	Student Teaching Assessment					
	Kent State University, College of Education, Health, and Human Services					
Elements↓	**Standard 1 Teachers understand student learning and development and respect the diversity of the students they teach.**					
Performance→	0	1	2	3	Not Observed	Rating 0-3
1.1 Candidate demonstrates knowledge of how students learn and knowledge of the developmental characteristics of different groups of students.	Does not base plans or strategies on child development or learning theory.	Makes little reference to student development or learning theory in plans and instruction.	Usually bases plans and instruction on student development and learning theory.	Bases plans and instruction on student development and learning theory a majority of the time.	○	
1.2 Candidate demonstrates knowledge of what students know and meets the needs of all students.	Does not use knowledge of what students know.	Makes little use of what students know.	Makes some use of what students know.	Uses what students know to inform instruction most of the time.	○	
1.3 Candidate demonstrates an expectation that all students will achieve to their full potential.	Anticipates that students will not understand or behave as desired.	Inconsistently demonstrates an expectation that students will learn.	Sometimes demonstrates expectations that students will learn and provides appropriate support.	Usually demonstrates that all students are expected to learn and provides appropriate support.	○	
1.4 Candidate demonstrates respect for students' diverse cultures, language skills, and experiences.	Disrespectful, cites stereotypes, discriminates, avoids certain children.	Little respect for student cultures in planning and instruction.	Some respect for cultures, language skills, and experiences in plans and strategies.	Demonstrates respect for cultures, language skills, and experiences through differentiating instruction.	○	
1.5 Candidate assists in the appropriate identification, instruction, and intervention for gifted students, students with disabilities, and students identified as at-risk.	Does not assist in the identification, instruction, and intervention process.	Limited or hesitant engagement in the identification, instruction, and intervention process.	Some assistance in the identification, instruction, and intervention process.	Assists with the identification, instruction, and intervention process through collaboration and data collection.	○	
Comments:						

Elements↓	Standard 2: Content: Teachers know and understand the content area for which they have instructional responsibility.					
Performance→	0	1	2	3	Not Observed	Rating 0-3
2.1 Candidate uses knowledge of content- specific concepts, assumptions, and skills to plan effective instruction.	Provides faulty or inadequate content.	Little use of appropriate content and minor problems with knowledge and assumptions.	Usually demonstrates some use of content specific concepts, assumptions and skills to plan.	Makes use of content knowledge, assumptions, and skills to plan.	○	
2.2 Candidate uses knowledge of content- specific instructional strategies to effectively teach the central concepts and skills of their discipline.	Doesn't employ content specific strategies.	Rarely uses knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of their discipline.	Usually uses knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of their discipline.	Makes use of content-specific instructional strategies to effectively teach the central concepts and skills of their discipline.	○	
2.3 Candidate knows and uses the Ohio Academic Content Standards.	Does not reference the Ohio Academic Content Standards.	Rarely uses the Ohio Academic Content Standards.	Usually knows and uses the Ohio Academic Content Standards.	Knows and uses the Ohio Academic Content Standards.	○	
2.4 Candidate connects discipline(s) with other content area(s) to plan and deliver effective instruction.	Teaches subjects in isolation.	Rarely connects disciplines with other content area(s) to plan and deliver effective instruction.	Sometimes connects disciplines with other content area(s) to plan and deliver effective instruction.	Usually connects disciplines with other content area(s) to plan and deliver effective instruction (when appropriate).	○	
2.5 Candidate connects content to relevant life experiences and career opportunities.	Ignores life experiences and opportunities.	Rarely connects content to relevant life experiences and career opportunities.	Sometimes connects content to relevant life experiences and career opportunities.	Usually connects content to relevant life experiences and career opportunities.	○	
Comments:						

