

**Belhaven College**  
**Reference Guide for Student Teacher**  
**Assessment Instrument**

This guide has been prepared through a collaborative effort by teacher education programs in the state of Mississippi to assist students in the planning, preparation and implementation of a teaching plan.

**PLANNING AND PREPARATION**

**1. Specifies or selects learner objectives for lessons.**

The teachers should select objectives that are inclusive of all learners, ones that are written in measurable, behavioral terms. These objectives state desired outcomes from simple to complex and flow smoothly from one concept to the next. These objectives are written for learners at different instructional levels taking into account different ranges and abilities. There should also be variety in the cognitive levels of the objectives.

1. No objectives are present or are not stated as performance outcomes.
2. Objectives are stated as performance outcomes, but are out of sequence.
3. Objectives are stated as performance outcomes and are properly sequenced.
4. In addition to 3, objectives are planned for cognitive instructional levels (Knowledge, comprehension, application, analysis, synthesis, and evaluation)

**2. Specifies or selects teaching procedures for lessons**

The teacher demonstrates the ability to develop teaching procedures, which will achieve the objectives of the lesson. There should be included a variety of appropriate procedures, to include both teacher-centered and learner-centered approaches. The activities are also appropriate for the age and level of the students.

1. No procedures are included, or procedures are not referenced to objectives.
2. Procedures are referenced to objectives but are inappropriate for students or objectives.
3. Procedures are referenced to objectives and are appropriate for students and objectives.
4. In addition to number 3, procedures are both learner-centered and teacher-centered.

**3. Specifies or selects content materials and media for lessons.**

The teacher demonstrates the ability to select appropriate content, materials and media for achieving the lesson. This includes material that is beyond the text, curriculum guide or worksheets and is pertinent to the lesson. Efforts should be made to include original material, and use of technology when possible.

1. No supplementary material is specified or is limited to textbooks and worksheets.
2. Supplementary material other than textbooks and worksheets are specified and are related to procedures. (For example -- two instances in a 5-10 day plan)
3. Extensive use of material other textbooks and worksheets are specified and related to procedure. (For example -- 4 or more instances in a 5-10 day plan.)
4. In addition to 3, teacher shows initiative and creativity in developing original materials, and uses community resources as appropriate.

#### **4. Specifies or selects materials and procedures for assessing learner progress.**

The teacher plans assessment procedures and materials, which measure the stated objectives and are appropriate for both the learners and the objectives. These may be written or oral, teacher-made or textbook generated, but must address the development needs of the students. The assessments may be formal or informal. A variety of assessments should be used to include: checklists, skills tests, progress checks, rubrics and formal tests.

1. No assessment procedures are included for learners or are not matched to objectives.
2. Assessment procedures are included which are related to objectives and appropriate for learners.
3. Multiple assessment procedures are included (**four or more**).
4. In addition to 3, **attitudes** of learners toward content of instruction are assessed.

#### **5. Uses information about students to plan and organize instruction to accommodate differences in development and individual needs.**

The teacher plans instruction and activities at multiple levels to meet the developmental and individual needs of diverse learners. A variety of teaching techniques and learning experiences accommodate differences such as learning styles, multiple intelligences, and special education/gifted education needs.

1. Planning does not address development or individual needs.
2. Planning addresses the development and individual needs of some students.
3. Planning addresses the development and individual needs of most students.
4. Planning addresses the development and individual needs of all students in the classroom.

#### **6. Uses knowledge of students= needs, interests, and experiences.**

Teachers should be aware of student interests and experiences based on information they gather by talking with students, listening to student discussions, and using interests surveys. This acknowledgment should be evident in the presentation of the lesson.

1. Teacher lacks familiarity with the students= background interests and experiences.
2. Teacher demonstrates some understanding of students= background experience, interests, and needs, but does not use this knowledge in developing learning experiences.
3. Teacher demonstrates some understanding of students= background experience, interests, and needs and sometimes uses this knowledge in developing learning experiences.
4. Teacher demonstrates a through understanding of students= background experiences, interests, and needs, and consistently uses this knowledge in developing learning experiences.

