School of Education
Edgewood College

Supervisor Evaluation
InTASC Standards

Student Teacher: _____ Date: _____

Subject: _____ School: _____

Supervisor: _____ Observation #:_____

These rubrics for assessing student teachers are based on the InTASC Teaching Standards for initial educators. The expectations embedded in the rubrics are for beginning teachers as they enter the profession. The evaluation results will provide guidance to the candidate and to the institution regarding plans for professional development and program development. Please follow the rubrics below in completing the Student Teaching Final Evaluation.

Assessment Levels	Not Demonstrated 0 1	Acquiring 2 3	Proficient 4 5

Assessment Areas:			
1. Learner Development	The candidate exhibits very limited understanding of how children develop, their range of abilities, and provides instruction that supports their intellectual, social and personal development.	The candidate exhibits a basic understanding of how children develop, their range of abilities, and provides instruction that supports their intellectual, social and personal development.	The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Assessment level	0 1	2 3	4 5
Comments			

2. Learning Differences	The candidate exhibits limited knowledge of learning differences and rarely focuses on creating an inclusive learning environment	The candidate exhibits a basic understanding individual differences and diverse cultures and communities. The candidate is working towards creating an inclusive learning environment.	The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Assessment level	**0 1**	**2 3**	**4 5**
Comments			

3. Learning Environments	The candidate exhibits limited knowledge of how people learn and how students differ in their approaches to learning.	The candidate exhibits basic knowledge of human learning; provides instruction using behavioral, cognitive, and affective learning theories	The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self -motivation.
Assessment level	**0 1**	**2 3**	**4 5**
Comments			

4. Content Knowledge	The candidate exhibits limited understanding of the InTASC standards, general education background for teaching, and subject matter she/he plans to teach and gives some examples of important principles or concepts delineated in professional, state, and institutional standards.	The candidate exhibits a basic understanding of the InTASC standards, general education background for teaching, and subject matter she/he plans to teach and gives some examples of important principles or concepts delineated in professional, state, and institutional standards.	The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Assessment level	**0 1**	**2 3**	**4 5**
Comments			

5. Application of Content	The candidate exhibits limited knowledge of the skills and strategies needed for motivating students for effective learning.	The candidate exhibits a basic understanding of and applies the skills and strategies needed to challenge, interest, and motivate students for optimum learning.	The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Assessment level	**0 1**	**2 3**	**4 5**
Comments			

Assessment Areas:			
6. Assessment	The candidate exhibits limited knowledge of formal and informal assessment strategies for student learning and limited understanding of and practice in reporting outcomes of students' performance.	The candidate exhibits a basic understanding of formal and informal assessment strategies and reports student learning outcomes.	The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Assessment level	0 1	2 3	4 5
Comments			
7. Planning for Instruction	The candidate instructional plans often do not meet the needs of all students.	The candidate organizes and plans basic systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.	The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Assessment level	0 1	2 3	4 5
Comments			

8. Instructional Strategies	The candidate draws upon limited instructional strategies or instructional strategies may not appropriately build on content areas to allow students to apply skills.	The candidate attempts to use a variety of instructional strategies to encourage learners to develop understanding of content areas or apply skills and knowledge.	The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Assessment level	0 1	2 3	4 5
Comments			
9. Professional Learning and Ethical Practice	The candidate exhibits limited ability to reflect on the effectiveness of his/her choices and actions as a teacher, or does not seek out opportunities to grow professionally. The candidate does not adapt practice to meet the needs of each learner.	The candidate engages in ongoing professional learning but uses limited evidence to evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community. The candidate is beginning to adapt practice to meet the needs of each learner.	The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Assessment level	0 1	2 3	4 5
Comments			

10. Leadership and Collaboration	The candidate exhibits limited ability to reflect on the effectiveness of his/her choices and actions as a teacher, and does not seek out opportunities to grow professionally.	The candidate begins to seek leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Assessment level	0 1	2 3	4 5
Comments			

Strengths Observed:

Suggestions for improvement:

Overall impression of teacher effectiveness:

Goals for next observations:

Student Teacher signature: _____

Cooperating teacher (if available): _____