

Pre-Student Teacher Evaluation University of Rhode Island

Based on Rhode Island Beginning Teacher Standards

Directions: During students' pre-student teaching practicum, teacher candidates should be assessed on their readiness to student teach. Therefore, we ask that you provide an evaluation of their progress toward meeting the 11 Rhode Island Beginning Teacher Standards. A teacher candidate rated exemplary or standard will be deemed ready to student teach. As you know, for students to be successful in meeting these standards it is important that they have *opportunities* to plan lessons, teach, and manage classrooms. Of course, during student teaching candidates will still have an opportunity to grow and provide ample evidence of their readiness for licensure.

For each question on the pages that follow, please check one of the following:

- **Exemplary**
- **Standard**
- **Below Standard**

On the final page of the evaluation, please indicate whether you recommend this student for student teaching.

- Students should review progress with cooperating teacher at mid-term; Evaluation is due at the end of the semester

Thank you for your time and effort!

Check Performance Levels Type in Points

Element	Levels of Performance		
<p>1.</p> <p><u>Standard 1 and 2 Content Pedagogy</u></p> <p>During your interactions with and observations of your teacher candidate, do you believe that his or her general knowledge is adequate to begin student teaching?</p>	<p>Below Standard(0-1): During <i>multiple</i> activities, the teacher candidate does not accurately teach, model, or assess the content.</p>	<p>Meets the Standard(2): <i>Most</i> content taught, modeled, or assessed by the teacher candidate is accurate and error free, with minor revisions.</p>	<p>Exemplary (3): <i>All</i> content taught, modeled, or assessed by the teacher candidate is accurate and error free.</p>
<p>2.</p> <p><u>Standard 3 Learner Specific</u></p> <p>During your interactions with and observations of your teacher candidate, do you believe that she or he can design instruction at a level adequate to begin student teaching that meets the</p>	<p>Below Standard(0-1): Teacher candidate frequently is not able to deliver instructional activities appropriate for a targeted developmental</p>	<p>Meets the Standard(2): On occasion, teacher candidate needs cooperating teacher support to deliver an instructional activity at the appropriate level.</p>	<p>Exemplary (3): Teacher candidate adjusts instructional activities appropriate for students of different developmental levels.</p>

<p>cognitive, social, and personal needs of students and is developmentally appropriate?</p>	<p>level (e.g., instructional activity could be too challenging or not challenging enough).</p>				
<p>3. <u>Standard 3 Cont....</u></p>	<p>Below Standard(0-1): Teacher candidate frequently misses opportunities to incorporate students' interests and backgrounds to motivate student interest and learning.</p>	<p>Meets the Standard(2): On occasion, teacher candidate misses opportunities to incorporate students' interests and backgrounds to motivate student interest and learning.</p>	<p>Exemplary (3): Teacher candidate consistently incorporates students' interests and backgrounds to motivate student interest and learning.</p>		
<p>4. <u>Standard 4 Diversity of Learners</u></p> <p>During your interactions with and observations of your teacher candidate, do you believe that he or she can design instruction at a level adequate to begin student teaching that reflects an understanding of the diversity of learners and how to make appropriate accommodations?</p>	<p>Below Standard(0-1): Teacher candidate has expressed or demonstrated low expectations for or a resistance to teach any student with a learning or physical exceptionality, or from a diverse racial, ethnic, linguistic, or socioeconomic background.</p>	<p>Meets the Standard(2): Teacher candidate is in the process of developing high expectations for all learners and a willingness to teach all learners including students with learning or physical exceptionalities, and those from diverse racial, ethnic, linguistic, and socioeconomic backgrounds.</p>	<p>Exemplary (3): Teacher candidate expresses and demonstrates high expectations for all learners and a willingness to teach all learners including students with learning exceptionalities, and those from diverse racial, ethnic, linguistic, and socioeconomic backgrounds.</p>		
<p>5. <u>Standard 5 Critical Thinking</u></p> <p>During your interactions with and observations of your teacher candidate, do you believe that he or she can create instructional opportunities that encourage students' development of critical thinking, problem</p>	<p>Below Standard(0-1): Teacher candidate relies heavily on rote, basic skills, or factual information to conduct instructional activities.</p>	<p>Meets the Standard(2): Teacher candidate demonstrates the ability to pose challenging and critical thinking questions or tasks to students but has missed one or more</p>	<p>Exemplary (3): Teacher candidate consistently poses challenging and critical thinking questions or tasks to students.</p>		