#### **7. Plans lessons that integrate knowledge from several subject areas.**

Teachers develop instruction to engage students and enhance learning. When lessons integrate knowledge from several subject areas, the information presented gains a sense of cohesiveness and structure to student learning and avoids the piece-meal approach that might otherwise occur. Instruction that integrates knowledge from several subject areas may take the form of thematic units, integrated units, or interdisciplinary units.

1. Teacher provides instruction that relates only to one subject and focuses on specific skills.
2. Teacher maintains a discipline-centered focus and offers limited assistance in helping students make connections across disciplines.
3. Teacher maintains a discipline-centered focus and frequently attempts to help learners make connections across disciplines.
4. Teacher designs discipline-centered tasks which require students to integrate multiple disciplines where possible. Teacher assumes responsibility for more than one discipline and assists learners in realizing the natural connection across disciplines.

**8. \*Incorporates multiculturalism and diversity in lessons.**

Cultural differences present both opportunities and challenges for teachers. To maximize learning opportunities, teachers must learn about the cultures represented in their classrooms, then translate this knowledge into instructional practice. Teachers who lack sensitivity to cultural differences may misinterpret the behavior of minority students in ways that may lead to underestimating the academic potential of these pupils. To work successfully with students of diverse backgrounds, teachers must: build the learning around the students= individual learning styles, communicate hold and maintain high expectations for each student, involve students in understanding and in making important decisions about their own learning, personalize learning for each student, provide learning activities adapted to individual students= skill levels, teach to individuals by using a variety of strategies, and use techniques that emphasize cooperative learning and that de-emphasize competitive learning. To work successfully with students of diverse backgrounds, teachers must:

1. Teacher seldom incorporates an awareness of cultural differences in lessons.
2. Teacher superficially acknowledges differences within the classroom.
3. Teacher often plans opportunities for learners to share their diversities and cultural heritage.
4. In addition to 3, sensitivity and awareness are consistently evident.

## **COMMUNICATION AND INTERACTION**

### **9. Uses acceptable written, oral and nonverbal communication with students.**

The teacher appropriately models verbal and nonverbal communication. This includes correct grammatical structures, subject-verb agreement, and proper tense, etc. Spelling is correct in written work. Written materials are easily read, including work on chalkboards, handouts, transparencies, and comments on student work. Nonverbal communications are appropriate and meaningful.

1. Teacher frequently demonstrates inappropriate use of written and/or oral language. Nonverbal communication is not apparent.
2. Teacher usually demonstrates appropriate use of written and oral language. Nonverbal communication is limited.
3. Teacher frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate.
4. Teacher consistently demonstrates high levels of proficiency in written and oral language. Nonverbal communication is consistent and appropriate.

### **10. Communicates high expectations for learning to all learners.**

Research substantiates that student achievement and behavior conforms closely to the teacher's expectations. Students for whom teachers hold high expectations give more correct answers and achieve higher average scores on year-end standardized tests than do students for whom the teacher holds low expectations. If students feel their efforts will produce results in schools and if the teacher and school are supportive of their efforts, they are more likely to succeed.

1. Teacher communicates to individuals, groups, or the class as a whole that they are incapable of learning.
2. Teacher communicates to a few students that they are capable of meeting learning expectations.
3. Teacher encourages most students to meet challenging learning expectations.
4. Teacher actively encourages all students to meet challenging learning expectations.

### **11. Listens to students and demonstrates interest in what they are saying by responding appropriately.**

Listening is an important aspect of the learning environment. Teachers make time to listen to individual students and show a sincere interest in what they are saying. Teacher demonstrates active listening skills, listening carefully and attentively to gain information that students share.

1. Teacher does not respond to students' comments.
2. Teacher is inconsistent in responding to what students are saying.
3. Teacher looks at students and acknowledges with brief verbal and nonverbal feedback what they are saying.
4. Teacher responds to students with appropriate nonverbal feedback by summarizing what students have shared.

## **12. Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness and risk-taking.**

Without a classroom climate that encourages inquiry and risk-taking, little critical, creative, or higher-level thinking can take place. The teacher builds a climate of openness where students feel free to express and try out ideas. Such a climate promotes mutual respect and acceptance and is free of ridicule and sarcasm. Students' efforts are recognized and encouraged

1. Teacher had limited rapport with students rarely encourages inquisitiveness, and discourages interaction and questioning.
2. Teacher establishes rapport with students OR develops atmosphere of limited inquiry.
3. Teacher establishes rapport with learners and often encourages inquiry.
4. In addition to 3, the teacher accepts students' ideas, and fosters academic risk-taking.

## **13. Provides opportunities for students to cooperate, communicate, and interact.**

Student-to-student communication promotes achievement. It can be effectively used to allow students to practice and extend language skills, share ideas, feel part of the classroom community, and think responsibly and independently. The teacher encourages such communications by allotting time for student interaction, making physical arrangements which promote communication between students, planning appropriate group tasks, and facilitating the sharing of group results.

1. Teacher does not involve the students in any type of interactive activities.
2. Teacher provides occasional opportunities for student-to-student communication.
3. Students regularly participate in interactive activities planned by the teacher.
4. Students frequently work together, not only on teacher-planned activities, but also on self-selected projects.

## **14. Establishes relationships with parents and guardians.**

Research strongly supports the significance of involving families in their children's education because such involvement affects student achievement, attitudes, and behavior. Developing a successful school-home partnership can best be accomplished by increasing communication with parents, helping parents to assist their children in learning at home, and encouraging parent participation at school.

1. Teacher does not communicate with parents or attempts to establish relationships.
2. Relationships are established only in response to problems that occur or parental requests.
3. Teacher initiates communication and relationships with parents and guardians.
4. In addition to 3, teacher builds and sustains relationships with parents and guardians for a variety of purposes.

## TEACHING AND LEARNING

### **15. Displays knowledge of the subject being taught. Communicates the purpose or importance of the topics or activities to learners.**

Knowledge of the subject being taught is the foundation of effective teaching. Teachers should communicate the importance of the topics and activities to the learners.

1. Teacher does not demonstrate basic knowledge of the subject being taught; fails to relate topics or activities to their purpose or importance.
2. Teacher demonstrates limited knowledge of the subject being taught; purpose **or** importance of **most** topics or activities is conveyed.
3. Teacher displays an adequate knowledge base of the subject being taught; explains how topics or activities are important to content.
4. Teacher displays extensive knowledge of the subject being taught. Learners are encouraged to question or relate importance of topics.

### **16. Projects enthusiasm for teaching and learning.**

Teachers who excel in this area create an atmosphere of enthusiasm about the importance of learning and the significance of the content. They care deeply about their subjects and invite students to share the journey of learning. Students are intrinsically motivated due to the way teachers organize and present the content, the roles they encourage students to assume, and the student initiative they expect. The work is real and significant and becomes important to students as well as to teachers.

1. Teacher does not exhibit enthusiasm about the topic being taught.
2. Teacher shows interest and enthusiasm for the topic being taught.
3. Teacher usually conveys interests and enthusiasm for the topic being taught.
4. Teacher consistently shows interest and enthusiasm for teaching and learning.

### **17. Uses knowledge of students= prior understandings and experiences to make instruction relevant and meaningful.**

For any topic of study, students have prior knowledge that provides a foundation for new learning. Teachers assess and value this knowledge, select and use instructional materials that are relevant to students= cultural experiences, and facilitate students= sharing through a variety of communication modes. Teachers build students= motivation and achievement by gaining knowledge of their interest, experiences, and characteristics to make instruction meaningful.

1. Teacher makes little effort to assess or seldom connects learning to students= interests and experiences.
2. Teacher attempts to make learning relevant, but is unsure of students= interests and experiences, or teacher reassesses but does not use information in lesson preparation.
3. Teacher assesses the students= interests and experiences, often connecting assessment results to instruction.
4. Teacher assesses students= interests, characteristics, and experiences, consistently connecting the lesson to students= interests.

## **18. Uses a variety of appropriate teaching strategies**

To accommodate student diversity and differences in subject matter, a variety of teaching strategies is necessary. Teaching strategies may include, but are not limited to, cooperative learning, direct instruction, discovery learning, demonstration, discussion, inquiry, simulation, independent study, and student research.

1. Teacher varies teaching strategies, but none are used effectively.
2. Teacher uses one teaching strategy effectively.
3. Teacher uses a limited number (2 or 3) of teaching strategies effectively.
4. Teacher uses a variety (4 or more) of teaching strategies effectively.

## **19. Provides learning experiences that accommodate differences in development and individual needs.**

The teacher plans and conducts activities at multiple levels to meet the developmental and individual needs of diverse students. A variety of teaching techniques and learning experiences accommodate different learning styles and performance modes, multiple intelligences, and special education/gifted education needs.

1. Instruction does not accommodate developmental or individual needs.
2. Instruction accommodates the developmental and individual needs of **some** students.
3. Instruction accommodates the developmental and individual needs of **most** students.
4. Instruction accommodates the developmental and individual needs of **all** students.

## **20. Relates concepts using language that is understood by the students. Gives directions appropriate for carrying out instructional activities.**

Effective teachers use appropriate expressions, demonstrations, vocabulary, and illustrations to communicate concepts. This indicator also focuses on the initial directions and explanations given at the beginning of the lesson and/or each activity within the lesson. The teacher gives clear, direct instructions. Additional clarifications that are needed by individuals are handled separately so the entire group is not delayed. The teacher should also model the task when appropriate.

1. Teacher communicates using language that is developmentally inappropriate.
2. Teacher communicates using language the students seldom understand, and rarely adjusts concept presentation when students misunderstand, provides incomplete or vague instructions.
3. Teacher communicates using language students understand and adjusts communication to enhance learning, provides complete instructions for carrying out instructional activities.
4. Teacher consistently communicates using language students understand, aware of students' misunderstanding, and skillfully adjusts language; uses concrete examples for clarification.

## **21. Uses questioning to identify misconceptions or confusion and to monitor student's work.**

Questioning is a vital part of classroom interactions. Teachers' questions are used to explore and build student understanding, identify student confusion and monitor students work. Sometimes a series of related questions are needed to clarify student misconceptions. Teachers assess student understanding by asking specific questions related to the topic. Independent, life-long learners use higher-level thinking to solve problems, analyze components of situations, synthesize or bring together ideas, create

and refine new ideas, and make and support judgments. Teachers should structure and sequence questions in a way that is designed to guide students to higher levels of thinking. Appropriate and purposeful questions at a variety of levels should be used.

1. Teacher seldom uses questioning.
2. Teacher asks questions to check for understanding but does not attempt to clarify misconceptions; asks questions at the lowest level.
3. Teacher uses questioning to check for misconceptions and *sometimes* uses this to clarify concepts; asks intermediate level questions.
4. Teacher *effectively* uses questions to clarify misconceptions and monitors work; asks high level questions.

**22. Provides opportunities for students to apply concepts in problem solving and critical thinking.**

Critical thinking refers to student's abilities to recognize, identify, and understand problems and discrepancies, to propose and test solutions, to arrive at tentative conclusions based on the data collected, and to evaluate conclusions. Problem solving is not a teaching strategy but a high-order intellectual behavior that facilitates learning. In order to insure that this process is effective, students must complete the entire cycle. The cycle includes a step-by-step process: recognizing, identifying, and understanding problems, proposing solutions, testing solutions, and arriving at tentative conclusions, and evaluating solutions.

1. Teacher seldom provides opportunities for students to apply concepts in problem solving and critical thinking or teacher provides solution.
2. Students are given opportunity to recognize and identify problems, but not to propose or test solutions.
3. Students are given opportunity to recognize and identify problems to propose solutions, but do not have an opportunity to *test solutions* or *arrive at conclusions*.
4. Students are given the opportunity to complete the critical thinking/problem solving process.

**23. \*Incorporates a variety of technology and resources into instruction.**

When teachers efficiently and appropriately incorporate technology and other appropriate resources into instructions, student's motivation, understandings, and skills will improve.

1. Teacher seldom uses available technology or resources.
2. Teacher sometimes ineffectively uses available resources or technology or it is inappropriate.
3. Teacher effectively uses lesson-appropriate technology or resources.
4. Teacher demonstrates skillful use of technology and resources or uses high quality teacher-made resources in a creative manner.

