Kara Romance
Business, Computer, Information Technology
Student Teaching Evaluation Part II (This is a new evaluation instrument for BCIT.)

Student Teaching Evaluation Part II Rubric: Business, Computer, and Information Technology

Completed by: IUP Supervisor and Mentor at midterm and final for *each* placement

*Created as **4** separate assessment instruments in Anthology Portfolio:*

- *Midterm Student Teaching Evaluation Part II: BCIT (Supervisor)*
- *Final Student Teaching Evaluation Part II: BCIT (Supervisor)*
- *Midterm Student Teaching Evaluation Part II: BCIT (Mentor)*
- *Final Student Teaching Evaluation Part II: BCIT (Mentor)*

Description: The Student Teaching Evaluation Part II Rubric is aligned with content specific competencies created by the Pennsylvania Department of Education. The evaluation is completed by the IUP Supervisor and the mentor teacher at the midterm and end of each placement. It is designed to measure teacher candidate effectiveness, content expertise, and progression throughout the student teaching semester.

Standards: Business, Computer and Information Technology (PDE)

I. **Knowing the Content**
The professional education program provides evidence that Business certification candidates complete a program of Business studies the same as the academic content area courses and required electives of a major in a bachelor's degree.
The program shall require the certification candidate to demonstrate knowledge of and competency in applying the fundamental concepts of business, computer, and information technology necessary for teaching at the elementary, middle and secondary levels (K-12) including:

I.A. Computer and information technology including:
software applications, document creation, input, processing, and formatting telecommunications, networks, electronic formats, and on-line services, business programming applied to business problems, operating systems, environments and utilities,

computer hardware and peripherals,touch keyboarding techniques, information system security

I.B. Entrepreneurship and international business including: developing, operating and maintaining a business, applying economic and financial concepts, analyzing the interrelationship between cultures, political and economic policies, international trade, investment and international monetary relations in the global economy

I.C. Quantitative skills and accounting including:
computational skills and applications for analyzing and solving business and consumer problems,generally accepted accounting principles used in the steps of the accounting cycle, preparing, interpreting and analyzing financial statements, planning and control principles to evaluate the performance of an organization, applying differential analysis and present value concepts to make informed decisions,
methods/techniques for determining payroll and taxes

I.D. Management and marketing concepts including: characteristics of the marketing process,impact of marketing on both the American and Global economic systems, how consumer behavior refocuses and dictates marketing decisions, Internet commerce as it relates to the economy,basic tenets of management and leadership theories, human relations functions

I.E. Economics, law and personal finance including: role of money and government in an economic system and its effect on economic activity and decision-making, consumer economics, budgeting, investing and taxes, financial institutions and services, laws affecting businesses, individuals, and families,
sources of the law, the structure of the court system, classifications of procedural and substantive law, contract, sales, and consumer law, agency and employment law in the national and international marketplaces, basic features of the U. S. economy and other economic systems

I.F. Business communications including:
presentation skills utilizing and accessing shared information resources via networks and/or the Internet, social, verbal, written and non-verbal communications skills in personal and professional situations across cultures, using technology to enhance the effectiveness of communications, demonstrating proficiency in written and oral communication

I.G. Career planning including:
developing skills for self awareness, career awareness research and planning, and workplace expectations, role of student business organizations

II. Performances

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained in business, computer and information technology, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Business, Computer, and Information Technology certification program are assessed during the

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field experiences and student teaching and require candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including: creating a climate that promotes fairness, establishing and maintaining a rapport with students, communicating clear, challenging learning expectations to each student, establishing and maintaining consistent standards of classroom behavior, creating a safe environment conducive to learning, using the instructional time effectively

II.B. Planning instruction which promotes problem analysis, critical thinking, creativity, leadership development and decision making based upon: subject matter, organization and integration of content and the relationship of content to educational, career and life goals,students and their learning, motivation, supervision and guidance with emphasis on human behavior and development, individual differences, diversity and the special needs of the exceptional student, the community and community resources, current educational standards and practices.

II.C. Assessing, selecting, evaluating, implementing and modifying teaching methods, learning activities and instructional materials, resources, equipment, and technologies to strengthen the effectiveness and quality of instruction and meet the learning needs of diverse learners

II.D Monitoring student understanding, progress and performance, providing oral and/or written feedback, and adjusting instructional strategies through a variety of assessments and evaluation tools in order to provide student feedback, and strengthen the effectiveness and quality of instruction for improved student learning

III. **Professionalism**
The professional education program provides evidence that each certification candidate demonstrates knowledge and competencies which foster professionalism in school and community settings including:

III.A. Professional organizations and associations; professional publications, journals, materials and resources, continuing education, professional development and lifelong learning

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of
Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

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III.C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning
III.D. Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students

