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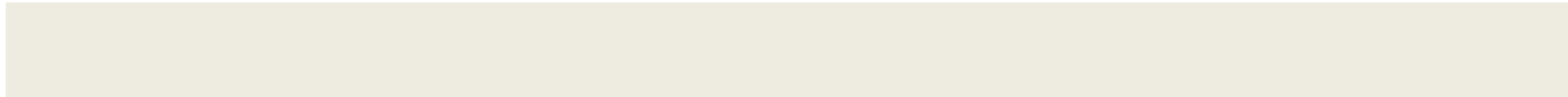
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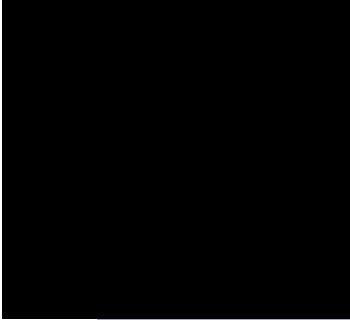
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		status, sexual orientation, learning style, language			
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Student teacher upholds

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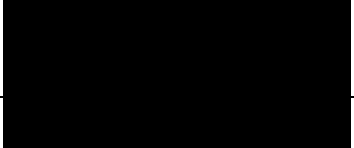
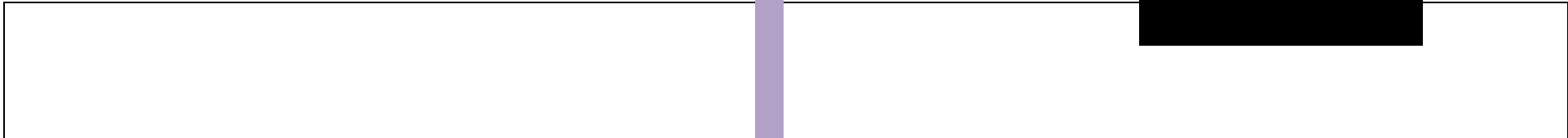
		Student teacher uses a variety of information resources to enhance communication with students and families	Student teacher uses minimal information resources to communicate information with students and families	Student teacher refuses to or does not have the necessary skills to gather and communicate information	
		Student teacher has high and appropriate expectations for learners in terms of learning, participation, effort, persistence and quality work and s/he communicates these to students with examples	Student teacher may have high expectations for students in terms of learning, participation, effort, persistence and quality work, but does not effectively communicate this to all students and/or give examples	Student teacher's communication does not convey that s/he believes that students will be successful in terms of their learning, participation, effort, persistence and quality of work	

		Student teacher's directions are clear to learners and contain an appropriate level of detail	Student teacher's directions and procedures are sometimes unclear to learners and/or do not contain an appropriate amount of detail	Student teacher's directions and procedures are confusing to learners	
		Student teacher's explanation of content is consistently accurate and effectively answers students' questions	Student teacher's explanation of content is typically accurate but at times answers to students' questions lack clarity	Student teacher's explanations are confusing and often contribute to students' lack of understanding.	
		Student teacher's spoken language is clear and expressive	Student teacher's spoken language is generally clear and expressive	Student teacher's spoken language is unclear and lacks expression	
		Student teacher's written and spoken language is grammatically correct and appropriate in vocabulary and style for the audience	Student teacher's written and spoken language is typically grammatically correct, but may use vocabulary or a writing style inappropriate for the audience	Student teacher uses written and spoken language that is full of errors and/or is inappropriate for the audience	
		Student teacher's communications are appropriate to families' cultural norms	Student teacher's communications may at times be inappropriate and/or insensitive to families' cultural norms	Student teacher's communications are culturally inappropriate	

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		Student teacher collaborates with colleagues to analyze school-wide data and uses classroom data to plan instruction	Student teacher uses some forms of data to inform planning, but misses opportunities to utilize all forms of data	Student teacher disregards both formal and informal forms of data when planning	
		Student teacher voluntarily participates in some school/district activities, including parent/teacher conferences	Student teacher participates in some school/district activities when specifically asked	Student teacher participates in school and district activities reluctantly or not at all	
		Student teacher seeks to understand building and district policies and	Student teacher is not proactive in learning about district policies and/or at times fails to adhere to them	Student teacher disregards or misapplies building and/or	

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		Student teacher displays solid content knowledge. S/he plans and explains content accurately and anticipates students' misconceptions	Student teacher sometimes plans/explains content inaccurately and/or may not be able to anticipate students' misconceptions	Student teacher displays errors or gaps in content knowledge and cannot anticipate students' misconceptions	
		Student teacher demonstrates, in lesson plans and units, knowledge of curriculum and how content is sequenced and aligned to broader standards, like the Common Core and state standards	Student teacher does not always plan instruction that is appropriately sequenced and/or that demonstrates that s/he understands how the standard fits into the broader curriculum	Student teacher's plans lack sequence and/or are not based on standards	
		Student teacher develops clear, measurable and			

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		Student teacher plans and implements various types of assessments (pre, formative and post/summative) to determine and/or measure student learning	Student teacher plans and utilizes summative assessments, but sometimes misses opportunities to assess learning before or throughout the lesson	Student teacher plans lessons that do not include various types of assessments	
		Student teacher maximizes instructional time by using all possible opportunities to teach	Student teacher attempts to make good use of instructional time, but misses some instructional opportunities	Student teacher loses considerable instructional time	
		Student teacher intentionally engages students in the content by providing meaningful experiences that help them make connections with ideas	Student teacher understands the need to engage students in the content, but does not always create meaningful learning experiences	Student teacher plans lessons without thinking about ways to engage students in the content	
		Student teacher creates an environment where mistakes are seen as opportunities to learn and students feel free to share their thinking	Student teacher creates an environment where students sometimes feel hesitant to make mistakes, take risks and/or share their thinking		
		Student teacher enthusiastically conveys the belief that what is being taught and learned is			

		Student teacher efficient procedure transitions
		Student teacher discussions and facilitate various discussions that students articulate clarify their thinking
		Student teacher questions to promote understanding encourage students explain their thinking provide evidence their ideas
		Student teacher assesses student checking for understanding recording the information and using responses inform future planning instruction and
		Student teacher suitable pacing time for intellectual engagement with
		Student teacher specific and timely and allows students their work (except summative assessment)

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		Student teacher chooses appropriately challenging materials that align with objectives and engage students in content	Student teacher is learning to evaluate materials, but at times chooses materials that are not challenging, aligned with objectives and/or do not connect students with the		

		interest and spontaneous events that arise during lessons	events, but does not always seize the teachable moment	misunderstandings, student interest and spontaneous events	
		Student teacher demonstrates flexibility during lessons when it becomes evident that students need further explanation or a different approach	Student teacher sometimes has difficulty responding to students and/or altering a lesson in the moment even when it is clear that students are struggling	Student teacher continues with lessons even when it is clear that students do not understand the content	

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		<p>Student teacher's pedagogical practices reflect research-based best teaching methods within the discipline</p>	<p>Student teacher displays basic knowledge of research-based best teaching methods within the discipline, but does not always use them in his/her teaching</p>	<p>Student teacher displays little understanding or awareness of research-based best practices</p>	
		<p>Student teacher applies knowledge of learning theories and human development in lesson plans and instruction</p>	<p>Student teacher can acknowledge characteristics of developmental levels but does not always use this information in planning and instruction</p>	<p>Student teacher plans lessons that are developmentally inapopment and learning</p>	<p>1998 TmO</p>

		Student teacher utilizes feedback from cooperating teacher, college supervisor, and students to inform planning and teaching	Student teacher receives, but does not always utilize feedback from cooperating teacher, college supervisor, and/or students	Student teacher does utilize feedback	
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