Elements↓	Standard 3: Assessment: Teachers understand and use varied assessment to inform instruction, evaluate, and ensure student learning.					
Performance→	0	2	4	6	Not Observed	Rating 0-6
3.1 Candidate understands varied types of assessments, their purposes, and the data they generate.	Displays little or no knowledge of varied assessments.	Understands limited number of assessments.	Usually uses and understands varied types of assessments, their purposes, and the data they generate.	Uses and understands varied types of assessments, their purposes, and the data they generate.	◯	
3.2 The candidate selects, develops, and uses a variety of diagnostic, formative, and summative assessments.	Uses few if any diagnostic, formative and summative assessment strategies.	Uses a limited number of diagnostic, formative, and summative tools.	Usually selects, develops, and uses a variety of diagnostic, formative, and summative assessments.	Selects, develops, and uses a variety of diagnostic, formative, and summative assessments.	◯	
3.3 Candidate analyzes data to monitor students' progress and learning, and to plan, differentiate, and modify instruction.	Does not collect or use data.	Collects data and recognizes its potential contribution to planning.	Collects and uses some data to plan, differentiate, and analyze instruction.	Analyzes data to monitor students' progress and learning, and to plan, differentiate, and modify instruction.	◯	
3.4 Candidate collaborates and communicates student progress with students, parents, and colleagues.	Does not communicate student progress.	Rarely collaborates and communicates progress.	Usually collaborates and communicates student progress with students, parents, and colleagues.	Collaborate and communicates student progress with students, parents, and colleagues.	◯	
3.5 Candidate involves learners in self- assessment and goal setting to address gaps between performance and potential.	Uses only external assessment.	Rarely involves learners in self assessment.	Usually involves learners in self-assessment and goal setting to address gaps between performance and potential.	Involves learners in self-assessment and goal setting to address gaps between performance and potential.	◯	
Comments:						

3

Elements↓	Standard 4: Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.					
Performance→	0	2	4	6	Not Observed	Rating 0-6
4.1 Candidate aligns instructional goals and activities with school and district priorities and with Ohio's academic content standards.	Demonstrates no effort at alignment.	Rarely aligns instructional goals and activities with school and district priorities and with Ohio's academic content standards.	Usually aligns instructional goals and activities with school or district priorities and with Ohio's academic content standards.	Aligns instructional goals and activities with school or district priorities and with Ohio's academic content standards.	○	
4.2 Candidate uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	Does not plan and deliver instruction based on students' learning and performance.	Rarely uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	Usually uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	Uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	○	
4.3 Candidate communicates clear learning goals and links learning activities to those goals.	Is not clear about goals and doesn't link activities to goals.	Rarely communicates clear learning goals and links learning activities to those goals.	Usually communicates clear learning goals and links learning activities to those goals.	Communicates clear learning goals and links learning activities to those goals.	○	
4.4 Candidate applies knowledge of how students think and learn to planning and instruction.	Fails to apply knowledge of how students think and learn in planning.	Rarely applies knowledge of how students think and learn to planning and instruction.	Usually applies knowledge of how students think and learn to planning and instruction.	Applies knowledge of how students think and learn to planning and instruction.	○	
4.5 Candidate differentiates instruction to meet the needs of all students, including gifted students, students with disabilities, and at risk students.	Does not differentiate.	Minimally differentiates instruction to meet the needs of all students, including gifted students, students with disabilities, and at risk students.	Sometimes differentiates instruction to meet the needs of all students, including gifted students, students with disabilities, and at risk students.	Usually differentiates instruction to meet the needs of all students, including gifted students, students with disabilities, and at risk students.	○	
4.6 Candidate creates & selects activities that are designed to help students develop as individual learners & complex problem-solvers.	Does not create & select activities to help students develop as individual learners & complex problem solvers.	Minimally creates and selects activities to help students develop as individual learners & complex problem solvers.	Sometimes creates and selects activities to help students develop as individual learners & complex problem solvers.	Usually creates and selects activities to help students develop as individual learners & complex problem solvers.	○	
4.7 Candidate uses resources effectively, including technology, to enhance student learning.	Does not use resources effectively, including technology, to enhance student learning.	Rarely uses resources effectively, including technology, to enhance student learning.	Sometimes uses resources effectively, including technology, to enhance student learning	Usually uses resources effectively, including technology, to enhance student learning.	○	

Comments:

Elements↓	Standard 5: Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.					
Performance→	0	2	4	6	Not Observed	Rating 0-6
5.1 Candidate treats all students fairly and has established a classroom environment that is respectful, supportive, and caring.	Unfair, disrespectful, and ambivalent.	Rarely treats all students fairly and/or has not established a classroom environment that is respectful, supportive, and caring.	Usually treats all students fairly and has established a classroom environment that is respectful, supportive, and caring.	Treats all students fairly and has established a classroom environment that is respectful, supportive, and caring.	◯	
5.2 Candidate creates a classroom environment that is physically and emotionally safe.	Classroom emotionally and physically unsafe.	Rarely creates a classroom environment that is physically and emotionally safe.	Usually creates a classroom environment that is physically and emotionally safe.	Creates a classroom environment that is physically and emotionally safe.	◯	
5.3 Candidate motivates students to work productively and take responsibility for their own learning.	Motivation external and punitive.	Rarely motivates students to work productively and take responsibility for their own learning.	Sometimes motivates students to work productively and take responsibility for their own learning.	Usually motivates students to work productively and take responsibility for their own learning.	◯	
5.4 Candidate creates learning situations in which students work independently, collaboratively, and/or as a whole class.	Single grouping used.	Rarely creates learning situations in which students work independently, collaboratively, and as a whole class.	Usually creates learning situations in which students work independently, collaboratively, and/or as a whole class.	Creates learning situations in which students work independently, collaboratively, and/or as a whole class.	◯	
5.5 Candidate maintains an environment that is conducive to learning for all students.	Disruptive, nonproductive environment.	Rarely maintains an environment that is conducive to learning for all students.	Usually maintains an environment that is conducive to learning for all students.	Maintains an environment that is conducive to learning for all students.	◯	

Comments:

Elements↓	Standard 6: Collaboration and Communication: Teachers collaborate and communicate with other educators, administrators, parents, and the community to support student learning.					
Performance→	0	1	2	3	Not Observed	Rating 0-3
6.1 Candidate communicates clearly and effectively. (PIII-A2, B2, B3; CF-P)	Unclear and ineffective Communication.	Rarely communicates clearly and effectively.	Usually communicates clearly and effectively.	Communicates clearly and effectively.	◯	
6.2 Candidate shares as needed responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.	Ignores parents and caregivers.	Rarely shares responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.	Sometimes shares responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.	Usually shares responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.	◯	
6.3 Candidate collaborates effectively with other teachers, administration, and school &/or district staff.	Doesn't collaborate with other teachers, administration, school &/or district staff.	Rarely collaborates effectively with other teachers, administration, school &/or district staff.	Sometimes collaborates effectively with other teachers, administration, school &/or district staff.	Usually collaborates effectively with other teachers, administration, school &/or district staff.	◯	
6.4 Candidates collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning	Doesn't collaborate with local community and community agencies, when and where appropriate, to promote student learning.	Rarely collaborates with local community and community agencies, when appropriate to promote student learning.	Sometimes collaborates with local community and community agencies, when and where appropriate, to promote student learning.	Usually collaborates with local community and community agencies, when and where appropriate, to promote student learning.	◯	

Comments:

Elements↓	Standard 7: Professional responsibility and growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and a member of a learning community.					
Performance→	0	1	2	3	Not Observed	Rating 0-3
7.1 Candidate understands, upholds, and follows professional ethics, policies, and legal codes of professional conduct.	Participates in unethical or illegal behavior.	Rarely understands, upholds, and follows professional ethics, policies, and legal codes of professional conduct.	Sometimes understands, upholds, and follows professional ethics, policies, and legal codes of professional conduct.	Always understands, upholds, and follows professional ethics, policies, and legal codes of professional conduct.	◯	
7.2 Candidate takes responsibility for engaging in continuous, purposeful professional development.	Does not participate in any professional development.	Rarely takes responsibility for engaging in continuous, purposeful professional development.	Usually takes responsibility for engaging in continuous, purposeful professional development.	Takes responsibility for engaging in continuous, purposeful professional development.	◯	
7.3 Candidate seeks opportunities to impact the quality of teaching, making school improvements, and increasing student achievement.	Ignores opportunities to impact teaching, school improvement, or achievement.	Rarely seeks opportunities to impact the quality of teaching, making school improvements, and/or increasing student achievement.	Sometimes seeks opportunities to impact the quality of teaching, making school improvements, and increasing student achievement.	Usually seeks opportunities to impact the quality of teaching, making school improvements, and increasing student achievement.	◯	

Comments:

Overall Comments: