

Student Teaching Performance Guide

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Student Teaching Performance Guide



Section I:

CONCEPTUAL FRAMEWORK

Teaching and Learning in a Professional Community: A Conceptual Framework



PLEASE READ THIS SECTION CAREFULLY. THE ELEVEN COMPETENCIES ARE THE BASIS FOR ASSESSMENT OF STUDENT TEACHERS.

Introduction to the JMU Conceptual Framework

A conceptual framework, in the context of preparing professionals for contemporary schools, is a guiding set of principles, beliefs, and concepts that provide a basis for designing, implementing, monitoring, assessing, and changing programs that prepare teachers and others who work closely with children and others in school settings. It provides guidance and direction for those who develop curricula, courses, experiences, and assessments; it explicitly defines and describes the commitments, philosophies, research, and outcomes expected for faculty and candidates within the context of preparing educational professionals. Furthermore, it delineates how these elements are aligned with state and national standards and other regulatory expectations.

Summary of the JMU Conceptual Framework

The James Madison University Conceptual Framework for the education and development of professional educators rests on the significant goal of preparing effective educators for our rapidly changing society and culture. Furthermore, it is directed by the belief that all children, regardless of heritage, circumstances, or ability, can learn and that all children deserve full opportunity for schooling and education. It is guided and informed by current and reliable research, fueled by strong beliefs and values, supported by collaborations and partnerships, steered by professional and organizational standards, and fully supported by the University and its mission.

In operation, the conceptual framework provides eleven competencies that are expected for both initial and advanced professionals throughout all programs. The competencies are measured and assessed in a systematic and thorough manner, and indicators and measures are collected, analyzed, and used to inform program changes and improvements. The programs, therefore, are flexible and responsive to the changing nature of education in our culture, and continually seek to provide professional and professionally educated teachers and other school personnel for our nation's schools and educational institutions.

A Continuum of Professional Development

The competencies and exemplary components rest within a continuum of professional development. The focus on this model is directed toward how teachers continue to grow and become more competent along a continuum. The JMU conceptual framework and the various programs in the professional education unit subscribe to this model both explicitly and implicitly; that is, the field-based aspects of the work of preparing professional educators reflect how programs continually base developmentally appropriate coursework, both in on-campus coursework and in off-campus practica, upon the realities of contemporary classrooms. In addition, all candidates' programs emphasize and model becoming an effective professional, a life-long endeavor.

Professional Educator Competencies

The Unit faculty, drawing from INTASC and National Board of Professional Teaching Standards, defined eleven core competencies that describe the knowledge, skills and dispositions that all beginning professionals should possess. The following competencies, therefore, are representative of a collaborative process used to establish well-defined, measurable, and meaningful dispositions, practices, and performances.

- 1. The educational professional demonstrates personal qualities and dispositions that reflect effective development as a professional educator.**
- 2. The educational professional understands the structure, skills, core concepts, and methods of inquiry of the discipline(s) taught or practiced, is convinced of the worth of the discipline or subject, and creates learning experiences that make these aspects of subject matter meaningful to students.**
- 3. The educational professional understands the latest research on how children learn and develop and how culture influences human development. The educational professional applies this understanding by providing, supporting, and encouraging learning opportunities that support intellectual, social, and personal development.**
- 4. The educational professional understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**
- 5. The educational professional plans, supports, and encourages instruction as well as other educationally-related activities and programs that are based on numerous variables including research-based best practices, knowledge of the subject matter, the nature of the learners, students' learning strategies, the goals of the curriculum, and the community.**
- 6. The educational professional uses an extensive repertoire of instructional strategies, including the utilization of a wide variety of educational technology and media, to develop students' critical thinking, problem solving, and performance skills.**
- 7. The educational professional uses an understanding of individual and group motivation and behavior to create a learning environment that encourages personal growth, positive social interaction, active engagement in learning, and self-motivation.**
- 8. The educational professional uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.**
- 9. The educational professional uses a variety of assessment techniques, both formal and informal, for varying purposes.**
- 10. The educational professional is a reflective practitioner who continually evaluates the effects of educational choices and actions and uses that understanding to adjust teaching, seek support, develop professionally, and improve educational practice based on such reflection.**
- 11. The educational professional fosters relationships with colleagues, families, and communities to support students' learning and well-being.**

From (2000). Preparing Effective Educators for a Changing Society. *Professional Education Conceptual Framework*, (pp. 1, 6, 13).

Student Teaching Performance Guide



Section II:

CO - TEACHING

CO - TEACHING

Partners for Student Achievement



A Co-Teaching Resource Handbook

for

**Cooperating Teachers, Student Teachers, and
College/University Supervisors**

in Virginia

by the

MidValley Consortium for Teacher Education

**Bridgewater College
James Madison University
Augusta County Schools
Rockingham County Schools
Staunton City Schools**

**Eastern Mennonite University
Mary Baldwin College
Harrisonburg City Schools
Shenandoah County Schools
Waynesboro City Schools**

August, 2000

funded by a grant from the Virginia Department of Education

INTRODUCTION

Dear Virginia Educator,

Over the last several years, Virginia's public schools have experienced major changes in curriculum content, instructional methods, delivery format, and expectations for student achievement. The Virginia *Standards of Learning*, as well as the advent of block scheduling, integrated instruction, and team teaching, call for different models of teaching and greater levels of accountability. In response, Virginia's teacher education programs have redesigned their programs to insure that graduates are prepared to meet these new expectations.

One of the most critical components of teacher preparation is student teaching. It is imperative that the student teaching experience be structured to meet reforms and designed so that student teachers provide value-added service that will *enhance* student learning, as they gain the necessary experience to prepare them for their own classrooms and their own students.

In 1998, the MidValley Consortium for Teacher Education received a \$16,870 grant from the Virginia Department of Education for a two-year project to produce and disseminate a *Resource Handbook* containing specific instructional and supervision models and strategies to help clinical faculty and student teachers address these issues. **This handbook is designed to ensure that student learning and student achievement remain paramount throughout the student teaching experience.** We do hope that it will be useful to the many student teachers, cooperating teachers, and college/university supervisors in Virginia who work together as *Partners for Student Achievement*.

Sincerely,

The MidValley Consortium Steering Committee (2008-09)

Linda Bigler, James Madison University
Sandy Brownscombe, Eastern Mennonite University
David Coffman, Bridgewater College
Diane Horn, Augusta County
Lowell Lemons, Mary Baldwin College
Joy Moody, James Madison University
Vicki Richard, Rockingham County

Clinical Faculty and Student Teachers: Partners for Student Achievement

General Findings

Based on clinical faculty, student teacher, and college/university supervisor feedback, the following general conclusions may be drawn from this project:

1. **Student teachers are a valuable resource for enhancing K-12 classroom instruction.** *Neither the student teaching experience nor student learning should suffer at the expense of the other.*
2. **Clinical faculty and student teachers who use co-teaching strategies can provide K-12 pupils with critical opportunities for intensive instruction in the Virginia Standards of Learning.**
3. **Some co-teaching strategies are more appropriate for certain grade levels or subject areas, or at certain times of the year, than others.** *Clinical faculty, student teachers, and college/university supervisors should work together to design individualized student-teaching schedules that meet the needs of specific K-12 classrooms.*
4. **Co-teaching requires pairing clinical faculty and student teachers who are compatible and can plan, teach, and reflect well together.**
5. **The decision of clinical faculty and student teachers to co-teach must have full school-wide support.** *Neither the clinical faculty nor the student teacher should be asked to assume other responsibilities such as substituting or serving on committees during shared instructional time.*
6. **Student teachers still must have full responsibility for direct instruction and an opportunity to “fly solo”.** *The amount and scheduling of this time, however, should be designed to meet the needs of both the K-12 students and the student teachers. Student teachers should assume increasing responsibility for planning and assessment, even when the actual instruction is being shared with clinical faculty.*
7. **Student teachers who use co-teaching strategies gain experience in teaching the Standards of Learning and in working as part of a team, which will benefit both them and the school divisions that employ them as first-year teachers.**

NOTE:The term *clinical faculty*, as used throughout this handbook, refers to cooperating teachers who have received specific training for mentoring student teachers through the MidValley Consortium. Although this handbook has been produced with *all* cooperating teachers in mind, the term clinical faculty is used when referring to those teachers who directly participated in this project.

PROJECT PARTICIPANTS

The MidValley Consortium expresses its grateful appreciation to the following educators who have worked so hard on this project:

Clinical Faculty

Augusta County:

Tamara Boxler, Clymore Elementary School
Larry Correll, Stewart Middle School
Shirley Dingleline, Beverly Manor Elementary School
Deborah Hawkins, Clymore Elementary School
Bruce Hollingshead, Buffalo Gap High School
Cynthia Jarvis, Stuarts Draft Middle School
David Lane, Ft. Defiance High School/ JMU
Mary Sue Leeper, Clymore Elementary School

Thomas Long, Buffalo Gap High School
Susan Miller, Ft. Defiance High School
Beverly Roach, Churchville Elementary School
Jane Smith, Stewart Middle School
Donna Wells, Clymore Elementary School
Lisa Whitescarver, Clymore Elementary School
Karen Winkler, Ladd Elementary School
Dana Zeh, Ladd Elementary School

Harrisonburg City:

Jeff Beatty, Thomas Harrison Middle School
Andrea Nolley, Keister Elementary School

Dan Phillips, Thomas Harrison Middle School
Jeannine Waters, Harrisonburg High School

Rockingham County:

Donna Arbogast, Frank Hillyard Middle School
Kathy Buracker, Wilbur Pence Middle School
Dianne Meyers, Mt. Clinton Elementary School

Jeffrey Newton, Spotswood High School
Vicki Richard, John Wayland Elementary School
Judy Rhodes, John Myers Elementary School

Shenandoah County:

Gail Bange, North Fork Middle School
Catherine Dawson, Ashby Lee Elementary School
Leigh Devier, Ashby Lee Elementary School

Helen Lutz, Ashby Lee Elementary School
Donna Weakley, North Fork Middle School
Cynthia Wilkins, Stonewall Jackson High School

Staunton City:

Sharyn Billings, Robert E. Lee High School
Cynthia Didawick, McSwain Elementary School
Trish Gooden, Bessie Weller Elementary School
Karen Hutchings, Bessie Weller Elementary School

Gary Hollins, Robert E. Lee High School
Jan Painter, Robert E. Lee High School
Linda Wilkerson, Ware Elementary School

Waynesboro City:

Karen Amato, Westwood Hills Elementary School
Amanda Curry, William Perry Elementary School
Ina Gill, Waynesboro High School
Vermell Grant, Westwood Hills Elementary School
Janis Rule, Berkeley Glenn Elementary School

Bobbie Shomo, William Perry Elementary School
Kaeli Spencer, William Perry Elementary School
Molly Via, William Perry Elementary School
Wynne Ellen Van Covern, Westwood Hills Elementary School

College / University Supervisors

Barbara Cox, James Madison University
Mindy Garber, Bridgewater College
Judy Henneberger, James Madison University
Mark Hogan, Eastern Mennonite University
Larry Huffman, James Madison University
Karen Kahl, James Madison University
Bob Knighton, James Madison University

Sue Marion, Mary Baldwin College
Joy Moody, James Madison University
Holly Pence, James Madison University
Walter Pfaender, James Madison University
Mary Rodriguez, James Madison University
Gary Shell, James Madison University
Angela Urgo, James Madison University

Student Teachers

Jennifer Bateson, James Madison University
Kathryn Bryarly, James Madison University
Karen Busche, James Madison University
Renee Dunford, Mary Baldwin College
Emily Goalder, James Madison University
Jacquelyn Gruosso, James Madison University
Layne Harpine, James Madison University
Erin Humphrey, James Madison University
Melanie Humphreys, Bridgewater College
Julie Hunnicutt, James Madison University
Karen Keatts, James Madison University
Ann Marie Kennedy, James Madison University

Logan McGuire, James Madison University
Dennis Moore, James Madison University
Tammy Morsey, James Madison University
Krystal Neuenschwander, Eastern Mennonite University
Kelly Petak, James Madison University
Carly Sanders, James Madison University
Angela Shutske, James Madison University
Carrie Summers, James Madison University
Malissa Troidl, James Madison University
Rebecca Vogelmann, James Madison University
Jennifer Walker, James Madison University
Emily Williams, James Madison University

CO-TEACHING: A DIFFERENT APPROACH FOR COOPERATING TEACHERS AND STUDENT TEACHERS¹

Co-Teaching: A Definition and Description

For the purposes of this paper, co-teaching is defined as a student teacher and a cooperating teacher working together with groups of students and sharing the delivery of instruction and physical space.

