

Criteria for Grading of Student Teaching
Early Childhood Education Program, University of Dayton
 Weekly Evaluation: Spring Semester

Teacher Candidate: _____ Clinical Educator: _____ Date: _____ Total Score: _____

This **Criteria for Grading of Student Teaching Rubric** was developed by a group of our cooperating teachers. The purpose of this weekly update is to track candidate progress and keep each candidate and the University of Dayton faculty aware of each teacher candidate’s progress.

We realize the first several weeks of reporting, students may, and should, receive some 2s. If a student receives a 1 in any area it will serve as a flag to the University Clinical Educator to check with the cooperating teacher and candidate to clarify expectations and discuss assistance. Each report should be completed on Isidore so candidate progress can be tracked and monitored by liaisons.

Before sending the update each week:

- Complete the identifying information at the top of this page.
- Fill in a score of N/A, 1, 2 or 3 for each of the seven sections.
 If a 1 or 2 is awarded, please underline or highlight the parts of the criteria that are **not** being met.
- Please revisit goals from prior week, provide evidence of improvement, or lack of, and set goals for next week.
- Fill in the total score in the top right area. If an area is not observable, please subtract those numbers from total.
- Record dates of candidate absences on the bottom of the form.
- Please meet with your candidate and discuss each area, as well as goals.

If you have questions, email Nancy Idzakovich at nidzakovich1@udayton.edu or, in case of emergency, call her cell at 937-572-8573.

Topic	1 Unsatisfactory The Candidate(s)	2 Proficient The Candidate(s)	3 Advanced The Candidate(s)
Environment/Lesson Plans: (Standard 1 & 5) Score _____	~does not display knowledge of how students learn and shows inaccuracy in understanding what students know and are able to do. ~rarely uses knowledge to meet all students’ needs and motivate them to learn. ~ have misconceptions in understanding that all students will achieve to their full potential including diverse students, varying language skills, gifted students, students with disabilities, and students at-risk.	~occasionally displays knowledge of how students learn and generally understands what students know and are able to do. ~sometimes uses knowledge to meet all students’ needs and motivate them to learn. ~occasionally show believe that all students will achieve to their full potential including diverse students, varying language skills, gifted students, students with disabilities, and students at-risk.	~displays knowledge of how students learn and understands what students know and are able to do. ~uses knowledge to meet all students’ needs and motivate them to learn. ~ believe that all students will achieve to their full potential including diverse students, varying language skills, gifted students, students with disabilities, and students at-risk.

