

EDC FINAL Student Teacher Evaluation: Based on the Rhode Island Beginning Teacher Standards (abbreviated version for Cooperating Teacher) (preview)

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Student Teacher Evaluation: Based on the Rhode Island Beginning Teacher Standards

This form is to be completed in hard copy format by the cooperating teacher and handed in to the university supervisor. The university supervisor is then responsible for uploading the scores into TrueOutcomes.

Students must achieve a 3 or better on every rubric element in order to successfully complete this critical performance.

Check Performance Levels Type in Points

Element	Levels of Performance					
1. Completed by:						
2. Date of evaluation						
3. Grade Level Taught						
4. Major/Content Area						
5. School District						
6. Number of Days Absent						
7. Number of Days Tardy						
8. Standard 1 Content/ Pedagogy: 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.						

<p>Please type comments and suggestions in the box on the right, and rate the student teacher on the indicators below.</p>						
<p>9. Standard 1 - Content Pedagogy/ Variety</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Independently, accurately and consistently applies BTS.</p>	<p>Meets the Standard (3): With guidance, accurately and consistently applies BTS.</p>	<p>Approaches the Standard (2): Applies BTS with some inconsistency and inaccuracy - dependent on guidance.</p>	<p>Little Evidence (0-1): Has difficulty applying BTS even with guidance.</p>	
<p>10. Standard 2 Content/ Pedagogy: Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.</p> <p>Please type comments and suggestions in the box on the right, and rate the student teacher on the indicators below.</p>						

<p>11. Standard 2 - Content Pedagogy/ Discipline</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Independently, accurately and consistently applies BTS.</p>	<p>Meets the Standard (3): With guidance, accurately and consistently applies BTS.</p>	<p>Approaches the Standard (2): Applies BTS with some inconsistency and inaccuracy - dependent on guidance.</p>	<p>Little Evidence (0-1): Has difficulty applying BTS even with guidance.</p>	
<p>12. Standard 3 Learner Specific: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.</p> <p>Please type comments and suggestions in the box on the right, and rate the student teacher on the indicators below.</p>						
<p>13. Standard 3 - Learner Specific/ Understanding</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Independently, accurately and consistently applies BTS.</p>	<p>Meets the Standard (3): With guidance, accurately and consistently applies BTS.</p>	<p>Approaches the Standard (2): Applies BTS with some inconsistency and inaccuracy - dependent on guidance.</p>	<p>Little Evidence (0-1): Has difficulty applying BTS even with guidance.</p>	

<p>14. Standard 4 Learner Specific: 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.</p> <p>Please type comments and suggestions in the box on the right, and rate the student teacher on the indicators below.</p>					
<p>15. Standard 4 - Learner Specific/ Designing Instruction</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Independently, accurately and consistently applies BTS.</p>	<p>Meets the Standard (3): With guidance, accurately and consistently applies BTS.</p>	<p>Approaches the Standard (2): Applies BTS with some inconsistency and inaccuracy - dependent on guidanc</p>	<p>Little Evidence (0-1): Has difficulty applying BTS even with guidance.</p>
<p>16. Standard 5 Critical Thinking: Teachers create instructional opportunities to encourage students??? development of critical thinking, problem solving, and performance skills.</p> <p>Please type comments and suggestions in the</p>					

<p>box on the right, and rate the student teacher on the indicators below.</p>						
<p>17. Standard 5 - Critical Thinking/ Designing Instruction</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Independently, accurately and consistently applies BTS.</p>	<p>Meets the Standard (3): With guidance, accurately and consistently applies BTS.</p>	<p>Approaches the Standard (2): Applies BTS with some inconsistency and inaccuracy - dependent on guidance.</p>	<p>Little Evidence (0-1): Has difficulty applying BTS even with guidance.</p>	
<p>18. Standard 6 Environment: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.</p> <p>Please type comments and suggestions in the box on the right, and rate the student teacher on the indicators below.</p>						

<p>19. Standard 6 - Classroom Environment/Rules</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Independently, accurately and consistently applies BTS.</p>	<p>Meets the Standard (3): With guidance, accurately and consistently applies BTS.</p>	<p>Approaches the Standard (2): Applies BTS with some inconsistency and inaccuracy - dependent on guidance.</p>	<p>Little Evidence (0-1): Has difficulty applying BTS even with guidance.</p>	
<p>20. Standard 7 Collaborative Relationships: Teachers foster collaborative relationships with colleagues and families to support students??? learning.</p> <p>Please type comments and suggestions in the box on the right, and rate the student teacher on the indicators below.</p>						
<p>21. Standard 7 - Collaborative Relationships</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Independently, accurately and consistently applies BTS.</p>	<p>Meets the Standard (3): With guidance, accurately and consistently applies BTS.</p>	<p>Approaches the Standard (2): Applies BTS with some inconsistency and inaccuracy - dependent on guidance.</p>	<p>Little Evidence (0-1): Has difficulty applying BTS even with guidance.</p>	

<p>22. Standard 8 Communication Strategies: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.</p> <p>Please type comments and suggestions in the box on the right, and rate the student teacher on the indicators below.</p>					
<p>23. Standard 8 - Communication Strategies</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Independently, accurately and consistently applies BTS.</p>	<p>Meets the Standard (3): With guidance, accurately and consistently applies BTS.</p>	<p>Approaches the Standard (2): Applies BTS with some inconsistency and inaccuracy - dependent on guidance.</p>	<p>Little Evidence (0-1): Has difficulty applying BTS even with guidance.</p>
<p>24. Standard 9 Assessment Strategies: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.</p> <p>Please type comments and suggestions in the</p>					

<p>box on the right, and rate the student teacher on the indicators below.</p>						
<p>25. Standard 9 - Assessment Strategies</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Independently, accurately and consistently applies BTS.</p>	<p>Meets the Standard (3): With guidance, accurately and consistently applies BTS.</p>	<p>Approaches the Standard (2): Applies BTS with some inconsistency and inaccuracy - dependent on guidance.</p>	<p>Little Evidence (0-1): Has difficulty applying BTS even with guidance.</p>	
<p>26. Standard 10 Professional Standards: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.</p> <p>Please type comments and suggestions in the box on the right, and rate the student teacher on the indicators below.</p>						

<p>27. Standard 10 - Professional Standards</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Independently, accurately and consistently applies BTS.</p>	<p>Meets the Standard (3): With guidance, accurately and consistently applies BTS.</p>	<p>Approaches the Standard (2): Applies BTS with some inconsistency and inaccuracy - dependent on guidance.</p>	<p>Little Evidence (0-1): Has difficulty applying BTS even with guidance.</p>	
<p>28. Standard 11 Professional Standards: Teachers maintain professional standards guided by legal and ethical principles.</p> <p>Please type comments and suggestions in the box on the right, and rate the student teacher on the indicators below.</p>						
<p>29. Standard 11 - Professional Standards</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Independently, accurately and consistently applies BTS.</p>	<p>Meets the Standard (3): With guidance, accurately and consistently applies BTS.</p>	<p>Approaches the Standard (2): Applies BTS with some inconsistency and inaccuracy - dependent on guidance.</p>	<p>Little Evidence (0-1): Has difficulty applying BTS even with guidance.</p>	

30. Would you recommend this student for certification-Yes/No? Choosing "yes" indicates students have achieved a 3 or better on every rubric element.

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