	DISTINGUISHED	**PROFICIENT**	**BASIC**	**UNSATISFACTORY**	**Unable to Assess**
1. BCIT teacher candidate demonstrates knowledge in the ability to utilize a variety of software applications and hardware and peripherals to support both teaching and industry related tasks. **1.A.**	Demonstrates expert-level proficiency in utilizing a wide range of software applications, hardware, and peripherals, seamlessly integrating them into both teaching and industry-related tasks. Effectively troubleshoots and uses technology to enhance productivity and learning.	Demonstrates solid proficiency in using various software applications, hardware, and peripherals to support teaching and industry-related tasks. Occasional troubleshooting may be required, but integration is mostly effective.	Demonstrates basic proficiency with some software, hardware, or peripherals, requiring frequent support or adjustments to effectively use them for teaching or industry tasks.	Struggles to utilize software, hardware, or peripherals, requiring significant assistance and unable to effectively integrate them into teaching or industry-related tasks.	No Opportunity to assess
2. BCIT teacher candidate demonstrates knowledge in the ability to design and implement instructional strategies that help students understand the fundamentals of entrepreneurshi	Systematically and consistently designs and implements engaging and effective instructional strategies that thoroughly teach the fundamentals of entrepreneurshi p and	Demonstrates solid ability to design and implement effective instructional strategies for teaching the fundamentals of entrepreneurship and international business.	Demonstrates basic ability to design and implement instructional strategies, but they may lack depth or fail to fully engage students in understandin g entrepreneur	Struggles to design or implement effective instructional strategies for teaching entrepreneurship and international business.	No Opportunity to assess

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p and international business. **1.B.**	international business.		ship and international business		
3. BCIT teacher candidate demonstrates knowledge in the ability to teach students foundational quantitative and accounting skills, including applying computational techniques to solve business and consumer problems. **1.C**	Systematically and consistently demonstrates expert ability to teach and apply a wide range of quantitative and accounting skills, using effective computational techniques to solve complex business and consumer problems	Demonstrates solid ability to teach foundational quantitative and accounting skills, with clear explanations of computational techniques to solve business and consumer problems.	Demonstrates basic ability to teach quantitative and accounting skills but may struggle to clearly explain complex concepts.	Struggles to teach or explain foundational quantitative and accounting skills.	No Opportunity to assess
4. BCIT teacher Candidate demonstrates knowledge and understanding of fundamental concepts of management and marketing. **1.D.**	Demonstrates a deep, comprehensive understanding of both management and marketing concepts, integrating advanced theories with practical applications.	Demonstrates a solid understanding of management and marketing concepts and explains core principles clearly.	Demonstrates a basic understanding of management and marketing concepts but may struggle with explaining key principles.	Struggles to demonstrate a clear understanding of management and marketing concepts,	No Opportunity to assess
5. BCIT teacher candidate demonstrates knowledge in and the ability	Demonstrates a comprehensive and in-depth understanding of economics,	Demonstrates solid understanding of economics, law, and personal	Demonstrates basic understanding of economics,	Struggles to demonstrate a clear understanding of economics, law,	No Opportunity to assess

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to teach students key concepts related to economics, law, and personal finance. **1.E**	law, and personal finance, using a variety of instructional strategies to teach complex concepts.	finance concepts, using clear explanations and examples to help students apply key ideas to real-world situations.	law, and personal finance, but may struggle to explain more complex concepts or make connections to real-world applications	and personal finance concepts, with difficulty explaining key principles or connecting them to practical applications	
6. BCIT teacher Candidate demonstrate knowledge in and the ability to teach students effective business communication skills, including utilizing technology to enhance both written and oral communications. **1.F**	Demonstrates expert knowledge of business communication principles, incorporating advanced technology to enhance both written and oral communication. The candidate uses innovative strategies, ensuring students effectively apply communication skills in diverse business contexts.	Demonstrates strong knowledge of business communication skills, using technology to enhance written and oral communication. Instruction is clear, and students can apply communication principles in most business situations.	Demonstrates basic knowledge of business communication skills but may struggle to incorporate technology effectively or help students apply communication skills in various contexts.	Struggles to teach key business communication skills, with limited use of technology to enhance written or oral communication. Students have difficulty applying communication principles to business contexts	No Opportunity to assess
7. BCIT teacher candidate demonstrates	Demonstrates advanced ability to guide	Demonstrates solid ability to guide students in	Demonstrates basic ability to guide	Struggles to guide students in developing self-	No Opportunity