**24. Adjusts strategies in response to student feedback and encourages students to expand and support their responses. Uses adequate wait time for responses in order to encourage higher-level reflective thinking.**

Feedback facilitates learning because it guides students and expresses recognition/ appreciation for their efforts. Feedback may include praise as well as guidance about incorrect or incomplete responses. It may also prompt students to extend or support their responses or to react to other=s answers.

Research has shown the effectiveness of wait-time in terms of gaining more learning, longer student responses, high-level responses, and student-to-student responses. After asking thought-provoking, higher-level questions, teachers should provide students with adequate time to think.

1. Teacher seldom makes an attempt to determine whether students are understanding and gives little or no feedback, **OR** teacher uses negative words or actions to discourage students from giving responses or asking questions.
2. Teacher passively accepts student responses, **OR** teacher does not call on students in an equitable manner.
3. Teacher asks for and responds to student input during the lesson. Teacher seeks to have students extend their answers or explanations by asking probing questions; allows appropriate wait time of 3 to 5 seconds.
4. Teacher incorporates student responses in current and/or subsequent lessons or activities; encourages higher-level reflective thinking.

**25. Gives timely feedback on academic performance and discusses corrective procedures to be taken.**

Effective feedback based on informal assessment addresses standards of academic or cognitive performance, students' progress, and corrective procedures. The feedback should be immediate and ongoing. Reinforcement, praise, and criticism are purposeful. Student's metacognitive abilities should be developed so they can provide their own feedback.

1. Teacher seldom provides timely feedback on performance.
2. Teacher provides limited use of feedback, reinforcement, and praise.
3. Teacher demonstrates adequate feedback and purposefully uses reinforcement and praise.
4. In addition to 3, students use metacognitive strategies to provide their own feedback.

**26. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.**

Effective teachers are usually perceived by students as being fair and supportive. They are consistent and equitable in their treatment of and interactions with students. Such teachers relate well to each student and create a classroom climate that motivates and facilitates learning.

1. Teacher is not always fair in the treatment of students.
2. Teacher is fair in the treatment of students but does not promote a positive and interactive learning environment.
3. Teacher is fair in the treatment of students and actively encourages fairness among students.
4. Teacher successfully creates a positive, interactive environment and establishes rapport in ways that are appropriate to students' diverse background and needs.

**27. Uses instructional time effectively.**

An important aspect of using time effectively is pacing the lesson in ways that are appropriate for the students. Using time effectively also implies making sure that time spent on necessary, but non-instructional processes, is minimized. Students should be engaged in meaningful learning experiences throughout the class period. Transitions from one method or lesson to another should be smooth. Learning is facilitated and maximized in well-organized classrooms. Teachers must make numerous

decisions concerning the organization of time (to provide for efficient use of classroom time) and space (arrangements of desks, tables, displays, learning centers, etc.). They must develop procedures for easy access to materials and equipment so that lessons flow smoothly with few interruptions.

1. Substantial instructional time is spent in non-instructional activities or time is wasted during transitions, and no evidence of organization is given.
2. There are some unnecessary delays, undesirable digressions from the topic, or ineffective transitions between activities, limited organization.
3. Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time, materials are easily acceptable.
4. Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions, exemplary organization.

## **28. Monitors students= participation and interpersonal interactions in learning activities.**

The teacher must monitor participation in the learning activities while teaching and as students work. The teacher observes and supports student interaction in learning activities and refocuses students to tasks if necessary. Clear, established procedures will help keep students on task.

1. Teacher seldom monitors students= interactions.
2. Teacher passively monitors students= interactions, but makes no attempt to redirect student learning.
3. Teacher monitors student learning by moving among the students and refocusing students to tasks as necessary.
4. In addition to 3, students are given opportunities to self-monitor.

## **29. Establishes efficient routines for procedural tasks and delegates to students.**

To maximize learning time, routine procedural tasks are handled smoothly in the classroom. These procedural matters may or may not be directly related to instruction (book keeping, distribution and collection of materials, collecting lunch money, etc.). When students are involved in handling routine tasks, the teacher is able to attend to other matters and student responsibility is enhanced.

