



## STUDENT TEACHING ASSESSMENT INSTRUMENT

### Introduction

The Eugenio Maria de Hostos (EMH) College of Education constitutes a dynamic and diverse learning community. It facilitates the preparation of learners and educator leaders committed to reflexive and transformative socio-humanistic practices and with the highest values of justice, democracy and peace. It conceives educators as protagonists and creators of knowledge in its diverse manifestations and whose task is central in multiple scenarios. (Conceptual Framework of the Eugenio Maria de Hostos College of Education, 2008). Our institution seeks to prepare highly-qualified and effective teachers according to the principles, competencies and dispositions included in our Conceptual Framework. As part of the continuous self-evaluation of its programs and as an essential component of the teacher candidates assessment system, the College of Education has established the formative and summative evaluation of our teacher candidates in their practicum experience.

In order to conduct the evaluation of teachers-in-formation as they do their teaching practice, practicum supervisors, in close collaboration with cooperating teachers, teacher candidates and other faculty members, developed an instrument in 2003. That instrument was revised as part of a systematic and participatory process during 2008-2011.

In line with the vision of evaluation that holds the College of Education, the evaluation process of future teachers in their teaching practice must attend the following aspects:

- Emphasize the formative dimension of assessment in order to stimulate the analysis, reflective process, and the continuous development of the teacher candidate based on his strengths and weaknesses as an educator.
- Implement a participatory process in which each member of the student teaching triad --constituted by the practicum supervisor, the cooperating teacher and the teacher candidates-- works together, and in which teacher candidates are actively involved in a continuous self-evaluation process.
- Take diversity into account to provide reasonable accommodations based on the teacher candidate's needs.<sup>1</sup>

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<sup>1</sup> Every student who has been diagnosed and registered as having some form of disability can benefit from reasonable accommodations.

The Student Teaching Assessment Instrument is used for the formative and summative evaluation of all teacher candidates regarding the ten competencies that are pertinent to all levels and areas of specialization. Each competency is subdivided into three or four components that are evaluated using a rubric with achievement levels that range from 1 to 3. An additional achievement level of 4 is provided to indicate areas of exceptional or outstanding performance on the part of teacher candidates.

At the end of each semester, all college supervisors must submit the formative evaluation report of each teacher candidate to the Field Experiences and Student Teaching Office, where data is collected and sent to the Evaluation Office of the College of Education so that it can be included in the database for the preparation of the corresponding reports. The aggregated results are subject of discussion, reflection and analysis by the community of professors, cooperating teachers and teacher candidates in order to identify strengths and weaknesses, thus supporting the decision making process in order to improve the teacher preparation of our candidates.

The continuous feedback from cooperating principals, cooperating teachers, college supervisors and student teachers who use this instrument is valued and expected so that our institution can incorporate the necessary changes to ensure that the evaluation process is dynamic and effective.

Below are the ten competencies that serve as the foundation for the evaluation of our student teachers, followed by the five teacher dispositions specified in our Conceptual Framework, and their connection with the competencies.

### ***The Competencies***

#### **1. Knowledge and Mastery of Subject Matter**

The student teacher demonstrates a broad and deep knowledge of the subject matter(s) he/she teaches, establishes connections between his discipline and other subject matters, and organizes significant learning experiences for all students.

#### **2. Knowledge of the Student and the Learning Process**

The student teacher demonstrates knowledge of the diverse ways in which the students develop and learn and organizes learning experiences to address their diverse needs as well as their interests and talents.

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### **3. Planning of Instruction**

The student teacher plans standards-based lessons taking into account curriculum goals, and knowledge of students and the community.

### **4. Implementation and Research of Teaching**

The student teacher selects, uses and researches practices, strategies, methods and materials that are adequate and varied to promote learning among all students, the students' critical thinking, and their capability to solve problems.

### **5. Creation of Learning Environments**

The student teacher uses her/his knowledge of individual and group behavior to create learning environments in the classroom that promote positive social interaction and the active participation of all students in the learning process.

### **6. Communication**

The student teacher evidences proper and correct usage of verbal and nonverbal communication. She/he knows the value of language as a tool to stimulate oral and written expression, inquiry and collaborative interaction with diverse populations within and outside of the classroom.

### **7. Integration of Emerging Educational Technologies**

The student teacher integrates emerging educational technologies in her/his classroom practice to support and enrich teaching, learning and evaluation of all students as well as to promote communication, collaboration, research and creation.

### **8. Evaluation of learning**

The student teacher selects, develops, adapts, integrates, and uses techniques and instruments to collect valid information on each student's learning and interprets and uses the information collected to make decisions about learning and the continuous development of each student as well as in relation to other aspects of her/his educational practice, in order to improve it.

### **9. Relationship with the Community**

The student teacher knows the diverse social contexts that condition teaching and the school endeavor, and establishes relationships with colleagues, parents, families, and other members and institutions of the community, to support learning and the welfare of all her/his students.

## **10. Professional Development and Performance**

The student teacher reflects upon her/his professional responsibilities, evaluates the effect of her/his decisions and actions upon other members of the school community (students, parents, administrators, other education professionals) and the broader community, and actively seeks her/his own professional growth.