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the ability to guide students in developing self-awareness and career awareness by fostering skills in career research, planning, and understanding workplace expectations. **1.G.**	students in developing self-awareness and career awareness. Uses innovative methods to help students conduct thorough career research, set detailed career goals, and understand workplace expectations. Fosters deep reflection and practical planning that prepares students for the workforce.	career research, planning, and understanding workplace expectations. Students are able to identify career interests, conduct research, and develop career goals with some guidance and reflection.	students in career research and planning, but may struggle to help them fully understand workplace expectations or set clear, actionable goals. Some students may need significant support in developing self-awareness and career readiness	awareness or career awareness. Career research and planning may lack depth, and students may have difficulty understanding workplace expectations or setting realistic career goals.	to assess
8. BCIT teacher candidate demonstrates the ability to create and maintain an inclusive and supportive classroom environment that fosters safety and consistent standards for all students.	Demonstrates an exceptional ability to create and maintain an inclusive, supportive, and safe classroom environment where all students feel valued. Consistently fosters fairness, equality, and respect, setting clear, high standards for behavior and providing tailored support	Demonstrates solid ability to create and maintain a safe, inclusive classroom environment. Establishes consistent standards for behavior and supports students' diverse needs with fair and respectful practices.	Demonstrates basic ability to create an inclusive and supportive classroom environment but may struggle to consistently maintain safety or set clear expectations. Some students may require additional support or clarification	Struggles to create a consistently inclusive or supportive classroom environment. Standards for behavior may not be clear or consistently enforced, and the classroom may lack a sense of safety or inclusivity for all students.	No Opportunity to assess

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2.A.	for diverse student needs.		regarding standards of behavior.		
9. BCIT teacher candidate demonstrates the ability to plan instruction that promotes problem analysis, critical thinking, creativity, leadership development, and decision-making. **2.B.**	Demonstrates exceptional ability to plan and implement instruction that effectively promotes problem analysis, critical thinking, creativity, leadership development, and decision-making. Lessons are engaging, interactive, and encourage higher-order thinking through real-world applications, group collaboration, and independent inquiry.	Demonstrates strong ability to plan and implement instruction that promotes critical thinking, creativity, leadership, and decision-making. Lessons incorporate activities that encourage problem-solving and independent thought, with occasional group or leadership-focused tasks.	Demonstrates basic ability to plan instruction that encourages some level of critical thinking or problem-solving, but the instruction may lack depth in fostering creativity, leadership, or decision-making. Lessons may be mostly teacher-driven with limited opportunities for student leadership or independent inquiry.	Struggles to plan instruction that promotes critical thinking, creativity, leadership, or decision-making. Instruction is largely teacher-centered with few opportunities for students to engage in problem analysis or develop leadership skills.	No Opportunity to assess
10. BCIT teacher candidate will demonstrate the ability to	Demonstrates exceptional ability to assess, select, evaluate,	Demonstrates strong ability to assess, select, evaluate, and	Demonstrates basic ability to assess and select	Struggles to assess, select, or modify teaching methods,	No Opportunity

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assess, select, evaluate, and modify teaching methods, learning activities, instructional materials, resources, equipment, and technologies to enhance the effectiveness and quality of instruction. **2.C.**	and modify a wide range of teaching methods, materials, and technologies to meet diverse student needs. Continuously adapts instruction based on student feedback and performance, resulting in highly effective and engaging learning experiences.	modify teaching methods, materials, and technologies. Effectively adapts instruction to meet most students' needs, using varied resources and techniques to enhance learning and engagement.	appropriate teaching methods, materials, and technologies, but may struggle with modifying instruction or fully addressing the needs of all students. Some methods may not be well-integrated or varied.	materials, or technologies. Instruction may be rigid, with limited use of resources or adaptation to students' needs, resulting in less effective learning experiences.	to assess
11. BCIT teacher candidate will demonstrate the ability to monitor student understanding, progress, and performance through a variety of assessments and evaluation tools. They will provide timely and constructive oral and/or written feedback to students, using assessment	Demonstrates exceptional ability to use a variety of assessments and evaluation tools to monitor student understanding and performance. Provides timely, detailed, and constructive oral and/or written feedback that is specific, actionable, and encourages growth. Effectively adjusts	Demonstrates solid ability to use multiple assessment methods to monitor student progress and provide clear and constructive feedback. Adjusts instruction based on assessment results, though may not always address every student's specific needs.	Demonstrates basic ability to use assessments to monitor student progress, but feedback may be limited or less specific. Instructional adjustments may be infrequent or general, lacking personalized strategies for improving student	Struggles to use assessments effectively to monitor student progress or provide meaningful feedback. Instructional adjustments are minimal, and feedback may be unclear, unconstructive, or not timely.	No Opportunity to assess

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results to adjust instructional strategies and enhance the quality of instruction. **2.D.**	instruction based on assessment data to meet individual student needs, enhancing overall learning.		understanding.		
12. BCIT teacher candidate demonstrates the ability to guide students in understanding the importance of professional organizations, associations, and publications in their chosen fields. The pre-service teacher will demonstrate how these resources contribute to professional growth and lifelong learning.	Demonstrates exceptional ability to guide students in exploring and understanding the importance of professional organizations, associations, and publications. Provides in-depth examples of how these resources contribute to professional development and lifelong learning. Engages students with real-world applications and encourages active participation in these resources.	Demonstrates solid ability to guide students in understanding professional organizations, associations, and publications. Explains clearly how these resources contribute to ongoing professional growth and lifelong learning, encouraging student awareness and engagement.	Demonstrates basic ability to guide students in understanding professional organizations and publications but may struggle to fully explain their role in lifelong learning. Students may not fully understand the importance or impact of these resources.	Struggles to guide students in understanding professional organizations, associations, and publications. Fails to effectively communicate their role in professional development or lifelong learning, leaving students with limited understanding of their value.	No Opportunity to assess

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3.A.					
13. BCIT teacher candidate will demonstrate a commitment to integrity, ethical behavior, and professional conduct by adhering to Pennsylvania's Code of Professional Practice and Conduct for Educators, as well as relevant local, state, and federal laws and regulations. The pre-service teacher will model ethical decision-making, demonstrate responsibility and accountability in their actions, and understand the importance of maintaining professional standards in all interactions with students,	Demonstrates exceptional commitment to ethical decision-making, professional conduct, and integrity by consistently adhering to Pennsylvania's Code of Professional Practice and Conduct for Educators, as well as local, state, and federal regulations. Models ethical behavior, responsibility, and accountability in all interactions with students, colleagues, and the community.	Demonstrates a strong commitment to integrity, ethical behavior, and professional conduct, consistently adhering to Pennsylvania's Code of Professional Practice and Conduct for Educators, as well as local and state regulations. Follows ethical guidelines and displays responsibility in interactions with students, colleagues, and the community.	Demonstrates basic understanding of ethical behavior and professional conduct, with some occasional lapses in adherence to Pennsylvania's Code of Professional Practice and Conduct for Educators or relevant laws. Generally shows responsibility and accountability but may require reminders about ethical decision-making.	Struggles to demonstrate a commitment to ethical behavior, professional conduct, and integrity. May frequently violate or disregard Pennsylvania's Code of Professional Practice and Conduct for Educators or relevant laws, showing a lack of responsibility or accountability in interactions with students, colleagues, or the community.	No Opportunity to assess

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colleagues, and the community. 3.B.					
14. BCIT teacher candidate will demonstrate knowledge and competence in cultivating professional relationships and collaborating effectively with school colleagues, organizations, and community agencies. By working collaboratively, the pre-service teacher will contribute to creating a supportive learning environment and use collective resources and expertise to improve student learning and overall educational outcomes. **3.C.**	Demonstrates exceptional ability to build strong professional relationships with school colleagues, organizations, and community agencies. Actively seeks opportunities to collaborate, contributing to a positive, supportive learning environment. Effectively uses collective resources and expertise to enhance student learning and improve educational outcomes.	Demonstrates solid ability to collaborate with school colleagues, organizations, and community agencies. Builds professional relationships that contribute to a supportive learning environment and uses collective resources to positively impact student learning and educational outcomes.	Demonstrates basic ability to collaborate with colleagues and community partners but may struggle to actively seek or engage in collaboration opportunities. Relationships are functional but may not fully contribute to a positive, supportive learning environment or improved outcomes for students.	Struggles to collaborate effectively with colleagues, organizations, or community agencies. Professional relationships may be underdeveloped, and collaboration does not significantly contribute to creating a supportive learning environment or improving student outcomes.	No Opportunity to assess
15. BCIT teacher candidate will demonstrate the ability to communicate effectively with	Demonstrates exceptional ability to build positive, respectful relationships	Demonstrates solid ability to communicate effectively with parents, guardians, and	Demonstrates basic ability to communicate with parents and	Struggles to communicate effectively with parents, guardians, or the broader	No Opportunity to assess

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parents, guardians, other agencies, and the broader community to support student learning. This includes building positive, respectful relationships, sharing student progress and needs, and collaborating with families and community resources to create a supportive and inclusive learning environment that promotes the academic and personal growth of all students. **3.D.**	with parents, guardians, and the broader community. Proactively shares student progress, needs, and collaborates with families and community resources to create a supportive, inclusive environment. Communication is frequent, clear, and tailored to meet the needs of students and families, contributing to their academic and personal growth.	community members. Shares student progress and collaborates with families and community resources to create a positive learning environment. Communication is clear and timely, though may not always be as proactive or individualized.	guardians, but communicati on may be infrequent or less clear. Collaboration with families or community resources is limited or reactive, and the communicati on may not fully support the student's academic and personal growth.	community. Communication is infrequent, unclear, or insufficient in addressing student progress, needs, or ways to collaborate with families and community resources.	