1. Teacher seldom attends to or delegates routine tasks.
2. Teacher or students attend to routine tasks in a disruptive or inefficient manner.
3. Teacher and students jointly handle routine tasks efficiently.
4. In addition to 3, the teacher delegates appropriate responsibilities to students who consistently complete these tasks efficiently.

## **30. Applies the principles of effective classroom management using a range of strategies to promote cooperation and learning.**

Without rules and standards for behavior, learning seldom takes place. Effective teachers establish and consistently enforce classroom rules and standards so that possibilities for learning are maximized. Teachers foster respect and develop self-respect in students by modeling and positively reinforcing appropriate classroom behavior.

1. Teacher does not apply the principles of effective classroom management.
2. Teacher attempts to apply the principles of effective classroom management.
3. Teacher consistently applies the principles of effective classroom management.
4. Teacher consistently applies the principles of effective classroom management and uses a range of strategies to promote cooperation and learning.

**31. Analyzes the classroom environment and makes adjustments to enhance social relationships, student motivations, and learning.**

Drawing on knowledge of psychology and sociology, the teacher studies and analyzes classroom interactions and environment to develop strategies for organizing and supporting individual and group learning. The teacher promotes students= intrinsic motivation, positive attitudes toward school, cooperation in the classroom, and learning.

1. Teacher seldom uses knowledge of social relationships and motivational strategies within the classroom to affect learning.
2. Teacher demonstrates an awareness of the social relationships and motivational strategies within the classroom, but is unable to make adjustments to enhance learning.
3. Teacher makes adjustments that are usually effective in enhancing student motivation and learning.
4. Teacher continually makes adjustments that are effective in enhancing student motivation and learning.

**32. Utilizes individual and group responses to pace learning, proceed with new work, or re-teach unclear parts of the lesson.**

Effective teachers constantly take cues from students. They use these cues to adjust and determine the pace of lessons. They recognize the level of students= understanding, the need for clarification and re-teaching, and the direction for subsequent lessons.

1. Teacher seldom utilizes students= responses to adjust lessons.
2. Teacher occasionally uses students= responses to adjust lessons.
3. Teacher usually uses students= responses to adjust lessons.
4. Teacher consistently uses students= responses to adjust lessons and takes advantage of teachable moments.

**ASSESSMENT OF STUDENT LEARNING**

**33. Communicates assessment criteria and informs students of standards.**

Evaluating students is critical to the learning process. Effective teachers inform students of standards and assessment criteria before they begin assignments and tasks. Teachers clarify these criteria and standards with examples, models, verbal clarifications, and other means.

1. Teacher seldom informs students of performance standards or assessment criteria.
2. Teacher informs students they will be assessed on the information.
3. Teacher verbally informs students about performance standards and assessment criteria.
4. Teacher assures student understanding of assessment criteria and performance standards through the use of examples and models.

### **34. Develops and uses a variety of formal and informal performance assessments.**

Assessment, the process of gathering information about student progress, should be multifaceted. Teachers must use a variety of methods to evaluate students, especially in cross-cultural classroom settings. When a variety of assessment approaches is used, students have opportunities to display and document their knowledge and skills in different ways. Thus, a broad picture of students diverse needs, strengths, and interest is developed. Assessments should be appropriate for student's levels and styles as well as for content subject matter. Assessments may include, but are not limited to, portfolios, performance tasks, written work and tests, journals, videotapes, anecdotal records, teacher narrative, artistic products, analysis, simulations, rubrics, student self-assessments, observations, and checklists. The teacher uses assessment strategies to involve students in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

1. Teacher seldom uses assessment.
2. Teacher uses only one type of assessment.
3. Teacher develops and uses more than one type of assessment appropriately, and provides opportunities for students to engage in self-evaluation.
4. Teacher develops and uses a variety of assessments appropriately to include self-evaluation.

### **35. Maintains records of student work and performance and communicates student progress to students, parents, and colleagues.**

The teacher develops and uses appropriate methods for recording student work and performance. Teacher communicates progress to students, parents and others.

1. Teacher does not maintain samples of student work or performance.
2. Teacher maintains a limited amount of student work samples and performance.
3. Teacher maintains adequate records of student progress.
4. In addition to 3, the teacher communicates student progress to students, parents, and colleagues.