

**Student Teacher Evaluation – University of Rhode Island**  
*Based on Rhode Island Beginning Teacher Standards*

Student Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Completed by : \_\_\_\_\_ Student Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

\_\_\_\_\_ No. Days Absent \_\_\_\_\_ No. Days Tardy \_\_\_\_\_

Signature of person completing form

- RUBRIC}      1 = Meets Standard - **(Independent, accurately and consistently applies BTS)**  
                   2 = Approaches Standard - **(Applies BTS with some inconsistency and inaccuracy - dependent on guidance)**  
                   3 = Does Not Meet Standard – **(Has difficulty applying BTS even with guidance)**

\* Indicate student teacher rating by circling 1, 2 or 3 below each standard

Standard 1 – Content Pedagogy Circle only one * 1    2    3	Comments/Suggestions
<p>Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live. Teachers...</p> <ol style="list-style-type: none"> <li>1. reflect a variety of academic, social and cultural experiences in their teaching.</li> <li>2. use a broad knowledge base to create interdisciplinary learning experiences.</li> <li>3. Exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students.</li> </ol>	

<p style="text-align: center;">Standard 2 – Content Pedagogy Circle only one * 1 2 3</p>	<p style="text-align: center;">Comments/Suggestions</p>
<p>Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach. Teachers...</p> <ol style="list-style-type: none"> <li>1. know their discipline and understand how knowledge in their discipline is created, organized, and linked to other disciplines.</li> <li>2. design instruction that addresses the core skills, concepts and ideas of the disciplines to help students meet the goals of the Rhode Island Common Core of Learning.</li> <li>3. select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</li> <li>4. incorporate appropriate technological resources to support student exploration of the disciplines.</li> <li>5. use a variety of explanation and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help students develop conceptual understanding.</li> <li>6. represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts.</li> <li>7. generate multiple paths to knowledge and encourage students to see, question, and interpret concepts from a variety of perspectives.</li> </ol>	<p><i>eg. Good selection of materials to teach specific concepts (2.3)</i></p> <p><i>Teachers are knowledgeable about concepts in lesson (2.3)</i></p> <p><i>Experiments lead students to construct concepts/objectives (2.5)</i></p>

Standard 3 – Learner Specific Circle only one * 1 2 3	Comments/Suggestions
<p>Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Teachers...</p> <ol style="list-style-type: none"> <li>1. understand how students learn, how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning.</li> <li>2. design instruction that meets the current cognitive, social and personal needs of their students.</li> <li>3. create lessons and activities that meet the variety of developmental levels of students within a class.</li> </ol>	
Standard 4 – Learner Specific Circle only one * 1 2 3	Comments/Suggestions
<p>Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Teachers...</p> <ol style="list-style-type: none"> <li>1. design instruction that accommodates individual differences (e.g., stage development, learning style, English language acquisition, learning disability) in approaches to learning.</li> <li>2. use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences.</li> <li>3. seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to meet the needs of these students.</li> <li>4. make appropriate accommodations (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs an Individual Educational Plan (IEP).</li> </ol>	<p><i>eg. Activates prior knowledge (4.2)</i>  <i>Connects to real world experiences (4.2)</i>  <i>Alters plan if students are not ready to move on (4.1)</i>  <i>Lesson engages multiple intelligences (4.1)</i></p>

<p style="text-align: center;">Standard 5 – Critical Thinking Circle only one * 1 2 3</p>	<p style="text-align: center;">Comments/Suggestions</p>
<p>Teachers create instructional opportunities to encourage students’ development of critical thinking, problem solving, and performance skills. Teachers...</p> <ol style="list-style-type: none"> <li>1. design lessons that extend beyond recall and challenge students to develop higher level cognitive skills.</li> <li>2. pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives.</li> <li>3. make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem.</li> <li>4. engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence.</li> <li>5. Use tasks that engage students in exploration, discovery, and hands-on activities.</li> </ol>	<p><i>eg. lesson is at level 2 or 3 of openness (5.1)</i>  <i>Excellent open-ended questioning skills (5.3)</i>  <i>Allows children to do critical thinking (5.3)</i></p>
<p style="text-align: center;">Standard 6 – Environment Circle only one * 1 2 3</p>	<p style="text-align: center;">Comments/Suggestions</p>
<p>Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Teachers...</p> <ol style="list-style-type: none"> <li>1. use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.</li> <li>2. establish a safe and secure learning environment.</li> <li>3. organize and allocate the resources of materials and physical space to support active engagement of students.</li> <li>4. provide and structure the time necessary to explore important concepts and ideas.</li> <li>5. help students establish a classroom environment characterized by mutual respect and intellectual risk taking.</li> </ol>	<p><i>eg. Teacher reviews safety rules (6.2)</i>  <i>Good management of materials (6.3)</i>  <i>Good pacing of lesson (25 minute limit) (6.3)</i>  <i>Makes expectations clear (directions) (6.1 &amp; 6.7)</i>  <i>Uses grouping effectively (6.6)</i></p>

