

**SUNY Plattsburgh Office of Student Teaching  
Evaluative Criteria For:  
Student Teaching Formative and Summative Assessments (Revised 9.09)**

Elements of Instruction	Not Acceptable	Needs Improvement	Standard Performance	Above Standard Performance	Exemplary Performance
Planning and Preparation	Student teacher's plans reflect little or no understanding of the content, the students' needs, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Student teacher's plans based on minimal and/or rudimentary content knowledge and understanding of students' needs, and are not designed to engage students in significant learning. All aspects of the student teacher's plans (instructional outcomes, learning activities, materials, resources, and assessments) are not in complete alignment and are not adapted as needed for individual students.	Student teacher's plans reflect moderate understanding of the content, the students' needs, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Student teacher's plans reflect solid understanding of the content, the students' needs, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Student teacher's plans based on extensive content knowledge and understanding of students' needs, are designed to engage students in significant learning. All aspects of the teacher's plans (instructional outcomes, learning activities, materials, resources, and assessments) are in complete alignment and are adapted as needed for individual students. <b><i>Student teacher represents top 10%.</i></b>

Elements of Instruction	Not Acceptable	Needs Improvement	Standard Performance	Above Standard Performance	Exemplary Performance
Instructional Process	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	All students are minimally engaged in learning and make limited contributions to the success of the class through their participation in discussions, little or no involvement in learning activities, and lack of use of assessment information in their learning. The student teacher does not persist in the search for approaches to meet the needs of every student.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The student teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and student teacher and the students make productive use of assessment. The student teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make significant contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The student teacher persists in the search for approaches to meet the needs of every student. <b><i>Student teacher represents top 10%.</i></b>

Elements of Instruction	Not Acceptable	Needs Improvement	Standard Performance	Above Standard Performance	Exemplary Performance
Classroom Environment	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Students themselves make a minimal contribution to the functioning of the classroom, with limited personal interactions, low expectations, and lack of student pride in work, inconsistent routines, unclear standards of conduct, and a physical environment not conducive to learning.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the student teacher treat one another with respect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning. <b><i>Student teacher represents top 10%.</i></b>

Elements of Instruction	Not Acceptable	Needs Improvement	Standard Performance	Above Standard Performance	Exemplary Performance
Professional Responsibilities	The student teacher demonstrates low ethical standards and levels of professionalism, with poor record keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The student teacher's ethical standards and sense of professionalism are not fully developed, showing limited use of reflection, ineffective systems for record keeping and communication with families, minimal participation in both school and community.	The student teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and basic compliance with expectations regarding participation in school and district projects and activities for professional growth.	The student teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in reflection on instruction, maintaining accurate records, and communicating frequently with families. Demonstrates active participation in school and district events, and some engagement in activities for professional development.	The student teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, the student teacher frequently contributes and demonstrates leadership potential to the systems for record keeping and family communication. <b><i>Student teacher represents top 10%.</i></b>

Rating Scale: 1 = Not Acceptable  
2 = Needs Improvement  
3 = Standard Performance  
4 = Above Standard Performance  
5 = Exemplary Performance

Please Note:

- A teacher candidate must achieve an overall rating of 3.0 by the end of each of the student teaching experiences.
- Consistent ratings of “1” or “2” will result in the student having to withdraw from student teaching.

Adapted from:

- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development