### ***Dispositions of the Student Teacher***

In conjunction with the competencies, the following dispositions must be taken into account when evaluating teacher candidates during their student teaching experience.<sup>2</sup>

These dispositions were incorporated in the revised Conceptual Framework of the College of Education in 2008. As stated in these dispositions, teacher candidates must respect, celebrate and promote diversity in the teaching learning process by being able to:

1. Develop learning environments that are sensitive to diversity and in which active learning, positive social interactions, collaboration, the integration of technology, teamwork and self-initiative are promoted to facilitate the intellectual, social, and personal development of all students. (Present in Principles and Competencies 2 and 5).
2. Plan the learning process based on the characteristics of students in their particular sociocultural contexts and change processes. (Present in Principle and Competence 3).
3. Use varied evaluation and assessment techniques to analyze and improve the performance of all. (Present in Principle and Competence 8).

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<sup>2</sup> The notion of “dispositions” refers to the beliefs, values, and the ethical commitment that influence one’s behavior, and that can be expressed in concrete actions. In the case of the College of Education, a particular disposition has been adopted that relates to the belief that all students can learn, and the commitment to teaching in such way so that all students actually learn.

4. Promote fair and respectful relations with the diverse members of the learning community to which she/he belongs, as well as with those of the external community. (Present in Principle and Competence 9).

5. Value and promote democratic life, social justice, the dignity of the human being, and a culture of peace. (Present in Principle and Competence 10).

### ***Formative Evaluation***

It is recommended that the student teaching triad (college supervisor, cooperating teacher and student teacher) conducts a minimum of three evaluation meetings. Formative evaluation requires that precise goals are established, and that constant feedback is provided to the student teacher. *The most important product of these evaluation meetings will be the dialog and reflection that will generate as part of the interactions between all members of the student teaching triad.*

It is important to mention that, in addition to the evaluation meetings, the supervisor will conduct the necessary visits to support, advice and guide the student teacher throughout the whole practicum experience.

It is recommended to follow the following process:

**a) Before the evaluation meeting,** the cooperating teacher and the college supervisor must examine the classroom observations, the student teacher's documents, such as lesson plans, materials he/she has prepared, activities he/she has produced and used in the period before the evaluation meeting.

Also they must examine all the information available that pertains the student teacher's performance.

In addition to the rubric itself, in the instrument for each of the competencies there is a second page in which the evaluator (cooperating teacher and practicum supervisor) will write the performance level for each component as well specific comments about the student teacher's performance and possible areas of improvement. The student teacher will also receive a copy of the instrument so that he/she can complete his/her self-evaluation before each evaluation meeting.

**b) During the evaluation meeting,** the cooperating teacher, the student teacher and the college supervisor will compare notes and will discuss the teacher candidates' progress regarding each of the ten competencies. The student teacher will establish short and long-term goals regarding

those competencies that require improvement so that he/she can achieve that goal before the next evaluation.

- c) **After the evaluation meeting**, the student teacher will work towards the attainment of his/her goals and will keep notes and evidence about his/her progress. The cooperating teacher and supervisor will offer mentorship to the student teacher and will serve as models in those areas in which the student needs improvement. The cooperating teacher and college supervisor should recognize and support the teacher candidate's progress on a continuous basis.

### ***Performance Levels***

The review of literature about the evaluation of teacher candidates served as a guide in the process of establishing the performance levels used to evaluate the student teachers' progress in each of the competencies. The performance levels are described as *exceeds expectations*, *meets the expectations*, *in progress* and *initiated*.

**(4) Exceeds Expectations** - The student teacher's performance provides clear, convincing and consistent evidence of his/her exceptional mastery of the competencies, excelling what is expected from teacher candidates during their practicum.

**(3) Meet the expectations** - The student teacher's performance demonstrates a high level of achievement regarding the mastery of the components of the competency, in an effective and consistent manner.

**(2) In progress** - The student teacher's performance demonstrates a moderate level of achievement, and it is not always consistent regarding the mastery of the competencies.

**(1) Initiated** - The student teacher demonstrates an initial, emerging mastery of the competencies, thus showing that there are many aspects that he/she needs to improve in order to achieve an adequate mastery of the competencies.

***Not observed***- If at the time of the evaluation there is no evidence that supports and shows that the student teacher has mastered a particular skill, that should be marked in the “Not observed” column. The document only includes this column for the first evaluation, since it is expected that from the second evaluation on all student teachers can demonstrate their progress regarding all the competencies.

### ***Grade Equivalence***

**First evaluation** – It is recommended that no grade or formal score is awarded on the first evaluation. The purpose of the first evaluation is to identify and diagnose areas of difficulty that need improvement in order to provide the student teachers the necessary support and mentorship. The page titled *Summary of Evaluations* provides the necessary space to write the corresponding letter according to the student teacher’s performance in each of the components of the competency.

**Second and Third Evaluation** – Add the scores of the components of each competency utilizing the following scale:

<b>4 points</b>	<b>(Meet the expectations)</b>
<b>3 points</b>	<b>(Meets Expectations)</b>
<b>2 points</b>	<b>(In Progress)</b>
<b>1 point</b>	<b>(Initiated)</b>

Write the total score obtained in each competency on the page titled **Summary of Evaluations**. Add up all the scores. A scale is provided at the end of the instrument. The scale was implemented taking into account the scales established by the Registrar’s Office of the University of Puerto Rico, Rio Piedras Campus.

The third evaluation will indicate the progress achieved by the student teacher upon completion of his/her student teaching experience. The score obtained in the third evaluation will become the student teacher’s final grade. The college supervisor will be responsible for the final grading of the student teachers. The college supervisor should file this document for at least one semester. The student teacher can request a copy of his/her evaluation at the end of the semester.

## Competency #1: Knowledge and Mastery of Subject Matter

The student teacher demonstrates a broad and in depth knowledge of the subject matter(s), establishes connections between other disciplines and organizes significant subject matter learning experiences for all students.

Performance Levels Key: 4 (Exceeds Expectations) 3 (Meets Expectations) 2 (In progress) 1 (Initiated)

Components	1	2	3	Performance Scale
A. Broad and in depth knowledge of subject matter. InTASC 4				④ Demonstrates exceptional knowledge of the content of subject matter(s). Searches and incorporates information beyond the curriculum to deepen and expand his/her knowledge and of students.
				③ Demonstrates adequate subject matter(s) knowledge of the content.
				② Demonstrates moderate subject matter(s) knowledge of content.
				① Demonstrates an initial understanding of the subject matter(s) knowledge.
				○ No evidence
B. Connections between subject matter and other disciplines. InTASC 4				④ Demonstrates exceptional mastery of subject matter knowledge by establishing connections between subject matter and other disciplines and promotes curricular integration.
				③ Establishes adequate subject matter connections with other disciplines.
				② Demonstrates a moderate ability to integrate subject matter with other disciplines.
				① Demonstrates an initial ability to establish subject matter connections with other disciplines.
				○ No evidence
C. Integration of standards with subject matter. InTASC 4				④ Demonstrates exceptional knowledge of all standards and integrates them in a continuous, systematic, and highly effective way with the contents of the subject matter.
				③ Adequately integrates the standards with the content of the subject matter.
				② Demonstrates moderate ability to integrate standards with subject matter.
				① Demonstrates an initial ability to integrate standards with the subject matter.
				○ No evidence
D. Organizes meaningful learning experiences for all students. InTASC 4				④ Serves as a model for peers by demonstrating an exceptional ability to organize multiple and varied meaningful learning experiences of the subject matter taking into account the diversity of students.
				③ Demonstrates adequate ability to organize meaningful learning experiences of the subject for all students.
				② Demonstrates moderate ability to organize meaningful learning experiences of the subject for all students.
				① Demonstrates initial ability to organize meaningful learning experiences of the subject for all students.
				○ No evidence
<b>Subtotal Score</b>				
<b>Comments:</b>				
<b>Evaluation 1</b>				
<b>Evaluation 2</b>				
<b>Evaluation 3</b>				



## Competency # 2: Knowledge of the Student and the Learning Process

The student teacher demonstrates knowledge of the various ways in which students learn and develop and organizes learning activities to meet their diverse needs, interests and talents of students.

Performance Levels Key: 4 (Exceeds Expectations) 3 (Meets Expectations) 2 (In progress) 1 (Initiated)

Components	1	2	3	Performance Scale
A. Knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and of the diverse ways they learn <b>InTASC 1</b>				④ Demonstrates <b>exceptional</b> knowledge of the diverse ways in which students develop cognitively, socially, emotional and physically, and the diverse ways they learn, and uses this knowledge to constantly improve his/her educational practices.
				③ Demonstrates <b>adequate</b> knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and the different ways they learn.
				② Demonstrates <b>moderate</b> knowledge of the diverse ways in which students develop cognitively, socially, emotionally and physically, and the different ways they learn.
				① Demonstrate initial understanding of the diverse ways in which students develop in cognitively, socially, emotional and physically, and the different ways they learn.
				○ No evidence
B. Knowledge of student profile and diversity: family, culture, and community, through the use of various information sources. <b>InTASC 2</b>				④ Demonstrates an <b>exceptional</b> knowledge of students' profile and their diversity: family, culture, and community, by using diverse sources of information, and coordinates actions with school and community resources to improve his/her pedagogical practices.
				③ Demonstrates <b>adequate</b> knowledge of students' profile and their diversity: family, culture, and community, by using diverse sources of information
				② Demonstrates <b>moderate</b> knowledge of students' profile and their diversity: family, culture, and community, by using diverse sources of information.
				① Demonstrates an <b>initial</b> , knowledge of students' profile and their diversity: family, culture, and community, by using diverse sources of information.
				○ No evidence
C. Knowledge and organization of strategies, resources and teaching-learning activities that address the diverse needs, interests and talents of students. <b>InTASC 1</b>				④ Demonstrates <b>exceptional</b> knowledge and organization of strategies, resources, and activities to meet the diverse needs, interests and talents of students, and coordinates activities at the school and community to enrich the students' learning.
				③ Demonstrates <b>appropriate</b> knowledge and organization of strategies, resources, and activities to meet the diverse needs, interests and talents of students.
				② Demonstrates <b>moderate</b> knowledge and organization of strategies, resources, and activities to meet the diverse needs, interests and talents of students.
				① Demonstrates <b>initial</b> knowledge and organization of strategies, resources, and activities to meet the diverse needs, interests and talents of students.
				○ No evidence
<b>Subtotal Score</b>				
<b>Comments:</b>				
<b>Evaluation 1</b>				
<b>Evaluation 2</b>				
<b>Evaluation 3</b>				

### Competency # 3: Planning for Instruction

The student teacher plans standards-based lessons taking into account curriculum goals, and knowledge of students and the community.

Performance Levels Key: 4 (Exceeds Expectations) 3 (Meets Expectations) 2 (In progress) 1 (Initiated)

Components	1	2	3	Performance Scale
A. Alignment of objectives and instructional activities with the standards of subject matter and curriculum goals. <b>InTASC 7</b>				④ Demonstrates <b>exceptional</b> ability to align activities and objectives with the standards and school curriculum and makes modifications according to the needs of all students.
				③ Demonstrates <b>adequate</b> ability to align activities and objectives with the standards and school curriculum.
				② Demonstrates <b>moderate</b> ability to align activities and objectives with the standards and school curriculum.
				① Demonstrates <b>initial</b> ability to align activities and objectives with the standards and school curriculum.
				○ No evidence
B. Selection and sequencing of appropriate teaching activities that are pertinent for the students and community, and the attainment of the objectives. <b>InTASC 7</b>				④ Demonstrates an <b>exceptional</b> ability to investigate, design, and create a variety of differentiated learning activities, and organizes them in the appropriate sequence in order to attain the objectives, making sure that the diverse needs of students are met.
				③ Demonstrates an <b>adequate</b> ability to investigate, design, and create a variety of learning activities, and organizes them in the appropriate sequence in order to attain the objectives.
				② Demonstrates a <b>moderate</b> ability to investigate, design, and create a variety of differentiated learning activities, and organizes them in the appropriate sequence in order to attain the objectives.
				① Demonstrates an <b>initial</b> ability to investigate, design, and create a variety of differentiated learning activities, and organizes them in the appropriate sequence in order to attain the objectives.
				○ No evidence
C. Short and long term planning according to curriculum goals and knowledge of students and their community. <b>InTASC 7</b>				④ Demonstrates an <b>exceptional</b> ability for short and long term lesson planning based on knowledge of the students and their diverse learning needs.
				③ Demonstrates <b>adequate</b> ability for short and long term lesson planning.
				② Demonstrates <b>moderate</b> ability for short and long term lesson planning.
				① Demonstrates an <b>initial</b> ability for short and long term lesson planning.
				○ No evidence
D. Planning the use and distribution of time to achieve the learning objectives. <b>InTASC 7</b>				④ Demonstrates an <b>exceptional</b> ability to plan the use and distribution of time in order to address the diverse needs of students, and systematically evaluates his/her time-management skills.
				③ Demonstrates an <b>adequate</b> ability to effectively plan the use and distribution of time.
				② Demonstrates a <b>moderate</b> ability to plan the use and distribution of time.
				① Demonstrates an <b>initial</b> ability to plan the use and distribution of time.
				○ No evidence
<b>Subtotal Score</b>				
<b>Comments:</b>				
<b>Evaluation 1</b>				
<b>Evaluation 2</b>				
<b>Evaluation 3</b>				

## Competency # 4: Implementation of Teaching and Research

The teacher student selects, uses and researches practices, strategies, methods and a variety of adequate materials to promote learning ,critical thinking, and the ability to solve problems for all students.

**Performance Levels Key:** 4 (Exceeds Expectations) 3 (Meets Expectations) 2 (In progress) 1 ( Initiated )

Components	1	2	3	Performance Scale
A. Selection and use of a variety of appropriate teaching practices, strategies ,and methods to promote learning among all students according to their different needs, talents, interests, and developmental levels. <b>InTASC 8</b>				④ Demonstrates an exceptional ability to research, create, design, and use a variety of appropriate teaching practices, strategies, methods, and materials in order to promote learning according to the needs , talents, interests, and developmental levels of all students.
				③ Demonstrates an adequate ability in the selection and use of practices, strategies, methods, materials, and resources in order to promote learning among all students according to their different needs and interests and developmental levels.
				② Demonstrates moderate ability in the selection and use of practices, strategies, methods, materials, and resources in order to promote learning among all students according to their different needs and interests and developmental levels.
				① Demonstrates initial ability in the selection and use of practices, strategies, methods, materials, and resources in order to promote learning among all students according to their different needs and interests and developmental levels.
				○ No evidence
B. Selection and use of teaching practices, strategies, methods, and materials in order to promote of critical thinking and problem-solving skills in all students <b>InTASC 5</b>				④ Demonstrates an exceptionally ability to select and use a multiplicity of activities, including research by all students, promoting the development of critical thinking and ability to solve problems.
				③ Demonstrates an adequate ability to select and use appropriate teaching practices, strategies, methods, and materials in order to develop critical thinking and problem-solving skills in all students.
				② Demonstrates moderate ability to select and use appropriate teaching practices, strategies, methods, and materials in order to develop critical thinking and problem-solving skills in all students.
				① Demonstrates initial ability to select and use appropriate teaching practices, strategies, methods, and materials in order to develop critical thinking and problem-solving skills in all students.
				○ No evidence
C. Use and time distribution in order to achieve an effective implementation of teaching and educational objectives. <b>InTASC 5</b>				④ Demonstrates an exceptional ability in the use and distribution of time when teaching and systematically assesses the effectiveness to promote learning among all students.
				③ Demonstrates an adequate ability in the use and distribution of time when teaching.
				② Demonstrates moderate ability to use and distribution time when teaching.
				① Demonstrates initial ability to use and distribution time when teaching.
				○ No evidence
D. Research regarding the teaching and learning process in order to promote learning in all students. <b>InTASC 5</b>				④ Conducts research exceptionally well and demonstrates and disseminates the impact that educational strategies have on students' learning process.
				③ Demonstrates an adequate ability for conducting research within the teaching and learning process.
				② Demonstrates moderate ability for conducting research within the teaching and learning process.
				① Demonstrates initial ability for conducting research within the teaching and learning process.
				○ No evidence
<b>Subtotal Score</b>				
<b>Comments:</b>				
<b>Evaluation 1</b>				
<b>Evaluation 2</b>				
<b>Evaluation 3</b>				

## Competency #5: Creation of Learning Environment

The student teacher uses knowledge of individual and group behavior in order to create environments within the classroom that promote positive social interactions and the active participation of all students in the learning process.

**Performance Levels Key:** 4 (Exceeds Expectations) 3 (Meets Expectations) 2 (In progress) 1 (Initiated)

Components	1	2	3	Performance Scale
<p>A. Knowledge of individual and group behavior in order to create an emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promotes positive interactions among all students. <b>InTASC 3</b></p>				④ Promotes and develops an exceptionally healthy emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promotes positive interactions among all students. Demonstrates the value of dialogue and ethics in order to resolve conflicts. Guides student in evaluating and improving his/her behavior and interactions among peers.
				③ Demonstrates an adequate ability to create an emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promote positive interactions among all students.
				② Demonstrates moderate ability to create an emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promote positive interactions among all students.
				① Demonstrates an initial ability to create an emotional environment of respect for the student, his/her culture, and individuality, based on healthy living standards which promotes positive interactions among all students.
				<input type="radio"/> No evidence
<p>B. Encouragement of active participation within the learning process among all students. <b>InTASC 3</b></p>				④ Demonstrates exceptional ability to reflect upon his/her educational practices regarding students' behavior, interests, active participation, and positive social interactions.
				③ Demonstrates an adequate ability to use strategies in order to encourage the participation and interest of all students.
				② Demonstrates moderate ability to use strategies in order to encourage the participation and interest of all students.
				① Demonstrates initial ability to use strategies in order to encourage the participation and interest of all students.
				<input type="radio"/> No evidence
<p>C. Organization of a healthy, safe, appropriate, and stimulating learning environment.</p>				④ Achieves an exceptional organization of the classroom environment encouraging learning among all students and collaborates on improving the general school facilities.
				③ Demonstrates adequate ability to organize a healthy, safe, appropriate, and stimulating learning environment.
				② Demonstrates moderate ability to organize a healthy, safe, appropriate, and stimulating learning environment.
				① Demonstrates an initial ability to organize a healthy, safe, appropriate, and stimulating learning environment.
				<input type="radio"/> No evidence
Subtotal Score				
<b>Comments:</b>				
Evaluation 1				
Evaluation 2				
Evaluation 3				

## Competency #6: Communication

The student teacher demonstrates accuracy and correction in the use of verbal and nonverbal communication. The student-teacher is aware of the value of language as a tool to encourage oral and written expression, inquiry, and collaborative interactions with diverse populations within and outside the classroom.

**Performance Levels Key:** 4 (Exceeds Expectations) 3 (Meets Expectations) 2 (In progress) 1 (Initiated)

Components	1	2	3	Performance Scale
A. Correction, appropriateness, and coherence in oral expression				④ Demonstrates an exceptional level of appropriateness, accuracy and, coherence in oral expression and conveys ideas clearly. Uses an ample selection of vocabulary words.
				③ Demonstrates adequate ability in oral expression; which is characterized by his/her correction, accuracy, and coherence.
				② Demonstrates moderate ability in oral expression with correction, accuracy, and coherence.
				① Demonstrates an initial ability in oral expression with correction, accuracy, and coherence.
				○ No evidence
B. Correction, accuracy and coherence in writing				④ Demonstrates exceptional ability to write in an organized manner, with appropriate style, accuracy and correct use of grammar.
				③ Demonstrates adequate ability in his/her writing; which is characterized by correction, accuracy, and coherence.
				② Demonstrates moderate ability in writing with correction, accuracy, and coherence.
				① Demonstrates initial ability in writing with correction, accuracy, and coherence.
				○ No evidence
C. Projection and effective articulation in verbal and non-verbal expression				④ Demonstrates exceptional command through effective use of projection techniques and articulation of voice, feedback, stimulus variation (gestures) and other techniques that facilitate effective communication and articulation in verbal and non-verbal expression.
				③ Demonstrates adequate ability in effective projection and articulation techniques in verbal and non-verbal expression.
				② Demonstrates moderate ability in effective projection and articulation techniques in verbal and non-verbal expression.
				① Demonstrates initial ability in effective projection and articulation techniques in verbal and non-verbal expression.
				○ No evidence
<b>Subtotal Score</b>				
<b>Comments:</b>				
<b>Evaluation 1</b>				
<b>Evaluation 2</b>				
<b>Evaluation 3</b>				

### Competency #7: Integration of Educational Technologies

The student teacher integrates educational technologies in his/her practices in the classroom in order to support and enrich teaching, learning, and evaluation of all students and also in order to encourage communication, collaboration, research, and creation.

**Performance Levels Key:** 4 (Exceeds Expectations) 3 (Meets Expectations) 2 (In progress) 1 (Initiated)

Components	1	2	3	Performance Scale
A. Integration of technology to strengthen and promote active and meaningful student learning and the teaching process.				④ Integrates technology in an exceptional manner in order to strengthen and promote active and meaningful student learning as well as the teaching process, as a tool for problem solving, collaborative learning, and the presentation and creation of knowledge. Develops innovative teaching practices using technology.
				③ Demonstrates an adequate ability in the integration of technology in order to strengthen and promote active and meaningful student learning and the teaching process.
				② Demonstrates a moderate ability in the integration of technology in order to strengthen and promote active and meaningful student learning and the teaching process.
				① Demonstrates an initial ability in the integration of technology in order to strengthen and promote active and meaningful student learning and the teaching process.
				○ No evidence
B. Uso de la tecnología para apoyar y fortalecer la evaluación del aprendizaje.				④ Uses technology in an exceptional manner in the process of student learning assessment and evaluation. Collects, analyzes, and evaluates data electronically for the interpretation of information and decision-making.
				③ Demonstrates adequate ability in the use of technology in order to support and strengthen the assessment of student learning.
				② Demonstrates moderate ability in the use of technology in order to support and strengthen the assessment of student learning.
				① Demonstrates initial ability in the use of technology in order to support and strengthen the assessment of student learning.
				○ No evidence
C. Use of technology to facilitate and enhance communication, collaboration, research, and creation.				④ Fosters, models, and integrates, in an exceptional manner, an adequate, ethical, and humanistic use of technology in order to: search and access remote information, participate in activities and discussions in the web, and to communicate with peers, experts, and others in order to support his/her own learning, his/her students' learning, creation, and research.
				③ Demonstrates adequate ability in the use of technology in order to facilitate and enhance communication, collaboration, research, and creation.
				② Demonstrates moderate ability in the use of technology in order to facilitate and enhance communication, collaboration, research, and creation.
				① Demonstrates initial ability in the use of technology in order to facilitate and enhance communication, collaboration, research, and creation.
				○ No evidence
<b>Subtotal Score</b>				
<b>Comments:</b>				
<b>Evaluation 1</b>				
<b>Evaluation 2</b>				
<b>Evaluation 3</b>				

### Competency # 8: Assessment of learning

The teacher student selects, develops, adapts, integrates and uses techniques and instruments for collecting valid information of each student's learning and analyzes, interprets, communicates and uses the information collected ethically to evaluate and make fair decisions about learning and the continuum development of each student, and to evaluate learning and to furthermore reflect on their teaching practice in order to improve it.

Performance Levels Key: 4 (Exceeds Expectations) 3 (Meets Expectations) 2 (In progress) 1 (Initiated)

