

**LEHMAN COLLEGE
SCHOOL OF EDUCATION**

STUDENT TEACHER/INTERN OBSERVATION/EVALUATION RUBRIC

Rubric	Unsatisfactory			Beginning Development			Developing Toward Mastery		Satisfactory	Exemplary
Score	0	1	1.7	2	2.3	2.7	3	3.3	3.7	4
Grade	F	D	C-	C	C+	B-	B	B+	A-	A

This evaluation rubric is designed to evaluate the overall performance of student teachers or interns in each of the five competencies: a) classroom management, b) planning for instruction, c) instructional delivery, d) assessment, and e) human relations and communications skills. Using the above scale, evaluators (cooperating teachers, assistant principals/principals, Lehman College supervisors, and student teachers/interns) will identify the performance level demonstrated for each competency area at different stages during the student teaching/internship experience. The evaluators will also provide comments regarding the student performance/delivery of lessons, identify individual strengths (e.g., emergent, frequently used, or mastered skills), and provide recommendations for improvement.

The evaluation rubric identifies five levels of proficiency expected of all student teachers or interns in each competency area at the end of the student teaching or internship experience. Achievement of an “exemplary”, “satisfactory” or “developing toward mastery” level indicates a readiness to assume the professional responsibilities of a teaching career. In order to be recommended for certification the student teacher’s or intern’s minimum level of performance on the Final Evaluation must be in the “Developing Toward Mastery” area (a minimum grade of B or above is required). Student teachers or interns may demonstrate exceptional skill in one or more competency areas, thus earning a rating of “exemplary”. A rating of “unsatisfactory” in any one competency area in the Final Evaluation would indicate that the student teacher or intern is not yet ready to receive a passing score/grade in the student teaching/internship course and to receive the College’s endorsement for certification.

The comment sections of the evaluation rubric enable evaluators to elaborate on the performance rating. Strengths could be highlighted or examples cited to support the rating. Additional documentation using observational tools over the semester may also be provided to support the rating. Evaluators must identify and write about the candidate’s emergent (“beginning development”); frequently used (“developing toward mastery”); and mastered skills (“satisfactory”), as well as provide descriptions of exemplary behaviors. Recommendations for improvement are also required.

It is important to stress that the knowledge, skills, and dispositions required for most effective teaching are learned over several years of teaching practice and reflection. The student teaching or internship experience is the first step toward career-long learning. This lifelong commitment to self-reflection and professional and personal growth is expected as a result of the School of Education’s working themes:

- Empower Our Community of Educators and Learners
- Educate and Advocate for Social Action and Equity
- Realize Potential
- Affirm Our Diverse Ethnic and Cultural Contexts

LEHMAN COLLEGE
 School of Education
STUDENT TEACHER/INTERN

College Supervisor

Student teacher/Intern: <input style="width: 90%;" type="text"/>	Cooperating teacher: <input style="width: 90%;" type="text"/>
School and Class: <input style="width: 90%;" type="text"/>	Principal: <input style="width: 90%;" type="text"/>
Date: <input style="width: 90%;" type="text"/>	College supervisor: <input style="width: 90%;" type="text"/>

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Observation
 Midterm Evaluation
 Final Evaluation

Area of Observation: Check all items observed. Write score for each area at the bottom of each box.	Indicate Level of Performance: Emergent - Frequently Used - Mastered Skill(s) Write Specific Comments / Provide Recommendations for Improvement.
<p>CLASSROOM MANAGEMENT</p> <p><input type="checkbox"/> Teacher candidate displays an understanding of and implements components necessary for effective classroom management (high expectations for student success, uses low-profile desists when addressing misbehavior, and demonstrates consistency in dealing with students and enforcing rules).</p> <p><input type="checkbox"/> Standards of conduct are established and are clear to all students.</p> <p><input type="checkbox"/> Teacher candidate's response to behavior is appropriate and consistent; student teacher on reinforces classroom standards of behavior.</p> <p><input type="checkbox"/> Well-established routines are evident and maximize instructional time and student engagement, this includes efficiency of materials management.</p> <p><input type="checkbox"/> Student/teacher interactions are caring and respectful.</p> <p style="text-align: right;">Score: <input style="width: 50px;" type="text"/></p>	Reference to Santa Cruz Model Professional Teacher Standards (PTS): PTS 2 Creating and Maintaining an Effective Environment.
<p>PLANNING FOR INSTRUCTION</p> <p><input type="checkbox"/> Teacher candidate selects appropriate NYS K-12/Common Core standards and outcomes based on formal and informal student assessment.</p> <p><input type="checkbox"/> Teacher candidate writes an effective lesson plan.</p> <p><input type="checkbox"/> Teacher candidate plans meaningful performance tasks appropriate to the linguistic (i.e. English language learners), cultural, and developmental levels of the students.</p> <p><input type="checkbox"/> Teacher candidate plans collaboratively with cooperating teacher (CT) and other classroom instructional and support personnel.</p> <p><input type="checkbox"/> Teacher candidate accounts for IEP student needs when planning.</p> <p><input type="checkbox"/> Teacher candidate develops a long-range unit plan.</p> <p><input type="checkbox"/> Teacher candidate identifies the specific instructional technologies that he or she will use and discuss how the use of these technologies has the potential to positively impact student learning.</p> <p style="text-align: right;">Score: <input style="width: 50px;" type="text"/></p>	Reference to Santa Cruz Model Professional Teacher Standards (PTS): PTS 3 Understanding and Organizing Subject Matter. PTS 4 Planning Instruction and Designing Learning Experiences.

Student teacher/Intern: Date:

Area of Observation: Check all items observed. Write score for each area at the bottom of each box.	Indicate Level of Performance: Emergent - Frequently Used - Mastered Skill(s) Write Specific Comments / Provide Recommendations for Improvement.
<p>INSTRUCTIONAL DELIVERY</p> <p><input type="checkbox"/> Teacher candidate effectively implements lesson plans and demonstrates mastery of content</p> <p><input type="checkbox"/> Teacher candidate uses a variety of instructional strategies and groupings appropriate to instructional goals so students are engaged in productive tasks.</p> <p><input type="checkbox"/> Teacher candidate asks questions which require the use of higher level thinking skills and uses sufficient wait time.</p> <p><input type="checkbox"/> Teacher candidate makes accommodations, adaptations, and extension activities for students with special needs, English language learners, and students who have achieved proficiency.</p> <p><input type="checkbox"/> Teacher candidate is effective at managing time.</p> <p style="text-align: right;">Score: <input style="width: 80px;" type="text"/></p>	<p>Reference to Santa Cruz Model Professional Teacher Standards (PTS): PTS 1 Engaging and Supporting All Students in Learning.</p>
<p>ASSESSMENT</p> <p><input type="checkbox"/> Teacher candidate employs a variety of assessment approaches, which match instructional goals.</p> <p><input type="checkbox"/> Teacher candidate has established and clearly communicated assessment criteria to students.</p> <p><input type="checkbox"/> Teacher candidate provides assessment feedback to students that is accurate and relevant.</p> <p><input type="checkbox"/> Teacher candidate uses self-assessment to evaluate and improve instruction.</p> <p style="text-align: right;">Score: <input style="width: 80px;" type="text"/></p>	<p>Reference to Santa Cruz Model Professional Teacher Standards (PTS): PTS 6 Assessing Student Learning.</p>
<p>HUMAN RELATIONS AND COMMUNICATION SKILLS</p> <p><input type="checkbox"/> Teacher candidate practices effective human relations and communication skills with colleagues, parents, and/or children.</p> <p><input type="checkbox"/> Teacher candidate demonstrates professional behavior: Punctual; notifies school and supervisors of absences; appropriate hygiene/attire; displays positive attitude; accepts constructive criticism and recommendations; implement suggestions, etc.</p> <p><input type="checkbox"/> Teacher candidate maintains a positive relationship with all students and shows sensitivity toward individual students' needs.</p> <p><input type="checkbox"/> Teacher candidate's spoken and written language is clear and accurate. Displays good listening skills.</p> <p><input type="checkbox"/> Teacher candidate models respect for diversity within the school community.</p> <p style="text-align: right;">Score: <input style="width: 80px;" type="text"/></p>	<p>Reference to Santa Cruz Model Professional Teacher Standards (PTS): PTS 7 Developing as a Professional.</p>

The content of this evaluation has been discussed with me by the evaluator. Date of post observation meeting:

I understand the content of this evaluation: yes / no **FINAL GRADE:**
 I agree / disagree with this assessment. Evaluator's Name

Student teacher / Intern's Signature

Evaluator's Signature