

Mid-Term/Final Evaluations Instructions and Rubric for BCLAD Student Teachers

by Evangelina Bustamante Jones, Professor, Policy Studies, COE, SDSU

This evaluation form encourages the use of narrative and description that can provide more precise feedback to the student teacher. It is intended to frame assessment of student teachers in a developmental context. It is not intended to compare student teacher performance to experienced teachers. This format is very similar to one used by BTSA (Beginning Teacher Support & Assessment). First, BTSA mentoring is based on the premise that learning to teach is a developmental process, and feedback from mentors is organized along a continuum that describes teaching behaviors in a developmental style. Second, once our candidates are hired to work in any California school, they will participate in BTSA Induction Programs, and we believe it will be helpful to have some consistency in master teacher and supervisor feedback they receive during their pre-service classroom experience, mentor feedback they receive in their first two years as teachers, and last but not least, alignment with elements in teaching evaluations conducted by their site administrators.

Therefore, this evaluation form and rubric uses element statements describing the California Teaching Standards. These are found in the booklet *California Standards for the Teaching Profession: Resources for Professional Practice*, published by the California Department of Education in 1999.

For example, Standard Two is “Creating and Maintaining Effective Environments for Student Learning.” Six elements describe what this standard looks like in the classroom, and these elements are numbered:

- 2.1, “Creating a physical environment that engages all students”
- 2.2, “Establishing a climate that promotes fairness and respect”
- 2.3, “Promoting social development and group responsibility”
- 2.4, “Establishing and maintaining standards for student behavior”
- 2.5, “Planning and implementing classroom procedures and routines that support student learning”
- 2.6, “Using instructional time effectively”

How the Evaluation Is Organized

The evaluation uses the standards and their numbered elements as prompts for the master teachers and supervisors. The elements are arranged to describe teacher performance at three stages of teaching skills development ranging from:

- Practice not consistent with standard expectations
- Developing beginning practice
- Maturing beginning practice

It must be noted that in the booklet, four developmental stages are described, beginning with “Experienced practice that exemplifies the standard” (what an accomplished teacher would attain on a consistent basis, or Ideal), to “Not consistent with standard expectations.” But because we are looking at **student teacher performance**, we are not using the descriptors used for “Experienced practice that exemplifies the standard” simply because this pertains to experienced and seasoned teachers. Instead, we use the three categories (listed above) most likely to describe the development of student teachers’ practice. Many first semester student teachers’ mid-term evaluations will range between the least developed (Practice not consistent with standard expectations) through the third category, “Developing Beginning Practice” depending upon which standard is being addressed.

Especially for the mid-term evaluation, the halfway point in the formal student teaching assignment, this format can serve as a strong tool for formative assessment; that is, a concrete description of the student teacher’s teaching behaviors and evidence such as lesson plans and teaching units that will assist the student teacher by reinforcing good practices and re-shaping practices that need strengthening.

A final evaluation after at least eight weeks of formal observations has the potential to show growth, and to indicate areas that need to show continued effort in order to be successful in second semester student teaching.

Using This Rubric To Assess Student Teacher Practices

On the following pages, the six California Teaching Standards and the seventh Standard that is unique to the SDSU BCLAD Credential Programs are arranged according to the order in which they appear on the evaluation form.

Please refer to the Anchor Statements that are organized starting with “*Practice Not Consistent with Standard Expectations*” through “*Maturing Beginning Practice.*” Use these statements as a **basis** for your assessment and possible narrative statements you wish to make in the boxes provided for each Standard. You do not need to repeat or copy these anchor statements in the boxes, unless there are particular elements you wish to emphasize to your student teacher.

It is quite possible that you will find your student teacher’s practices might range from one developmental category to another depending on the particular element: their performance will probably not fit neatly under one developmental category across all the standards. However, for each standard, there will probably be a category that describes the level of performance overall.

If your student teacher’s performance varies from element to element, you are encouraged to note exceptions. For instance in Standard Two: Creating and Maintaining Effective Environments for Student Learning, a student teacher may not demonstrate a strong understanding of adolescent social development and issues of self-esteem (element 2.3), but does a commendable job in establishing and maintaining standards for student behavior (element 2.4). You can mention and reinforce elements in which student teacher shows more development in comparison to the other elements under that standard.

RUBRIC FOR MID- AND FINAL EVALUATION

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

- 2.1, “Creating a physical environment that engages all students”
- 2.2, “Establishing a climate that promotes fairness and respect”
- 2.3, “Promoting social development and group responsibility”
- 2.4, “Establishing and maintaining standards for student behavior”
- 2.5, “Planning and implementing classroom procedures and routines that support student learning”
- 2.6, “Using instructional time effectively”
- **Practices Not Consistent with Standard Expectations**
 - 2.1-Physical environment does not support student learning. One or more safety hazards, materials are difficult to access when needed.
 - 2.2-Classroom climate is characterized by unfairness or disrespect—teacher to student, or student to student. Students unwilling to take risks. Teacher response to inappropriate behavior is unfair or inequitable.
 - 2.3-Students’ social development, self-esteem, & diversity are not supported; students have no sense of responsibility for each other.
 - 2.4-No standards for behavior appear to have been established; students are confused about what standards are.
 - 2.5-Classroom procedures & routines not established or enforced.
 - 2.6-Learning activities often rushed or too long, transitions are rough or confusing. Loss of instructional time.
- **Developing Beginning Practice**
 - 2.1-Physical environment arranged for safety & accessibility, and facilitates individual student engagement in learning.
 - 2.2-Climote of fairness, caring, & respect is established by teacher for most students, but few students take risks and teacher does little to encourage them; teacher response to inappropriate behavior is for the most part fair & equitable.
 - 2.3-Students respect each other’s differences most of time work together moderately well. Teacher provides limited opportunities for student to assume responsibility.
 - 2.4-Standards for behavior has been established by teacher, and teacher’s response to student behavior generally appropriate.
 - 2.5-Procedures & routines have been established and work moderately well with little loss of instructional time.
 - 2.6-Instructional time is paced so that most students complete learning activities; transitions used to move students into new activities are generally effective.
- **Maturing Beginning Practice**
 - 2.1-Physical environment ensures safety & accessibility; most students work well individually or together as they participate in learning activities.
 - 2.2-Climote of fairness, caring, & respect is maintained by teacher, & students are encouraged to take risks, to be creative. Pattern of teacher responses to inappropriate behavior is fair and equitable.
 - 2.3-Students respect each other’s differences & work independently & collaboratively, taking responsibility for themselves & their peers.
 - 2.4-Standards for behavior are established, are clear for all students, & are maintained by teacher; teacher’s response to student behavior is appropriate.
 - 2.5-Procedures & routines work smoothly, with no loss of instructional time.
 - 2.6-Pacing of lesson is appropriate to activities & enables all students to engage successfully with the content. Transitions are smooth.

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

- **3.1, “Demonstrating knowledge of subject matter content and student development**
- **3.2, “Organizing curriculum to support student understanding of subject matter”**
- **3.3, “Interrelating ideas and information with and across subject matter areas”**
- **3.4, “Developing student understanding through instructional strategies that are appropriate to the subject matter”**
- **3.5, “Using materials, resources, and technologies to make subject matter accessible to students”**
- **Practice Not Consistent with Standard Expectations**
 - 3.1- Teacher’s working knowledge of subject matter & student development is inconsistently evident, does not adequately support students’ learning, or may not be current.
 - 3.2-Curriculum not organized & rarely demonstrates concepts, themes, & skills; rarely values different perspectives, or rarely supports students’ understanding of core concepts.
 - 3.3-Teacher presents curriculum without identifying or integrating key concepts & information, or does not relate content to previous learning in order to support students’ understanding.
 - 3.4-Instructional strategies not appropriately matched to subject matter content or concepts, & do not encourage students to think critically or to extend their knowledge.
 - 3.5-Instructional materials, resources, & technologies either not used or used inappropriately; materials do not accurately reflect diverse populations.
- **Developing Beginning Practice**
 - 3.1-Teacher’s working knowledge of subject matter & basic principles of student development reflects a single perspective; supports some students’ learning & is usually current.
 - 3.2-Curriculum is loosely organized, inconsistently demonstrates concepts, themes, & skills without revealing or valuing different perspectives; supports an understanding of core concepts for some students.
 - 3.3-Teacher identifies some key concepts & information within curriculum, & attempts to relate content to previous learning without extending students’ understanding.
 - 3.4-Teacher may use a few instructional strategies to make content accessible to students & may encourage some students to think critically or to extend their knowledge of subject matter.
 - 3.5-Instructional materials, resources, & technologies are used infrequently to convey key subject matter concepts; materials may reflect diverse perspectives.
- **Maturing Beginning Practice**
 - 3.1-Teacher’s working knowledge of subject matter & basic principles of student development incorporates different perspectives, supports all students’ learning & is current.
 - 3.2-Curriculum is organized & sequenced; demonstrates concepts, themes, & skills; reveals & values different perspectives; supports an understanding of core concepts for all students.
 - 3.3-Teacher identifies & integrates key concepts & information within the curriculum; relates content to students’ lives, & uses previous learning to extend students’ understanding.
 - 3.4-Teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, & to extend their knowledge of subject matter.
 - 3.5-Instructional materials, resources, & technologies support curriculum & promotes students’ understanding of content & concepts; materials reflect diverse perspectives.

STANDARD 1: Engaging and Supporting All Students in Learning

- **1.1, “Connecting students’ prior knowledge, life experience, and interests with learning goals”**
- **1.2, “Using a variety of instructional strategies and resources to respond to students’ diverse needs”**
- **1.3, “Facilitating learning experiences that promote autonomy, interaction, and choice”**
- **1.4, “Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful”**
- **1.5, “Promoting self-directed, reflective learning for all students’**
- **Practice Not Consistent with Standard Expectations**
 - 1.1-Teacher makes no connections between learning goals & students’ prior knowledge, life experiences, & interests; teacher does not elicit student questions or comments during a lesson.
 - 1.2-Teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to students or instructional goals. No adjustments are made to respond to students’ needs.
 - 1.3-Learning experiences are directed by teacher, permitting no student autonomy, interaction, or choice.
 - 1.4-No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter.
 - 1.5-No opportunities are provided for student to initiate their own learning or to monitor their own work.
- **Developing Beginning Practice**
 - 1.1-Teacher makes some connections between learning goals & students’ prior knowledge, life experiences, & interests; teacher elicits some questions from students’ during a lesson to monitor their understanding.
 - 1.2-Teacher uses a selection of instructional strategies that are largely appropriate to students, & the instructional goal, but may lack variety or may not be responsive to students’ needs.
 - 1.3-Learning experiences are directed by teacher & allow limited student autonomy, interaction, & choice.
 - 1.4-Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.
 - 1.5-Students’ learning is directed & monitored by teacher, & some opportunities are provided for students to reflect on their work individually.
- **Maturing Beginning Practice**
 - 1.1-Teacher makes substantial connections between learning goals & students’ prior knowledge, life experiences, & interests; teacher elicits & uses students’ questions & comments during a lesson to extend their understanding.
 - 1.2-Teacher uses a variety of instructional strategies that are appropriate to students & instructional goals; teacher carries these strategies out thoughtfully, making some adjustments to respond to students’ needs.
 - 1.3-Learning experiences are facilitated by teacher to promote constructive interactions, autonomy, & choice, & to encourage & support student involvement in learning.
 - 1.4-Learning opportunities & support are provided for students to engage in problem solving & in investigating & analyzing subject matter concepts & questions within subject matter.
 - 1.5-Students are supported in developing the skills needed to monitor their own learning during activities; students reflect on & talk about their own work with peers.

STANDARD 5: Assessing Student Learning

- **5.1, “Establishing and communicating learning goals for all students”**
- **5.2, “Collecting and using multiple sources of information to assess student learning”**
- **5.3, “Involving and guiding all students in assessing their own learning”**
- **5.4, “Using the results of assessments to guide instruction”**
- **5.5, “Communicating with students, families, and other audiences about student progress”**
- **Practice Not Consistent with Standard Expectations**
 - 5.1-Few or no learning goals are established; learning goals are not revised or clearly communicate to students or families.
 - 5.2-Teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students’ learning.
 - 5.3-Teacher does not encourage students to reflect on or assess their own work.
 - 5.4-Information about student learning is inappropriately or not used by teacher to plan, guide, or adjust instruction.
 - 5.5-Teacher provides some information about student learning to students, families, & support personnel, but information is incomplete or unclear.
- **Developing Beginning Practice**
 - 5.1-Learning goals are established to meet school & district expectations; goals are communicated to all students without revision.
 - 5.2-Teacher uses one or two sources of information to assess student learning & one or two assessment strategies to understand student progress.
 - 5.3-Student reflection is encouraged & guided by teacher during some activities; opportunities are provided for students to discuss work with peers.
 - 5.4-Information from a limited range of assessments is used to plan learning activities & may support class needs & achievement; assessments are not used to adjust instruction while teaching.
 - 5.5-Teacher provides information about student learning to students, families, & support personnel to promote understanding & academic progress.
- **Maturing Beginning Practice**
 - 5.1-Learning goals are established in relation to students’ needs & the curriculum, & meet district & state expectations; goals are communicated to all students & their families, & are revised as needed.
 - 5.2-Teacher uses a variety of sources to collect information about student learning & several appropriate assessment strategies to understand student progress.
 - 5.3-Student reflection & self-assessment are included in most learning activities; teacher models assessment skills & strategies to help students understand their own work & discuss it with peers.
 - 5.4-Information from a variety of assessments is used to plan & modify learning activities, as well as to meet class & individual student needs & achievement; assessments are occasionally used to adjust instruction while teaching.
 - 5.5-teacher regularly exchanges information about student learning with students, families, & support personnel in ways that improve understanding & encourage academic progress.

STANDARD 6: Developing As A Professional Educator

- **6.1, “Reflecting on teaching practice and planning professional development”**
- **6.2, “Establishing professional goals and pursuing opportunities to grow professionally”**
- **6.3, “Working with communities to improve professional practice”**
- **6.4, “Working with families to improve professional practice”**
- **6.5, “Working with colleagues to improve professional practice”**
- **Practice Not Consistent with Standard Expectations**
 - 6.1-Teacher may reflect on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.
 - 6.2-Professional goals not established to guide practice. Teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.
 - 6.3-This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
 - 6.4- This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
 - 6.5-Teacher rarely converses with colleagues, rarely seeks out other staff to meet student needs, & rarely participates in school or district events or learning activities, i.e., workshops, in-services, conferences.
- **Developing Beginning Practice**
 - 6.1-Teacher reflects on some lessons & areas of concern in his/her teaching practice, assesses growth in these areas with assistance, & may use reflection to plan professional development.
 - 6.2-Professional goals established with assistance. Teacher pursues some opportunities to acquire new knowledge & skills, but infrequently participates in the professional community.
 - 6.3- This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
 - 6.4- This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
 - 6.5-Teacher engages in dialogue with some colleagues, seeks out staff to help meet student needs, & participates in some school-wide learning and/or in-service events.
- **Maturing Beginning Practice**
 - 6.1-Teacher reflects on his/her teaching practice in relation to areas of concern & student learning, assesses growth over time, & may use reflection to plan professional development.
 - 6.2-Professional goals developed & teacher pursues opportunities to acquire new knowledge & skills, & participates in the professional community.
 - 6.3-This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
 - 6.4- This element is embedded in **STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture**
 - 6.5-Teacher engages in dialogue with colleagues, collaborates with staff to meet students’ needs, & participates in school-wide learning and/or in-service events.