<p>6. create learning groups in which students learn to work cooperatively and independently.</p> <p>7. communicate clear expectations for achievement that allow students to take responsibility for their own learning.</p>	
<p style="text-align: center;">Standard 7 – Collaborative Relationships Circle only one * 1 2 3</p>	Comments/Suggestions
<p>Teachers foster collaborative relationships with colleagues and families to support students' learning. Teachers...</p> <ol style="list-style-type: none"> <li>1. work collaboratively with their colleagues (e.g., other grade-level, content, special education, ESL teachers) to create a learning community that benefits all students.</li> <li>2. develop relationships with parents/guardians to support student learning.</li> <li>3. understand the role of community agencies in supporting schools.</li> <li>4. understand state, district and school initiatives (e.g., School Accountability for Learning and Teaching (SALT), Statewide Student Performance Assessments) to effect educational improvement.</li> </ol>	
<p style="text-align: center;">Standard 8 – Communication Strategies Circle only one * 1 2 3</p>	Comments/Suggestions
<p>Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. Teachers...</p> <ol style="list-style-type: none"> <li>1. use a variety of communication strategies (e.g., restating ideas, questioning, offering counter examples) to engage students in learning.</li> <li>2. use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning.</li> <li>3. use technological advances in communication including electronic means of collecting and sharing information, to enrich discourse in the classroom.</li> <li>4. emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction.</li> </ol>	<p><i>eg. Teachers speak clearly, use correct grammar, use good questioning skills and examples and directions (8.1)</i></p> <p><i>Leads a good discussion, listens to students and responds appropriately (8.4)</i></p> <p><i>Uses multiple modes of communication visual, oral, tactile (8.1)</i></p>

<p style="text-align: center;">Standard 9 – Assessment Strategies Circle only one * 1 2 3</p>	<p style="text-align: center;">Comments/Suggestions</p>
<p>Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner. Teachers...</p> <ol style="list-style-type: none"> <li>1. gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues and the students themselves.</li> <li>2. use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology.</li> <li>3. encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning.</li> <li>4. maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues.</li> <li>5. use information from their assessment of students to reflect on their own teaching and to modify their instruction.</li> </ol>	
<p style="text-align: center;">Standard 10 – Professional Standards Circle only one * 1 2 3</p>	<p style="text-align: center;">Comments/Suggestions</p>
<p>Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals. Teachers...</p> <ol style="list-style-type: none"> <li>1. solicit feedback from students, families, and colleagues to evaluate their own teaching.</li> <li>2. read ideas presented in professional publications and discuss current issues in education.</li> <li>3. explore new instructional approaches and strategies, including technological, in the classroom.</li> <li>4. take responsibility for their own professional growth by participating in workshops, courses, and other educational activities that support their plans for continued development at teaching.</li> </ol>	

<p style="text-align: center;">Standard 11 – Professional Standards Circle only one * 1 2 3</p>	<p style="text-align: center;">Comments/Suggestions</p>
<p>Teachers maintain professional standards guided by legal and ethical principles. Teachers...</p> <ol style="list-style-type: none"> <li>1. maintain standards that require them to act in the best interests and needs of students.</li> <li>2. follow school policy and procedures, respecting the boundaries of their professional responsibilities.</li> <li>3. follow local, state, and federal law pertaining to educational and instructional issues.</li> <li>4. interact with students, colleagues, parents and others in a professional manner that is fair and equitable.</li> <li>5. are guided by codes of professional conduct adopted by their professional organizations.</li> </ol>	