



## SOPHOMORE BLOCK FIELD PLACEMENT EVALUATION

Student \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_

Cooperating Teacher Signature \_\_\_\_\_

Grade Level(s)/Subject(s) \_\_\_\_\_ Dates of Placement \_\_\_\_\_

### *PLEASE READ THIS BEFORE COMPLETING THE EVALUATION INSTRUMENT*

This evaluation instrument is based on the ten Wisconsin Teacher Standards for effective teaching performance as identified by the Wisconsin Department of Public Instruction (DPI). It is the evaluation of the Sophomore Block experience for the Teacher Certification Program at St. Norbert College. With the preparation students have received through coursework and field experiences they are expected to perform at a proficient level on all substandards included upon completion of the field experience. **Keep in mind that proficiency is what should be expected for a sophomore level pre-service teacher, not a pre-service teacher at the end of his/her teacher education program.**

This rubric has been drawn from the Teacher Education Rubric that addresses each aspect of the ten Teacher Standards that form the focus of the Teacher Education Program. Each standard is stated in a manner that addresses multiple teaching experiences and responsibilities, therefore each has been broken down into components or *substandards*. Each substandard has performance descriptors that describe **minimal, progressing, proficient, and advanced** performance. Please select the descriptor that best matches your perception of the pre-service teacher's performance and mark the associated number in the far right column (1,2,3, or 4). The **performance level 3 – Proficient** is the **target** for pre-service teacher performance. Performance level 4 – Advanced should be reserved to indicate only those pre-service teachers who exhibit extraordinary or exceptional performance on the particular substandard.

A "no basis for judgment" option has been provided for any items that you have not had sufficient opportunity to observe and evaluate during your time with this individual.

Narrative comments should be included with this evaluation instrument to provide specific examples of how the pre-service teacher performed in the classroom.

**Standard 1: The teacher understands the central concepts, tools of inquiry and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.**

- No substandards for this standard are included in this evaluation.

**Standard 2: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.**

	<b>1- Minimal</b>	<b>2- Progressing</b>	<b>3- Proficient*</b>	<b>4- Advanced</b>	
<b>2a. Normative characteristics of age groups</b>	The pre-service teacher displays inadequate knowledge of the typical developmental characteristics of age groups.	The pre-service teacher displays limited knowledge of the typical developmental characteristics of age groups.	<b>The pre-service teacher displays adequate knowledge of the typical developmental characteristics of age groups.</b>	The pre-service teacher displays thorough knowledge of the typical developmental characteristics of age groups.	1 2 3 4  <b>No basis for judgment</b>
<b>2b. How students vary from the developmental norm for the age group</b>	The pre-service teacher displays inadequate knowledge of how students vary from typical developmental characteristics of age groups.	The pre-service teacher displays limited knowledge of how students vary from typical developmental characteristics of age groups.	<b>The pre-service teacher displays adequate knowledge of how students vary from typical developmental characteristics of age groups.</b>	The pre-service teacher displays thorough knowledge of how students vary from typical developmental characteristics of age groups.	1 2 3 4  <b>No basis for judgment</b>

**Standard 3: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.**

	<b>1- Minimal</b>	<b>2- Progressing</b>	<b>3- Proficient*</b>	<b>4- Advanced</b>	
<b>3e. Instructional activities consistent with characteristics of students' cultural backgrounds.</b>	The pre-service teacher seldom applies instructional strategies consistent with individual student's cultural backgrounds.	The pre-service teacher sometimes applies instructional strategies consistent with individual student's cultural backgrounds.	<b>The pre-service teacher usually applies instructional strategies consistent with individual student's cultural backgrounds.</b>	The pre-service teacher consistently applies instructional strategies consistent with individual student's cultural backgrounds.	1 2 3 4  <b>No basis for judgment</b>

**\* Performance level 3-Proficient is the target for performance.**

Performance level 4-Advanced should be reserved to indicate only those pre-service teachers who exhibit extraordinary or exceptional performance in the given area.

**Standard 4: The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving, and performance skills.**

	<b>1 – Minimal</b>	<b>2 – Progressing</b>	<b>3 – Proficient*</b>	<b>4 – Advanced</b>	
<b>4b. Knowledge of instructional strategies.</b>	The pre-service teacher displays inadequate knowledge of the wide variety of instructional strategies including the procedures for use and best applications.	The pre-service teacher displays limited knowledge of the wide variety of instructional strategies including the procedures for use and best applications.	<b>The pre-service teacher displays adequate knowledge of the wide variety of instructional strategies including the procedures for use and best applications.</b>	The pre-service teacher displays thorough knowledge of the wide variety of instructional strategies including the procedures for use and best applications.	1 2 3 4 <b>No basis for judgment</b>
<b>4f. Adjusting strategies in response to learner feedback.</b>	The pre-service teacher seldom adjusts strategies in response to learner feedback.	The pre-service teacher sometimes adjusts strategies in response to learner feedback.	<b>The pre-service teacher usually adjusts strategies in response to learner feedback.</b>	The pre-service teacher consistently adjusts strategies in response to learner feedback.	1 2 3 4 <b>No basis for judgment</b>
<b>4h. Technology awareness.</b>	The pre-service teacher displays inadequate knowledge of the variety of technological tools and seldom distinguishes which will best meet the needs of their students to enhance student learning.	The pre-service teacher displays limited knowledge of the variety of technological tools and sometimes distinguishes which will best meet the needs of their students to enhance student learning.	<b>The pre-service teacher displays adequate knowledge of the variety of technological tools and usually distinguishes which will best meet the needs of their students to enhance student learning.</b>	The pre-service teacher displays thorough knowledge of the variety of technological tools and consistently distinguishes which will best meet the needs of their students to enhance student learning.	1 2 3 4 <b>No basis for judgment</b>

**Standard 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

	<b>1- Minimal</b>	<b>2- Progressing</b>	<b>3- Proficient*</b>	<b>4- Advanced</b>	
<b>5b- Create a Strong Positive Classroom Environment (i.e., an environment that encourages positive social interaction, active engagement in learning, and self-motivation).</b>	The pre-service teacher displays inadequate skill at creating a strong positive learning environment in the classroom.	The pre-service teacher displays limited skill at creating a strong positive learning environment in the classroom.	<b>The pre-service teacher displays adequate skill in creating a strong positive learning environment in the classroom.</b>	The pre-service teacher displays thorough skill in creating a strong positive learning environment in the classroom.	1 2 3 4 <b>No basis for judgment</b>

**\* Performance level 3-Proficient is the target for performance.**

Performance level 4-Advanced should be reserved to indicate only those pre-service teachers who exhibit extraordinary or exceptional performance in the given area.

**Standard 6: The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.**

	<b>1 – Minimal</b>	<b>2 – Progressing</b>	<b>3 – Proficient*</b>	<b>4 – Advanced</b>	
<b>6a. Communication strategies</b>	The pre-service teacher seldom models effective communication strategies in conveying ideas and information and in asking questions.	The pre-service teacher sometimes models effective communication strategies in conveying ideas and information and in asking questions.	<b>The pre-service teacher usually models effective communication strategies in conveying ideas and information and in asking questions.</b>	The pre-service teacher consistently models effective communication strategies in conveying ideas and information and in asking questions.	1 2 3 4  <b>No basis for judgment</b>
<b>6b. Oral communication</b>	The pre-service teacher's spoken language is frequently inaudible, lacks expression and contains frequent grammatical and syntax errors; vocabulary may be vague, inappropriate, or incorrectly used.	The pre-service teacher's spoken language is audible, but lacks expression at times; mistakes in grammar and syntax are infrequent; vocabulary may be inappropriate for the audience on occasion.	<b>The pre-service teacher's spoken language is usually clear, correct and expressive, with vocabulary generally appropriate for the audience.</b>	The pre-service teacher's spoken language is consistently clear, correct and expressive, with well-chosen vocabulary.	1 2 3 4  <b>No basis for judgment</b>
<b>6c. Written communication</b>	The pre-service teacher's written language is unclear and often inappropriate for the intended audience with multiple errors in grammar, spelling, and/or syntax.	The pre-service teacher's written language is sometimes clear but may not always be appropriate for the intended audience with multiple errors in grammar, spelling, and/or syntax.	<b>The pre-service teacher's written language is usually clear and appropriate for the intended audience with infrequent errors in grammar, spelling, and/or syntax.</b>	The pre-service teacher's written language is consistently clear and appropriate for the intended audience with no errors in grammar, spelling, and syntax.	1 2 3 4  <b>No basis for judgment</b>
<b>6d. Nonverbal communication</b>	The pre-service teacher seldom uses nonverbal communication techniques that foster a positive learning environment.	The pre-service teacher sometimes uses nonverbal communication techniques that foster a positive learning environment.	<b>The pre-service teacher usually uses nonverbal communication techniques that foster a positive learning environment.</b>	The pre-service teacher consistently uses nonverbal techniques that foster a positive learning environment.	1 2 3 4  <b>No basis for judgment</b>
<b>6e. Listening skills</b>	The pre-service teacher employs poor listening skills and is seen as being unresponsive to the speaker	The pre-service teacher employs fair listening skills but is frequently not seen as being thoughtful and responsive.	<b>The pre-service teacher employs good listening skills usually being thoughtful and responsive.</b>	The pre-service teacher employs excellent listening skills always being thoughtful and responsive.	1 2 3 4  <b>No basis for judgment</b>

**Standard 7: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.**

	<b>1 – Minimal</b>	<b>2 – Progressing</b>	<b>3 – Proficient*</b>	<b>4 – Advanced</b>	
<b>7b. Lesson Plans</b>	The pre-service teacher seldom states instructional procedures, which include required resources, time allocations, and means of assessing student learning.	The pre-service teacher sometimes states instructional procedures, which include required resources, time allocations, or means of assessing student learning.	<b>The pre-service teacher usually states instructional procedures, which include required resources, time allocations, and means of assessing student learning.</b>	The pre-service teacher consistently states instructional procedures, which include required resources, time allocations, and means of assessing student learning.	1 2 3 4  <b>No basis for judgment</b>

**\* Performance level 3-Proficient is the target for performance.**

Performance level 4-Advanced should be reserved to indicate only those pre-service teachers who exhibit extraordinary or exceptional performance in the given area.

**Standard 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.**

	<b>1 – Minimal</b>	<b>2 – Progressing</b>	<b>3 – Proficient*</b>	<b>4 – Advanced</b>	
<b>8d. Feedback to students</b>	Feedback is seldom provided in a timely manner.	Feedback is sometimes provided in a timely manner.	<b>Feedback is usually provided in a timely manner.</b>	Feedback is consistently provided in a timely manner.	1 2 3 4  <b>No basis for judgment</b>

**Standard 9: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.**

	<b>1 - Minimal</b>	<b>2 - Progressing</b>	<b>3 - Proficient*</b>	<b>4 - Advanced</b>	
<b>9e. Drawing on expertise of colleagues</b>	The pre-service teacher seldom draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.	The pre-service teacher sometimes draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.	<b>The pre-service teacher usually draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.</b>	The pre-service teacher consistently draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.	1 2 3 4  <b>No basis for judgment</b>

**Standard 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.**

	<b>1 – Minimal</b>	<b>2 – Progressing</b>	<b>3 – Proficient*</b>	<b>4 – Advanced</b>	
<b>10d. Punctuality</b>	The pre-service teacher is seldom punctual.	The pre-service teacher is sometimes punctual.	<b>The pre-service teacher is usually punctual.</b>	The pre-service teacher is consistently punctual.	1 2 3 4  <b>No basis for judgment</b>
<b>10e. Professional appearance</b>	The pre-service teacher is seldom professional in attire and personal appearance.	The pre-service teacher is sometimes professional in attire and personal appearance.	<b>The pre-service teacher is usually professional in attire and personal appearance.</b>	The pre-service teacher is consistently professional in attire and personal appearance.	1 2 3 4  <b>No basis for judgment</b>

Comments (include additional page if necessary):

**\* Performance level 3-Proficient is the target for performance.**

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