**Purdue Fort Wayne Student Teaching Evaluation Rubric:**

**Glossary of Terms**

This glossary helps define common terms used in the Field-based Learning Observation Rubric for Evaluation – Student Teaching (FLORE-ST). The glossary is organized in sections based on common themes: Rubric Items, Performance Frequency, General Terminology, and Science of Reading. If any terms remain unclear, or if application to a specific case is a challenge, the evaluator should feel free to use their professional judgment. These definitions are provided as guidance, but they may not always be … definitive. 😊

Additional guidance for using the FLORE-ST can be found in the Look Fors file and a specific Science of Reading glossary.

**Rubric Items**

The following terms describe components of a rubric item.

* Criterion: The primary construct to be evaluated in an item. Based on the Indiana Developmental Standards.
* Description: The specific skill(s) and/or knowledge to be demonstrated in an item.
* Exceeds Expectations: The highest level of performance. This level indicates a student teacher has gone above and beyond the skills of an average student teacher, demonstrating excellence in a particular skill. The student teacher will perform the skill the vast majority of the time in a way that helps individual students.
* Meets Expectations: The necessary level of performance to successfully begin a career as a teacher. This is considered the benchmark level. Most student teachers will score in this category at the completion of student teaching.
* Approaches Expectations: A student teacher is just short of reaching the benchmark level of Meets Expectations. They may meet some of the description in Meets Expectations but not all. It is likely that students in this category may perform the necessary skill inconsistently or partially, with room for improvement. Student teachers are most likely to be in this category through the first half of the placement.
* Does Not Approach Expectations: The lowest level of performance. Students in this category show a significant shortcoming in their teaching abilities. Any score of Does Not Approach Expectations should result in immediate corrective action.
* Not Observed: Evaluators may use this category during individual observations or for the midterm. All items must be observed and scored for the final evaluation.

**Performance frequency**

The following terms appear in the performance level descriptions to describe how often or how completely a student teacher demonstrates their skills or knowledge. Percentages given here are rough estimates to help calibrate your scoring.

* Consistently: The student teacher performs the task the vast majority of the time, such as more than 80%. This could be 80% of visits, or 80% of relevant opportunities within a lesson. The skill appears natural and embedded in the student teacher’s repertoire. A student teacher who Exceeds Expectations will perform the described task Consistently.
* Regularly: The student teacher performs the task the more often than not, such as 60-80% of the time. The skill occurs, but the student teacher misses some opportunities or makes minor errors. A student teacher who Meets Expectations will perform the described task Regularly.
* Generally: See Regularly.
* Sometimes: The student teacher performs the task but with significant gaps that affect student learning. The skill may occur 30-60% of the time or may benefit less than half the class. A student teacher who Approaches Expectations will perform the described task Sometimes.
* Inconsistently: See also Sometimes.
* Rarely: The student teacher almost never performs the task or performs in such a way that few students benefit. The skill may occur 25% of the time or less. A student teacher who Does Not Approach Expectations will perform the described task Rarely.

**General Terminology**

The following terms appear in multiple items.

* Advocates: Speaking in favor of, recommending, or arguing for a cause. In this rubric, the student teacher may state what their professional goals are and request help in meeting those goals. (Item 6b)
* Collaborate/Collaboration: Working together to solve problems. Goes beyond basic communication. (Items 1c, 6a)
* Colleagues: Other education professionals. (Items 1c, 6a)
* Cooperating Teachers: Teachers in schools or childcare centers who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.
* Differentiation: The practice of tailoring instruction to meet the learning needs of all students. Learning needs may be based on a wide range of factors, including language skills, disabilities, giftedness, prior academic achievement, cultural differences, prior learning opportunities, home environment, and/or social and emotional skills.
* Formative Assessment: Assessment used intentionally and continuously throughout learning and teaching to inform instruction and improve learner achievement. (Item 4b)
* Learning Environment: Any setting where learning occurs. Environment may refer to the physical environment (e.g., the classroom), as well as management procedures that contribute to the social/emotional environment, as it relates to learning.
* Look Fors: Suggested examples of behaviors and artifacts that a student teacher is expected to demonstrate for a specific item.
* Objectives/Goals: What the student teacher hopes to accomplish in terms of instruction or student learning. In this document, the terms objectives, goals, and outcomes may be used interchangeably. (Items 2b, 3a, 4a, 4b)
* Student Teacher**:** (Also known as “intern”) An individual participating in a full-time field experience in a P-12 classroom in order to obtain professional education licensure/certification.
* Summative Assessment**:** Assessment activities at the end of a given period of time (e.g., lesson, unit) to evaluate student knowledge.
* University Supervisor (US)**:** The university instructor assigned to the student teacher who regularly observes the ST to provide feedback and evaluate their performance.

**Science of Reading**

All teachers in Indiana are required to be familiar with the principles of scientifically based reading instruction, also sometimes referred to as Science of Reading. A more complete list of terms associated with Science of Reading can be found at this link.

* Science of Reading: An evidence-based body of research that informs effective reading instruction that emphasizes explicit, systematic, and sequential instruction. As noted by The Reading League, the Science of Reading provides a comprehensive understanding of how reading and writing develop, why some students struggle, and how to implement effective assessment and intervention strategies to improve student outcomes. A content-rich curriculum that builds background knowledge and vocabulary is crucial for developing language comprehension.
* Content-area Literacy: Literacy practices that can be applied across multiple disciplines to help comprehension. Examples may include skills like reading comprehension, note-taking, summarizing, and critical thinking across different subjects.
* Discipline: A specific field of study.
* Disciplinary Literacy: Literacy practices that are more specific to individual academic disciplines. Examples may include analyzing source texts in history or creating/interpreting graphs in science or math.