STANDARD 7: Linking with the School Community: Serving as a Mediator of Culture

- **7.1, “Integrating the language, culture, and diversity of the school community”**
- **7.2, “Modeling effective bilingual communication skill and bicultural values”**
- **7.3, “Participating in community activities available to students and teachers”**
- **7.4, “Using community resources to support student learning”**
- **7.5, “Involving families, parents, and community members in student learning”**
- **Practice Not Consistent with Standard Expectations**
 - 7.1-Little or no effort to integrate the language, culture & cultural values, & diversity of the school’s community into the classroom environment, learning activities, or lessons; students are not encouraged to utilize their language, culture & cultural values in learning activities.
 - 7.2-Teacher does not model effective and/or competent biliteracy skills or bicultural values while interacting with students, parents, and other school personnel; teacher does not elicit or reward students’ efforts to communicate concepts through their primary language or community dialects.
 - 7.3-Teacher does not attend school activities, meetings, or events that are related to students and community.
 - 7.4-Teacher uses few or no resources, i.e. cultural landmarks, libraries, museums, community role models, from the community in lesson planning or learning activities.
 - 7.5- Teacher may demonstrate respect for students’ families or their backgrounds, but has limited communication with families, & is not sure how to provide opportunities for participation in the classroom or school community.
- **Developing Beginning Practice**
 - 7.1-Instructional plans, classroom environment, & learning activities reflect some effort to integrate the language, culture & cultural values, & diversity of the school’s community.
 - 7.2-Teacher intermittently uses biliteracy skills and values while interacting with students, parents, & other school personnel; teacher allows some students’ efforts to communicate concepts through their primary language or community dialects.
 - 7.3-Teacher attends some school activities, meetings, or events connected to students and community.
 - 7.4-Community resources, i.e. cultural landmarks, libraries, museums, community role models, are utilized in a few lessons and/or learning activities.
 - 7.5- Teacher respects students’ families, develops positive communication & an understanding of their diverse backgrounds, & provides opportunities for families to participate in the classroom or school community.
- **Maturing Beginning Practice**
 - 7.1-Instructional plans, classroom environment, & learning activities reflect the language, culture & cultural values, & diversity of the community.
 - 7.2-Teacher models effective and/or competent biliteracy skills and bicultural values while interacting with students, parents, & other school personnel; students are encouraged to use their primary languages and community dialects as they communicate concepts they are learning and engage in learning activities.
 - 7.3-Teacher attends and participates in school activities, meetings, and/or events that are related to students and community.
 - 7.4-Teacher uses and integrates community resources, i.e. cultural landmarks, libraries, museums, community role models, in learning activities, lesson plans, and unit plans; students are encouraged to use community resources as part of their repertoire of academic and social skills.
 - 7.5-Teacher encourages active involvement of parents, families, & other community members in student learning both in and out of school; students participate in learning and social activities that involve parents, families, & other community members.

STANDARD 4: Planning Instruction and Designing Learning Experiences For All Students

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- 4.1, “Drawing on and valuing students’ backgrounds, interests, and developmental learning needs”
- 4.2, “Establishing and articulating goals for student learning”
- 4.3, “Developing and sequencing instructional activities and materials for student learning”
- 4.4, “Designing short-term and long-term plans to foster student learning”
- 4.5, “Modifying instructional plans to adjust for student needs”
- **Practice Not Consistent with Standard Expectations**
 - 4.1-Instructional plans do not match or reflect students’ backgrounds, experiences, interests, & developmental needs, & do not support students’ learning.
 - 4.2-Instructional goals are not established or do not address students’ language, experience, or home & school expectations; expectations for students are low.
 - 4.3-Instructional activities & materials are not appropriate to students, or the instructional goals do not engage students in meaningful learning; activities are not logically sequenced.
 - 4.4-Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure.
 - 4.5-Instructional plans are not modified, in spite of evidence that modifications would improve student learning.
- **Developing Beginning Practice**
 - 4.1-Instructional plans are partially drawn from information about students’ backgrounds, experiences, interests, & developmental needs to support students’ learning.
 - 4.2-Some instructional goals address students’ language, experience, and/or home & school expectations; expectations for students are inconsistent.
 - 4.3-Instructional activities & materials are partially appropriate to students & learning goals, & engage some students in meaningful learning; some activities are logically sequenced within individual lessons.
 - 4.4-Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven & only partially helps students develop conceptual understanding.
 - 4.5-Modifications to instructional plans address only superficial aspects of the lesson.
- **Maturing Beginning Practice**
 - 4.1-Instructional plans reflect students’ backgrounds, experiences, interests, & developmental needs to support students’ learning.
 - 4.2-Short-term & long-term instructional goals are based on students’ language, experiences, or home & school expectations; goals are appropriately challenging for most students & represent valuable learning. Expectations for students are generally high.
 - 4.3-Instructional activities & materials are appropriate to students & the learning goals, make content & concepts relevant, & engage most students in meaningful learning; activities are logically sequenced within individual lessons.
 - 4.4-Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.
 - 4.5-Instructional plans are modified as needed to enhance student learning based on formal & informal assessments.