<p>solving, and performance skills at a level adequate to begin student teaching?</p>		<p>opportunities to do so.</p>		
<p>6. <u>Standard 6 Environment</u> During your observations of your teacher candidate working with students, do you believe that she or he has the ability, at a level adequate to begin student teaching, to manage the classroom, encourage appropriate behavior and healthy social interactions, and create a learning environment that engages and motivates students?</p>	<p>Below Standard(0-1): Teacher candidate is disorganized or is demonstrating difficulty establishing a relationship of mutual respect with students.</p>	<p>Meets the Standard(2): Teacher candidate is organized and, with guidance from the cooperating teacher, is developing strategies for building a relationship of mutual respect with students, and conveying expectations to students.</p>	<p>Exemplary (3): Teacher candidate is well organized, has established a relationship of mutual respect with students, and clearly conveys expectations to students.</p>	
<p>7. <u>Standard 7 Collaborative Relationships</u> During observations of your teacher candidate's interactions with colleagues and parents, do you believe that he or she is an effective collaborator at a level adequate to begin student teaching?</p>	<p>Below Standard(0-1): Teacher candidate is resistant to collaborative efforts with cooperating teacher.</p>	<p>Meets the Standard(2): Teacher candidate collaborates well with the cooperating teacher, but may not initiate opportunities.</p>	<p>Exemplary (3): Teacher candidate maximizes the opportunities to collaborate with the cooperating teacher by engaging in professional discussions, requesting feedback, and offering suggestions.</p>	
<p>8. <u>Standard 7 Collaborative Relationships (cont.)</u></p>	<p>Below Standard(0-1): Teacher candidate misses opportunities to establish collaborative relationships with school personnel or parents in addition to the cooperating teacher.</p>	<p>Meets the Standard(2): Teacher candidate conducts him or herself in a collaborative manner when interacting with other school personnel or parents in addition to the cooperating teacher.</p>	<p>Exemplary (3): Teacher candidate shows initiative in establishing collaborative relationships with school personnel or parents in addition to the cooperating teacher.</p>	

<p>9.</p> <p><u>Standard 8 Communication Strategies</u></p> <p>During your interactions with and observations of your teacher candidate, do you believe that she or he communicates effectively in the classroom using a variety of strategies at a level adequate to begin student teaching?</p>	<p>Below Standard(0-1): Teacher candidate does not use appropriate language and tone, and is not developing strategies to manage student discourse using appropriate questions and counter examples.</p>	<p>Meets the Standard(2): Teacher candidate uses appropriate language and tone, and is developing strategies to manage student discourse using appropriate questions and counter examples.</p>	<p>Exemplary (3): Teacher candidate uses appropriate language and tone, and is also able to elicit and manage student discourse using appropriate questions and counter examples.</p>		
<p>10.</p> <p><u>Standard 8 Communication Strategies (cont.)</u></p>	<p>Below Standard(0-1): Teacher candidate has no knowledge of technological tools that foster communication.</p>	<p>Meets the Standard(2): Teacher candidate shows a developing ability or willingness to learn about technological tools to foster communication.</p>	<p>Exemplary (3): Teacher candidate demonstrates the ability to use technological tools to foster communication.</p>		
<p>11.</p> <p><u>Standard 9 Assessment Strategies</u></p> <p>During your interactions with and observations of your teacher candidate, do you believe that he or she has demonstrated the ability to accurately assess student learning at a level adequate to begin student teaching?</p>	<p>Below Standard(0-1): Teacher candidate has difficulty accurately assessing student work.</p>	<p>Meets the Standard(2): Teacher candidate accurately assesses student work, but needs direction from the cooperating teacher to use assessment to further student learning.</p>	<p>Exemplary (3): Teacher candidate accurately assesses student work and shows the ability to use assessment to further student learning.</p>		
<p>12.</p> <p><u>Standard 10 Professional Standards</u></p> <p>In observing your teacher candidate, does he or she maintain professional standards in interactions with students, colleagues, and parents at a level</p>	<p>Below Standard(0-1): Teacher candidate has <i>not</i> met all professional responsibilities (e.g., arriving on time, meeting all deadlines, respecting</p>	<p>Meets the Standard(2): Teacher candidate meets all professional responsibilities (e.g., arriving on time, meeting all deadlines, respecting confidentiality, maintaining</p>	<p>Exemplary (3): Teacher candidate seeks opportunities to extend professional responsibilities (e.g., arriving early, initiating student clubs, providing after school tutoring, volunteering for</p>		

adequate to begin student teaching?	confidentiality, maintaining professional appearance, showing concern for the emotional, physical, and cognitive well being of students and school personnel).	professional appearance, showing concern for the emotional, physical, and cognitive well being of students and school personnel).	a school function)		
13. <u>Middle Level Competency 2</u> Work effectively on an interdisciplinary team	Below Standard(0-1):	Meets the Standard(2):	Exemplary (3):	N/A	
14. <u>Middle Level Competency 4</u> Work collaboratively with colleagues, parents, and administrators.	Below Standard(0-1):	Meets the Standard(2):	Exemplary (3):	N/A	
15. <u>Middle Level Competency 5</u> Facilitate student learning within and across disciplines through the integration of curriculum.	Below Standard(0-1):	Meets the Standard(2):	Exemplary (3):	N/A	
16. <u>Middle Level Competency 6</u> Utilize organizational and grouping strategies to provide for the needs of the middle level student.	Below Standard(0-1):	Meets the Standard(2):	Exemplary (3):	N/A	
17. <u>Do you recommend this candidate for student teaching?</u> Please leave detailed comments on teacher candidate if recommending "yes with reservations" or "no"	No(0-1):	Yes With Reservations (2):	Yes(3):		

18.

Cooperating Teacher Signature:

19. Student Teacher Signature:

[View PDF](#)