Components	1	2	3	Performance Scale
<p>A. Selection, development, adaptation, integration and use of different means and techniques to gather information to assess learning that are appropriate and fair to all students. <b>InTASC 6</b></p>				④ Utilizes in an exceptional manner a variety of assessment instruments or techniques which are appropriate and fair) to document and evaluate the learning of all students. Participates in school level initiatives to improve the documentation and evaluation of students' learning.
				③ Demonstrates adequate capacity for the selection, development, adaptation, integration and use of different assessment techniques which are appropriate and fair to document and evaluate the learning of all students.
				② Demonstrates a moderate capacity in the selection, development, adaptation, integration and use of assessment techniques (which are appropriate and fair) to document and evaluate the learning of all students.
				① Demonstrates an initial ability in the selection, development, adaptation, integration and use of assessment techniques (which are appropriate and fair) to document and evaluate the learning of all students.
				○ No evidence
<p>B. Analysis of the information collected to make decisions regarding continuous learning and development of each student and about his/her educational practices. <b>InTASC 6</b></p>				④ Analyzes information systematically in an exceptional manner to make decisions about learning and continuous development of each student and educational practice. Uses the results to develop individualized instruction.
				③ Analyzes the collected information adequately to make decisions about learning and continuous development of each student and his/her educational practice.
				② Demonstrates a moderate ability in analyzing the collected information to make decisions about learning and the continuous development of each student and his/her educational practice.
				① Demonstrates initial ability in analyzing the collected information to make decisions about the learning and continuous development of each student and his/her educational practice.
				○ No evidence
<p>C. Development and implementation of appropriate, fair and ethical procedures to evaluate students. <b>InTASC 6</b></p>				④ Develops and applies in an exceptional manner, appropriate, fair and ethical procedures to evaluate students. Demonstrates an in depth reflection on the ethical implications of the evaluation.
				③ Demonstrates adequate capacity in the development and implementation of appropriate, fair and ethical procedures to evaluate the students.
				② Demonstrates moderate capacity in the development and implementation of appropriate, fair and ethical procedures to evaluate students.
				① Demonstrate initial ability in the development and implementation of appropriate, fair and ethical procedures to evaluate student.
				○ No evidence

D. Organizes and clearly communicates assessment results to students and families. <b>InTASC 6</b>			<input checked="" type="radio"/> ④ Organizes and communicates in an exceptional manner the results of the assessment and assumes the coordination of the implementation of the agreements reached with families and relevant professionals to meet the educational needs of the students.
			<input type="radio"/> ③ Demonstrates adequate capacity to organize the results of the evaluation and communicate the results appropriately to students and families to promote learning.
			<input type="radio"/> ② Demonstrates moderate ability to organize the results of the evaluation and communicate the results to students and families.
			<input type="radio"/> ① Demonstrates initial ability in organizing the results of the evaluation and communicate the results to students and families. Demonstrates initial ability in organizing the results of the evaluation and communicate the results to students and families.
			<input type="radio"/> ① No evidence
<b>Subtotal Score</b>			
<b>Comments:</b>			
<b>Evaluation 1</b>			
<b>Evaluation 2</b>			
<b>Evaluation 3</b>			



### Competency #9: Community Relationship

The student teacher knows the various social contexts that condition teaching and school management and establishes collaborative relationships with his/her colleagues, parents, families and other members and institutions of the community, to support the learning and welfare of all his/her students.

**Performance Levels Key:** 4 (Exceeds Expectations) 3 (Meets Expectations) 2 (In progress) 1 (Initiated)

Components	Performance Scale		
	1	2	3
<p>A. Knowledge of the various social contexts that condition education and the consideration of these in educational practice to support his/her learning and the welfare of all students. <b>InTASC 10</b></p>			④ Knows in an exceptional manner diverse social contexts that condition education and develops exceptional activities and strategies that take into account these conditions to continuously improve his/her teaching practices to support the learning and welfare of all students. Establishes projects that integrates the community in the process of teaching and learning.
			③ Demonstrates adequate knowledge of the various social contexts that condition education and takes them into consideration in his/her educational practice to support the learning and the welfare of all students
			② Demonstrates moderate knowledge of the various social contexts that condition teaching and takes them into consideration in his/her educational practice to support the learning and the welfare of all students
			① Demonstrates initial ability of knowledge of various social contexts that influence education and is starting to take them into consideration in his/her teaching practice to support learning and welfare of all students
			○ No evidence
<p>B. Collaborative interaction with colleagues, families, the school community and other institutions to support the learning and the welfare of all students. <b>InTASC 10</b></p>			④ Establishes in an exceptional manner positive interactions with colleagues from various specialties including special education, the families of the students, community agencies and other institutions to support learning and to meet the educational needs of students and school. Recognizes and respects cultural diversity and individual educational aspirations of families to make curricular decisions.
			③ Demonstrates adequate ability to interact collaboratively with colleagues, the families of the students, the school community, and other institutions to effectively support the learning and well-being of all students.
			② Demonstrates moderate ability to interact collaboratively with colleagues, the families of students, the school community and others to support the learning and welfare of all students.
			① Demonstrates initial ability to interact collaboratively with colleagues, the families of students, the school community and others to support the learning and welfare of all students.
			○ No evidence
<p>C. Participation in whole school activities. <b>InTASC 10</b></p>			④ Gets involved in an exceptional an manner in school activities and coordinates activities for the whole school that contributes to the creation of an effective learning environment.
			③ Demonstrates adequate ability to participate in whole school activities.
			② Demonstrates moderate ability to participate in whole school activities.
			① Demonstrate initial ability to participate in whole school activities.
			○ No evidence
<b>Subtotal Score</b>			
<b>Comments:</b>			
<b>Evaluation 1</b>			
<b>Evaluation 2</b>			
<b>Evaluation 3</b>			

## Competency # 10: Professional Development and Performance

The student teacher reflects on professional responsibilities and educational practice, evaluates the impact of his/her decisions and actions on the other members of the school community (students, parents, administrators, other educational professionals) and the community at large on the basis of ethical principles of his/her profession and specialty, and actively seeks his/her professional growth.

**Performance Levels Key:** 4 (Exceeds Expectations) 3 (Meets Expectations) 2 (In progress) 1 (Initiated)

Components	1	2	3	Performance Scale
<p>A. Reflections on professional responsibilities, its practice and the effect of his/her decisions and actions on students, families, colleagues and the community at large based on the ethical principles of his/her profession and specialty. <b>InTASC 9</b></p>				④ Uses in an exceptional manner the observation, research and dialogue to reflect on professional responsibilities, the effect of his/her decisions and actions on students, families, colleagues and the community at large, based on the ethical principles of his/her profession and specialty and the factors that impact education.
				③ Demonstrates adequate ability to reflect on professional responsibilities, educational practices and the effect of decisions and actions on students, families, colleagues and the community at large based on the ethical principles of his/her profession and specialty.
				② Demonstrates moderate capacity to reflect on professional responsibilities, educational practices and the effect of decisions and actions on students, families, colleagues and the community at large based on the ethical principles of his/her profession and specialty.
				① Demonstrates initial ability to reflect on professional responsibilities, educational practices and the effect of decisions and actions on students, families, colleagues and the community at large based on the ethical principles of his/her profession and specialty.
				○ No evidence
<p>B. Professional responsibility with academic requirements of the practicum experience. <b>InTASC 9</b></p>				④ Demonstrates an exceptional sense of responsibility and performs a diversity of academic tasks and additional professional tasks required. Spends additional time not required by the schedule and practicum experience. Frequently takes his/her own initiatives to perform additional tasks not required to solve academic and professional problems according to the requirements of the practicum experience.
				③ Demonstrates adequate capacity in his/her professional responsibility to complete the academic requirements of the practicum experience. Complies adequately to meet the schedule and seminars of the practicum experience.
				② Demonstrates moderate ability in his/her professional responsibility to complete the academic requirements of practicum experience. Complies moderately to meet the schedule and seminars of the practicum experience.
				① Demonstrates initial ability in his/her professional responsibility to complete the academic requirements of the practicum experience. Complies initial form with the schedule and seminars of the practicum experience.
				○ No evidence
<p>C. Actively seeks his/her own professional development <b>InTASC 9</b></p>				④ Seeks in an exceptionally active and systematic way to further his/her own professional development. Promotes leadership initiatives in fostering professional development with his/her colleagues.
				③ Demonstrates adequate capacity to actively seek for his/her own professional development.
				② Demonstrates moderate capacity to actively seek for his/her own professional development.
				① Demonstrates initial ability to actively seek for his/her own professional development.
				○ No evidence
<b>Subtotal Score</b>				
<b>Comments:</b>				
<b>Evaluation 1</b>				
<b>Evaluation 2</b>				
<b>Evaluation 3</b>				

## SUMMARY OF EVALUATIONS

Student Teacher:	Semester:
Concentration:	Cooperative Teacher:
Practicum Center:	Practicum Supervisor:

**Instructions:**

1. The ABCD letters in the first column represents the subcategories of each competency, which are label from 1 to 10 in the first row.
2. Write a check mark in the number that corresponds to the score of the student's performance level:

④ Exceeds Expectations
③ Meets Expectations
② In Progress
① Initiated
① No Evidence

3. Rating Curve :

136 - 102    A  
 101 - 91    B  
 90 - 79    C  
 78 - 68    D  
 67 - 0    F

4. Remember to transfer this information to the electronic practicum template.

**EVALUATION 1**

DATE: \_\_\_\_\_

	1	2	3	4	5	6	7	8	9	10
A	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①
B	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①
C	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①
D	④③②①①		④③②①①	④③②①①				④③②①①		

Final score and grade: \_\_\_\_\_

Signature Student Teacher: \_\_\_\_\_

Signature Cooperative Teacher: \_\_\_\_\_

Signature Practicum Supervisor: \_\_\_\_\_

**EVALUATION 2**

DATE: \_\_\_\_\_

	1	2	3	4	5	6	7	8	9	10
A	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①
B	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①
C	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①	④③②①①
D	④③②①①		④③②①①	④③②①①				④③②①①		

Final score and grade: \_\_\_\_\_

Signature Student Teacher: \_\_\_\_\_

Signature Cooperative Teacher: \_\_\_\_\_

Signature Practicum Supervisor: \_\_\_\_\_

### EVALUATION 3

DATE: \_\_\_\_\_

	1	2	3	4	5	6	7	8	9	10
A	43210	43210	43210	43210	43210	43210	43210	43210	43210	43210
B	43210	43210	43210	43210	43210	43210	43210	43210	43210	43210
C	43210	43210	43210	43210	43210	43210	43210	43210	43210	43210
D	43210		43210	43210				43210		

Final score and grade: \_\_\_\_\_

Signature Student Teacher: \_\_\_\_\_

Signature Cooperative Teacher: \_\_\_\_\_

Signature Practicum Supervisor: \_\_\_\_\_

### Final Comments:

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