  |  |  |   |
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory  | <input type="checkbox"/> 0 – Unsatisfactory  | <input type="checkbox"/> N/A – Not Applicable |
| Consistently uses assessment data to design instruction and improve student learning-well beyond what would be expected of a novice teacher.   | Usually and extensively uses assessment data to design instruction and improve student learning.     | Sometimes and adequately uses assessment data to design instruction and improve student learning.    | Needs to use assessment data to design instruction and improve student learning.     | Insufficient basis for judgment.              |
| <b>8. Aligns assessments to local, state, or national standards.</b>   |  |  |  |   |
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory  | <input type="checkbox"/> 0 – Unsatisfactory  | <input type="checkbox"/> N/A – Not Applicable |
| Consistently aligns assessments to local, state, or national standards or best practice-well beyond what would be expected of a novice teacher.  | Usually and extensively aligns assessments to local, state, or national standards, or best practice. | Sometimes and adequately aligns assessments to local, state, or national standards or best practice. | Needs to align assessments to local, state, or national standards or best practices. | Insufficient basis for judgment.              |

## Student Teaching Performance Rating Scale

| <b>9. Employs various assessment strategies and measures to accommodate individual and diverse learners.</b>                                 |  |   |  |   |
|--|--|---|--|---|
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory   | <input type="checkbox"/> 0 – Unsatisfactory                                      | <input type="checkbox"/> N/A – Not Applicable |
| Consistently uses assessment data to design instruction and improve student learning-well beyond what would be expected of a novice teacher. | Usually and extensively uses assessment data to design instruction and improve student learning. | Sometimes and adequately uses assessment data to design instruction and improve student learning. | Needs to use assessment data to design instruction and improve student learning. | Insufficient basis for judgment.              |

| <b>III. CLASSROOM COMMUNITY BUILDER AND FOSTERS DIVERSITY</b>  |  |   |  |   |
|--|--|---|--|---|
| Fosters community, creates a safe space for all learners, and reaches the value of diversity.  |  |   |  |   |
| <b>1. Communicate high expectations for students.</b>  |  |   |  |   |
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory   | <input type="checkbox"/> 0 – Unsatisfactory  | <input type="checkbox"/> N/A – Not Applicable |
| Consistently communicates high expectations-well beyond what would be expected of a novice teacher.  | Usually and extensively communicates high expectations.  | Sometimes and adequately communicates high expectations.  | Needs to communicate high expectations.  | Insufficient basis for judgment.              |
| <b>2. Manages student behavior to enhance learning.</b>  |  |   |  |   |
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory   | <input type="checkbox"/> 0 – Unsatisfactory  | <input type="checkbox"/> N/A – Not Applicable |
| Consistently manages student behavior to enhance learning-well beyond what would be expected of a novice teacher.  | Usually and extensively manages student behavior to enhance learning.  | Sometimes and adequately manages student behavior to enhance learning.  | Needs to manage student behavior to enhance learning.  | Insufficient basis for judgment.              |
| <b>3. Accommodates for a range of differences in culture, development levels, and learning styles.</b>   |  |   |  |   |
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory   | <input type="checkbox"/> 0 – Unsatisfactory  | <input type="checkbox"/> N/A – Not Applicable |
| Consistently accommodates for a range of differences in culture, developmental levels, and learning styles-well beyond what would be expected of a novice teacher. | Usually and extensively accommodates for a range of differences in culture, developmental levels, and learning styles. | Sometimes and adequately accommodates for a range of differences in culture, developmental levels, and learning styles. | Needs to accommodate for a range of differences in culture, developmental levels, and learning styles. | Insufficient basis for judgment.              |

## Student Teaching Performance Rating Scale

|   |   |  |   |   |
|---|---|--|---|---|
| <b>4. Promotes active learning.</b>   |   |  |   |   |
| <input type="checkbox"/> 3 – Exemplary  | <input type="checkbox"/> 2 – Superior             | <input type="checkbox"/> 1 – Satisfactory          | <input type="checkbox"/> 0 – Unsatisfactory | <input type="checkbox"/> N/A – Not Applicable |
| Consistently promotes active learning-well beyond what would be expected of a novice teacher. | Usually and extensively promotes active learning. | Sometimes and adequately promotes active learning. | Needs to promote active learning.           | Insufficient basis for judgment.              |

|   |
|---|
| <b>IV. SCHOOL AND COMMUNITY PROFESSIONAL</b> – Applies knowledge of the context of education and engages in collaborative activities, partnership, service, and advocacy. |
|---|

|  |  |   |   |   |
|--|--|---|---|---|
| <b>1. Links subject matter within and across disciplines and grade levels.</b>   |  |   |   |   |
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory   | <input type="checkbox"/> 0 – Unsatisfactory                                 | <input type="checkbox"/> N/A – Not Applicable |
| Consistently links subject matter within and across disciplines and grade levels-well beyond what would be expected of a novice teacher. | Usually and extensively links subject matter within and across disciplines and grade levels. | Sometimes and adequately links subject matter within and across disciplines and grade levels. | Needs to link subject matter within and across disciplines and grade levels | Insufficient basis for judgment.              |

|   |   |   |   |   |
|---|---|---|---|---|
| <b>2. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).</b>  |   |   |   |   |
| <input type="checkbox"/> 3 – Exemplary  | <input type="checkbox"/> 2 – Superior   | <input type="checkbox"/> 1 – Satisfactory   | <input type="checkbox"/> 0 – Unsatisfactory   | <input type="checkbox"/> N/A – Not Applicable |
| Consistently demonstrates professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible)-well beyond what would be expected of a novice teacher. | Usually and extensively demonstrates professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible). | Sometimes and adequately demonstrate professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible). | Needs to demonstrate professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible). | Insufficient basis for judgment.              |

|  |  |   |  |   |
|--|--|---|--|---|
| <b>3. Adheres to professional codes of ethics and school laws.</b>   |  |   |  |   |
| <input type="checkbox"/> 3 – Exemplary   | <input type="checkbox"/> 2 – Superior  | <input type="checkbox"/> 1 – Satisfactory   | <input type="checkbox"/> 0 – Unsatisfactory                      | <input type="checkbox"/> N/A – Not Applicable |
| Consistently adheres to professional codes of ethics and school laws-well beyond what would be expected of a novice teacher. | Usually and extensively adheres to professional codes of ethics and school laws. | Sometimes and adequately adheres to professional codes of ethics and school laws. | Needs to adhere to professional codes of ethics and school laws. | Insufficient basis for judgment.              |