

<input type="checkbox"/> 2 Week	<input type="checkbox"/> 8 Week
<input type="checkbox"/> 4 Week	<input type="checkbox"/> 10 Week
<input type="checkbox"/> 6 Week	<input type="checkbox"/> Final

University Supervisor Evaluation of Student Teacher

Graceland University – School of Education
Master INTASC Rubric: Synthesis Evaluation



Candidate	School / Class	Elementary <input type="checkbox"/> Secondary <input type="checkbox"/>	Date
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Signature of University Supervisor

(If an item is marked Not Met/Unacceptable, the teacher candidate needs to improve until all ratings are at the Met/Acceptable or Met with Strength/Exemplary levels.)

INTASC 1 – Knowledge of Subject Matter Teacher candidate demonstrates knowledge of the subject matter they plan to teach and communicates and incorporates important principles or concepts to make subject matter meaningful to students.			Iowa Teaching Standard 2 Demonstrates competence in content knowledge appropriate to the teaching position.		
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for accurate and meaningful subject matter	
Teacher candidate needs to integrate accurate knowledge of subject matter and concepts when teaching.	Teacher candidate integrates accurate knowledge of subject matter and concepts when teaching.	Teacher candidate integrates accurate knowledge of subject matter and concepts when teaching. <u>Level of organization and presentation are comprehensive and clearly above normal expectations.</u>	Standard not observed	<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Lessons observed
				<input type="checkbox"/> Revised lesson plans	<input type="checkbox"/> Artifacts of student learning
				<input type="checkbox"/> Journals	
Comments <i>(optional)</i>				<input type="checkbox"/> Teacher materials (handouts, tests, etc.)	<input type="checkbox"/> Conference with candidate
				Other Sources	

INTASC 2 – Human Development and Learning Teacher candidate demonstrates the ability to communicate and incorporate a variety of learning experiences that support students' intellectual, social, and personal development.			Iowa Teaching Standard 1 Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.		
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for information that is developmentally appropriate	
Teacher candidate needs to design developmentally appropriate learning experiences.	Teacher candidate designs developmentally appropriate learning experiences.	Teacher candidate designs developmentally appropriate learning experiences. <u>Student growth and development is documented with artifacts of learning or assessment tools.</u>	Standard not observed	<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Lessons observed
				<input type="checkbox"/> Revised lesson plans	<input type="checkbox"/> Artifacts of student learning
				<input type="checkbox"/> Journals	
Comments <i>(optional)</i>				<input type="checkbox"/> Teacher materials (handouts, tests, etc.)	<input type="checkbox"/> Conference with candidate
				Other Sources	

INTASC 3- Diversity in Learning Teacher candidate anticipates instruction needed, allowing for individual differences. They communicate clearly and create learning experiences that accommodate diverse learners.				Iowa Teaching Standard 4 Uses strategies to deliver instruction that meets the multiple learning needs of students.	
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for accurate information that is appropriate for the needs of diverse learners.	
Teacher candidate needs to improve in meeting needs of diverse learners.	Teacher candidate meets needs of diverse learners.	Teacher candidate meets needs of diverse learners. <u>Modifications are documented.</u>	Standard not observed	<input type="checkbox"/> Lesson plans <input type="checkbox"/> Journals <input type="checkbox"/> Revised lesson plans <input type="checkbox"/> Teacher materials (handouts, tests, etc.)	<input type="checkbox"/> Lessons observed <input type="checkbox"/> Artifacts of student learning <input type="checkbox"/> Conference with candidate
Comments <i>(optional)</i>				Other Sources	
INTASC 4- Variety of Instructional Strategies Teacher candidate integrates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				Iowa Teaching Standard 4 Uses strategies to deliver instruction that meets the multiple learning needs of students.	
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for a variety of strategies to encourage students' development of critical thinking, problem solving, and performance	
Teacher candidate needs to improve use of a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Teacher candidate uses a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Teacher candidate uses a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills. <u>Student growth and development is documented with artifacts from lessons.</u>	Standard not observed	<input type="checkbox"/> Lesson plans <input type="checkbox"/> Journals <input type="checkbox"/> Revised lesson plans <input type="checkbox"/> Teacher materials (handouts, tests, etc)	<input type="checkbox"/> Lessons observed <input type="checkbox"/> Artifacts of student learning <input type="checkbox"/> Conference with candidate
Comments <i>(optional)</i>				Other Sources	
INTASC 5- Motivation and Management Teacher candidate designs and facilitates lessons with effective individual and group motivation strategies. The learning environment reinforces positive social interaction, active engagement in learning, and self-motivation.				Iowa Teaching Standard 6 Demonstrates competence in classroom management.	
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for individual and group motivation strategies that encourage positive social interaction, active learning, & self-motivation	
Teacher candidate needs to improve use of strategies for individual and group motivation that encourage positive social interaction, active learning, & self-motivation.	Teacher candidate demonstrates strategies for individual and group motivation that encourage positive social interaction, active learning, & self-motivation.	Teacher candidate demonstrates strategies for individual and group motivation that encourage positive social interaction, active learning, & self-motivation. <u>There is documented evidence of maintaining ongoing desired behaviors in the learning environment.</u>	Standard not observed	<input type="checkbox"/> Lesson plans <input type="checkbox"/> Journals <input type="checkbox"/> Revised lesson plans <input type="checkbox"/> Teacher materials (handouts, tests, etc)	<input type="checkbox"/> Lessons observed <input type="checkbox"/> Artifacts of student learning <input type="checkbox"/> Conference with candidate
Comments <i>(optional)</i>				Other Sources	

INTASC 6 – Communication Skills Teacher candidate communicates effectively verbally, nonverbally and with media resources (i.e., technology). Communication with students fosters active inquiry, collaboration, and supportive interaction in the classroom.			Iowa Teaching Standard 10 Communicates with students, families, colleagues, and communities effectively and accurately.	
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for effective communication to foster active inquiry, collaboration, and supportive interaction in the classroom.
Teacher candidate needs to improve communication to foster active inquiry, collaboration, and supportive interaction in the classroom.	Teacher candidate uses effective communication to foster active inquiry, collaboration, and supportive interaction in the classroom.	Teacher candidate uses effective communication to foster active inquiry, collaboration, and supportive interaction in the classroom. <u>The candidate documents that feedback from students or other observers supplies evidence that this item is above the met/acceptable range.</u>	Standard not observed	<input type="checkbox"/> Lesson plans <input type="checkbox"/> Journals <input type="checkbox"/> Revised lesson plans <input type="checkbox"/> Teacher materials (handouts, tests, etc)
Comments (optional)				<input type="checkbox"/> Lessons observed <input type="checkbox"/> Artifacts of student learning <input type="checkbox"/> Conference with candidate Other Sources
INTASC 7 – Instructional Planning Skills Teacher candidate designs instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Planning techniques include a fully developed lesson plan that follows an approved format congruent with the lesson objectives.			Iowa Teaching Standard 3 Demonstrates competence in planning and preparing for instruction.	
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for incorporation of appropriate planning techniques, based on knowledge of subject matter.
Teacher candidate needs to incorporate appropriate planning techniques, based on knowledge of subject matter.	Teacher candidate incorporates appropriate planning techniques, based on knowledge of subject matter.	Teacher candidate incorporates appropriate planning techniques, based on knowledge of subject matter. <u>Candidate articulates justification for improving lessons.</u>	Standard not observed	<input type="checkbox"/> Lesson plans <input type="checkbox"/> Journals <input type="checkbox"/> Revised lesson plans <input type="checkbox"/> Teacher materials (handouts, tests, etc)
Comments (optional)				<input type="checkbox"/> Lessons observed <input type="checkbox"/> Artifacts of student learning <input type="checkbox"/> Conference with candidate Other Sources
INTASC 8 - Assessment Teacher candidate incorporates formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. When designing instruction, assessment results are integrated in the decision-making process.			Iowa Teaching Standard 5 Uses a variety of methods to monitor student learning.	
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examined for assessments that address the continuous intellectual, social, and/or physical development of the learner
Teacher candidate needs to use formal and informal assessments that address the continuous intellectual, social, and/or physical development of the learner.	Teacher candidate uses formal and informal assessments that address the continuous intellectual, social, and/or physical development of the learner.	Teacher candidate uses formal and informal assessments that address the continuous intellectual, social, and/or physical development of the learner. <u>Assessment results are compiled, compared and used for continuing lessons.</u>	Standard not observed	<input type="checkbox"/> Lesson plans <input type="checkbox"/> Journals <input type="checkbox"/> Revised lesson plans <input type="checkbox"/> Teacher materials (handouts, tests, etc)
Comments (optional)				<input type="checkbox"/> Lessons observed <input type="checkbox"/> Artifacts of student learning <input type="checkbox"/> Conference with candidate Other Sources

INTASC 9 – Reflection and Responsibility Teacher candidate models being a reflective practitioner who evaluates the effects of their choices and actions on others (students, parents, and other professionals in the learning community). They actively seek opportunities for growing professionally (e.g., observations, attend conferences, workshops, in-service and other opportunities available).				Iowa Teaching Standard 7 Engages in professional growth.	
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observation of how teacher candidate's reflective practice effects the choices and actions on others	
Teacher candidate needs to model being a reflective practitioner who evaluates the effects of their choices and actions on others.	Teacher candidate models being a reflective practitioner who evaluates the effects of their choices and actions on others.	Teacher candidate models being a reflective practitioner who evaluates the effects of their choices and actions on others. <u>Reflections are analytical, clear, concise, convincing, and rational.</u>	Standard not observed	<input type="checkbox"/> Observation of students <input type="checkbox"/> Journals	<input type="checkbox"/> Artifacts that demonstrate student effectiveness
Comments (optional)				<input type="checkbox"/> Observation of parents	<input type="checkbox"/> Artifacts that demonstrate parent effectiveness
				<input type="checkbox"/> Observation of other professionals in the school community	<input type="checkbox"/> Artifacts that demonstrate effectiveness with other professionals
				<input type="checkbox"/> Observation of the teacher candidate actively seeking opportunities to grow professionally	
				Other Sources	
INTASC 10 – Relationships and Partnerships Teacher candidate creates and fosters positive relationships to support students' learning and well-being with school colleagues, parents, and agencies in the larger community (e.g., attends PTA, parent-teacher conferences; writes letter to parents, invites guest speaker and informs other teachers of the visit).				Iowa Teaching Standard 8 Fulfills professional responsibilities established by the school district.	
Not Met/Unacceptable	Met/Acceptable	Met with Strength/Exemplary	NO	Sources of Evidence <i>(check items used in determining ratings)</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observation of positive relationships with others	
Teacher candidate needs to create and foster positive relationships to support students' learning and well-being (e.g., attends PTA, parent-teacher conferences; writes letter to parents, invites guest speaker and informs other teachers of the visit).	Teacher candidate creates and fosters positive relationships to support students' learning and well-being (e.g., attends PTA, parent-teacher conferences; writes letter to parents, invites guest speaker and informs other teachers of the visit).	Teacher candidate creates and fosters positive relationships to support students' learning and well-being (e.g., attends PTA, parent-teacher conferences; writes letter to parents, invites guest speaker and informs other teachers of the visit). <u>Artifacts are compiled to demonstrate the ability to consult repeatedly with students, colleagues, and the community to facilitate student learning.</u>	Standard not observed	<input type="checkbox"/> Observation of relationship with school colleagues	<input type="checkbox"/> Artifacts that demonstrate colleague effectiveness
Comments (Optional)				<input type="checkbox"/> Observation of relationship with parents <input type="checkbox"/> Journals	<input type="checkbox"/> Artifacts that demonstrate relationship with parents
				<input type="checkbox"/> Observation of relationship with agencies in the larger community	<input type="checkbox"/> Artifacts that demonstrate effectiveness with agencies in the larger community
				Other Sources	
General Comments					

INTASC & Conceptual Framework	Evaluation Criteria	Not Met/ Unacceptable	Met/Acceptable	Met with Strength/Exemplary	Not Observed
<i>INTASC 2; Cares</i>	Caring Attitude	<input type="checkbox"/> Negative, sarcastic, apathetic	<input type="checkbox"/> Supportive	<input type="checkbox"/> Sincere, empathetic	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Open to Suggestions	<input type="checkbox"/> Inflexible, rigid, resistance to help	<input type="checkbox"/> Somewhat flexible	<input type="checkbox"/> Flexible, versatile, accepts guidance	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Initiative	<input type="checkbox"/> Lacks motivation	<input type="checkbox"/> Somewhat self-motivated	<input type="checkbox"/> Creates opportunities	<input type="checkbox"/>
<i>INTASC 10; Collaborates</i>	Cooperation	<input type="checkbox"/> Poor interaction	<input type="checkbox"/> Good working relationships	<input type="checkbox"/> Collaborates to enhance learning	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Appearance	<input type="checkbox"/> Inappropriate, too casual	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Professional	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Self-confidence	<input type="checkbox"/> Limited	<input type="checkbox"/> Secure, self-reliant	<input type="checkbox"/> Mature, self-assured, poised	<input type="checkbox"/>
<i>INTASC 6; Reflects</i>	Correct Oral Expression	<input type="checkbox"/> Pattern of errors	<input type="checkbox"/> Occasional errors	<input type="checkbox"/> Well-chosen vocabulary	<input type="checkbox"/>
<i>INTASC 6; Reflects</i>	Correct Written Expression	<input type="checkbox"/> Pattern of errors	<input type="checkbox"/> Occasional errors	<input type="checkbox"/> Well-chosen vocabulary	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Attendance	<input type="checkbox"/> No communication when absent or late	<input type="checkbox"/> Usually present, punctual or calls	<input type="checkbox"/> Always present, punctual	<input type="checkbox"/>
<i>INTASC 10; Collaborates</i>	Interacts in a Professional Manner	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Keeps confidentiality, demonstrates professional ethics	<input type="checkbox"/> Superior	<input type="checkbox"/>
<i>INTASC 3; Cares</i>	Interacts in a Respectful Manner	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Respects dignity, shows no bias	<input type="checkbox"/> Superior	<input type="checkbox"/>
<i>INTASC 9; Leads</i>	Overall Quality for Success in Teaching	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Manages time, student behavior, and environment effectively	<input type="checkbox"/> Superior	<input type="checkbox"/>
Comments					
Signature of Candidate		Graceland ID Number		Graceland Campus Location Centerville <input type="checkbox"/> Indep <input type="checkbox"/> Trenton <input type="checkbox"/> Lamoni <input type="checkbox"/>	