<p>Lesson Plans: Written (Standard 4)</p> <p>Score: _____</p>	<p>~lesson plans are not well written. ~do not include standards of any type, are missing one or more of the objectives, goals and assessment procedures. ~ need clarification and are not turned in on time.</p>	<p>~lesson plans are well written including state standards and school standards (private schools). Objectives, goals and assessment procedures are well written but need more verbal explanation to be executed. Lesson plans are turned in to the cooperating teacher in a timely manner.</p>	<p>~lesson plans are well written including state standards and school standards (private schools). Objectives, goals and assessment procedures are well written and easily understood so they can be executed by anyone who reads them. Lesson plans are turned in to the cooperating teacher in a timely manner.</p>
<p>Lesson Plans: Execution (Standard 3 & 4)</p> <p>Score: _____</p>	<p>~does not meet the goals for the lesson. ~ does not execute the written lesson according to the planned activities or the needs of the students. Assessment, formative and summative, are not seen throughout the lesson. ~ does not evaluate the lesson. ~has poor time management. ~does not reflect on the lesson.</p>	<p>~meets some of the goals for the lesson. ~executes written lesson according to planned activities or adapts to needs of student. Assessment, formative and summative, are partially seen throughout the lesson. ~ executes the assessment plan, but needs to revise the plan for future teaching. ~executes the lesson but leaves time at the end of the allotted time or exceeds the allotted time planned. ~reflects on the lesson.</p>	<p>~meets the goals set for the lesson. ~executes the written lesson according to the planned activities or adapts the lesson as needed. Assessment, formative and summative, are seen throughout the lesson. ~completes the assessment according to plan. ~executes the lesson in the allotted planned time or adapts lesson as needed. ~reflects on the lesson making note of what can be improved for next time.</p>
<p>Lesson Plans: Content (Standard 2)</p> <p>Score: _____</p>	<p>~shows misconceptions in knowledge of the content in which they are teaching. ~rarely uses content-specific instructional strategies and is not able to integrate content to other areas of instruction or relevant life experiences.</p>	<p>~displays partial knowledge of the content in which they are teaching. ~uses some content-specific instructional strategies and is sometimes able to integrate content to other areas of instruction as well as relevant life experiences.</p>	<p>~displays a thorough knowledge of the content in which they are teaching. ~consistently uses content-specific instructional strategies and is able to integrate content to other areas of instruction as well as relevant life experiences.</p>
<p>Lesson Plans: Preparedness</p> <p>Score: _____</p>	<p>~Lesson plans are not prepared ahead of time. There is no discussion between the candidate and the cooperating teacher. ~There are no revisions made to lesson plans and no materials are ready when the lesson is ready to be taught.</p>	<p>~Lesson plans are prepared ahead of time but not discussed with the cooperating teacher. ~ Lesson plans are not revised when needed. Some materials are ready when the lesson is ready to be taught.</p>	<p>~Lesson plans are prepared ahead of time. ~Lesson plans are discussed with the cooperating teacher. ~Lesson plans are revised when needed. All materials are ready when the lesson is ready to be taught.</p>
<p>Classroom Control (Standard 5)</p> <p>Score: _____</p>	<p>~ does not have any standards of behavior. The cooperating teacher must interrupt to keep the class in control. ~does not execute new strategies for classroom management. ~does not treat the children fairly.</p>	<p>~standards of behavior are those already set by the cooperating teacher. ~executes plan already in place, but does not use effective management strategies. ~treats children fairly some of the time when managing the classroom.</p>	<p>~sets standards for classroom management in line with the cooperating teacher's plans. ~ executes effective management techniques ~ treats children fairly all of the time when managing the classroom.</p>
<p>Interpersonal Skills (Standard 6)</p> <p>Score: _____</p>	<p>~does not take initiative to communicate with others in the building. ~does not appear professional and offers no input when asked. ~does not have appropriate communication and is disrespectful with clinical educator and/or other members in the building.</p>	<p>~only communicates with others when approached. ~appears professional at meetings but shies away from offering input.</p>	<p>~voluntarily takes time to communicate with others in the building including parent volunteers, related services, and paraprofessionals. ~presents himself/herself as a professional attending meetings and offering input when needed. ~has appropriate communication and is consistently respectful with clinical educator and/or other members in the building.</p>

Professional Development (Standard 7) Score: _____	~does not attend PD when asked or engage in activities to increase their knowledge and skills.	~ attends PD when asked, but does not use what is learned in the classroom or implement/discuss other new knowledge.	~attends PD when asked. ~ uses what is learned at PD opportunities in the classroom. ~ initiates PD through personal research.
Professionalism (Standard 7) Score: _____	~is late to school. ~does not inform cooperating teacher of illness or situations in which he/she will be late to school. ~ dresses inappropriately	~arrives promptly some days and is late on others. ~ informs cooperating teacher of illness or situations in which he/she will be late to school, but not in a timely manner. ~ is not always appropriately dressed.	~promptly arrives at school and is always dressed appropriately. ~informs cooperating teacher of illness or situations in which he/she will be late to school in a timely manner.

If candidate was absent this week for any reason, please list the date(s) _____

Weekly Reflection: (This should be discussed weekly with student in a sit-down meeting.)

Teacher comments or concerns:

What strengths is the student displaying?

What weaknesses is the student displaying?

How well did the student meet goals set for last week? Provide specific evidence.

What goal is being set for next week?

Student comments or concerns: