

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

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

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						
<p>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> <p>Please type comments and suggestions in the box on the right, and rate the student teacher on the indicators below.</p>						

<p>9. Teachers reflect a variety of academic, social and cultural experiences in their teaching.</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. Teachers use a broad knowledge base to create interdisciplinary learning experiences.</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>11. Teachers exhibit a commitment of learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students.</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 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>13. Teachers know their discipline and understand how knowledge in their discipline is created, organized, and linked to other disciplines.</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. Teachers 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.</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>15. Teachers select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</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>16. Teachers incorporate appropriate technological resources to support student exploration of the disciplines.</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>17. Teachers use a variety of explanation and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help students develop conceptual 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>18. Teachers represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts.</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>19. Teachers generate multiple paths of knowledge and encourage students to see, question, and interpret concepts from a variety of perspectives.</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 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>21. Teachers understand how students learn, how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning.</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. Teachers design instruction that meets the current cognitive, social and personal needs of their students.</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>23. Teachers create lessons and activities that meet the variety of developmental levels of students within a class.</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 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</p>						

box on the right, and rate the student teacher on the indicators below.

<p>25. Teachers design instruction that accommodates individual differences (e.g., stage development, learning style, English language acquisition, learning disability) in approaches to learning.</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>26. Teachers: use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences.</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>27. Teachers 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.</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>28. Teachers 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).</p>	<p>Well Above the Standard(5): Demonstrates exceptional application of BTS.</p>	<p>Above the Standard (4): Demonstrates exceptional application of 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>29. 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 box on the right, and rate the student teacher on the indicators below.</p>						
<p>30. Teachers design lessons that extend beyond recall and challenge students to develop higher level cognitive skills.</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>31. Teachers pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives.</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>32. Teachers 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</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>33. Teachers engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence.</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>34. Teachers use tasks that engage students in exploration, discovery, and hands-on activities.</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>

35. Standard 6 Environment:

Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Please type comments and suggestions in the box on the right, and rate the student teacher on the indicators below.

<p>36. Teachers use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.</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>37. Teachers establish a safe and secure learning environment.</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>38. Teachers organize and allocate the resources of materials and physical space to support active engagement of students.</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>39. Teachers provide and structure the time necessary to explore important concepts and ideas.</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>40. Teachers help students establish a classroom environment characterized by mutual respect and intellectual risk taking.</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>41. Teachers create learning groups in which students learn to work cooperatively and independently.</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>42. Teachers communicate clear expectations for achievement that allow students to take responsibility for their own learning.</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>43. 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>44. Teachers work collaboratively with their colleagues (e.g., other grade-level, content, special education, ESL teachers) to create a learning community that benefits all student</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>45. Teachers develop relationships with parents/guardians to support student learning.</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>46. Teachers understand the role of community agencies in supporting schools.</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>47. Teachers understand state, district and school initiatives (e.g., School Accountability for Learning and Teaching (SALT), Statewide Student Performance Assessments) to effect educational improvement.</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>48. 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>49. Teachers use a variety of communication strategies (e.g., restating ideas, questioning, offering counter examples) to engage students in learning.</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>50. Teachers use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning.</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>51. Teachers use technological advances in communication including electronic means of collecting and sharing information, to enrich discourse in the classroom.</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>52. Teachers emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction.</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>53. 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 box on the right, and rate the student teacher on the indicators below.</p>						
<p>54. Teachers gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues and the students themselves.</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>55. Teachers 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.</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>56. Teachers encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning.</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>57. Teachers maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues.</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>58. Teachers use information from their assessment of students to reflect on their own teaching and to modify their 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>59. 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</p>						

rate the student teacher on the indicators below.

<p>60. Teachers solicit feedback from students, families, and colleagues to evaluate their own teaching</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>61. Teachers read ideas presented in professional publications and discuss current issues in education.</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>62. Teachers explore new instructional approaches and strategies, including technological, in the classroom.</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>63. Teachers 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.</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>64. 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>65. Teachers maintain standards that require them to act in the best interests and needs of students.</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>66. Teachers follow school policy and procedures, respecting the boundaries of their professional responsibilities.</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>67. Teachers follow local, state, and federal law pertaining to educational and instructional issues.</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>68. Teachers interaction with students, colleagues, parents and others in a professional manner that is fair and equitable.</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>69. Teachers are guided by codes of professional conduct adopted by their professional organizations.</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>70. Would you recommend this student for certification-Yes/No? Choosing "yes" indicates students have achieved a 3 or better on every rubric element in order to successfully complete this critical performance.</p>						

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