For many years cooperating teachers have been encouraged to gradually turn over their teaching responsibilities to the student teacher until, for a period of several weeks, the student teacher has complete responsibility for all teaching. This approach certainly serves the student teacher well, but it does not always take advantage of having an additional adult in the classroom.

In recent years the professional development schools in league with Kansas State University have encouraged cooperating teachers to act as co-teachers with their student teachers. With co-teaching, early in the semester, the student teacher might serve as an assistant and perhaps present portions of lessons while the cooperating teacher remains primarily responsible for the teaching. The student teacher might also work with individuals or small groups of students who need special or additional help. For certain activities, the class might be divided between the two to reduce the teacher-pupil ratio.

As the semester progresses, the cooperating teacher will gradually give the student teacher more and more of the planning and teaching responsibilities and begin to perform some of the functions that the student teacher did earlier in the semester. Near the end of the semester, the student teacher will be primarily responsible for the teaching, much as the cooperating teacher was at the beginning of the semester. With co-teaching, the amount of time the student teacher is left totally alone is reduced so that the cooperating teacher and the school division can take advantage of having an additional, trained adult to teach students.

Some Approaches to Co-Teaching

Marilyn Friend and Lynne Cook (1996a) have presented several approaches to co-teaching that provide ways for two teachers to work together in a classroom. Their videotape (1996b) also explains these approaches, which are briefly discussed below. They include: one teach, one support; parallel teaching; alternative teaching; station teaching; and team teaching.

ONE TEACH, ONE SUPPORT

With this model one teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping individuals and observing particular behaviors. For example, one teacher could present the lesson while the other walks around or one teacher presents the lesson while the other distributes materials.

PARALLEL TEACHING

In parallel teaching, the teacher and student teacher plan jointly but split the classroom in half to teach the same information at the same time. For example, both teachers could be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software to half of the class. Each half of the class could be involved in a literature study group during a novel study.

*abridged from a paper presented by Perl, Maughmer, and McQueen; ATE National Conference, 1999

ALTERNATIVE TEACHING

In alternative teaching, one teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson. For example, a teacher could take an individual student out to catch them up on a missed assignment. A teacher could work with an individual or a small group for assessment purposes or to teach social skills. A small group of students could work together for remedial or extended challenge work.

STATION TEACHING

Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and student teacher are at particular stations; the other stations are run independently by the students or by a teacher's aide. For example, three or more science stations, each containing a different experiment, could be organized with the teacher and student teacher working with the two stations that need the most supervision. It is also possible to use an aide or parent volunteer to supervise stations.

TEAM TEACHING

Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher or two student teachers working together.

Advantages and Disadvantages of Co-Teaching

ADVANTAGES

Meeting the individual needs of students is becoming more and more difficult. Having two or more adults in a classroom allows students to work with ease in whole group, small group and individual settings. By lowering the student/teacher ratio, co-teachers have a better chance to meet the diverse needs of technology, curriculum, and diversity issues.

Flexible grouping of students is much easier with co-teaching. The use of centers, curriculum groups, interest groups, and individual settings are based on the individual needs of students. Whole group teaching is an option, but typically less time is spent lecturing the whole group; this leaves more time to spend with small groups and individuals.

In co-teaching classrooms, students are actively engaged in learning. Many times, two or more teachers will attempt projects they wouldn't try by themselves.

The old saying of "Two heads are better than one" is very true when it comes to planning curriculum and assessment. Teachers are able to hold conferences with parents and students on a regular basis, as well as during scheduled parent-teacher conference times. Preparing for parent conferences is often very time consuming. Co-teachers are able to reduce the preparation time by sharing the work.

Hundreds of decisions need to be made spontaneously by classroom teachers. By having more than one set of

eyes on the classroom, teachers are able to collaborate and problem solve in a timely manner. Problem solving is a true advantage to co-teaching.

Every teacher knows the difficulty of preparing a classroom for the first day of school. Co-teachers are able to work together to prepare bulletin boards, move furniture, and plan the layout of the classroom.

Co-teaching is an excellent opportunity for mentoring an inexperienced teacher. If one is a veteran teacher and the other is a student teacher, inventory is no problem. The student teacher is able to share the classroom inventory, while adding to their own throughout the semester.

Ask any teacher what they need, and the response will usually be “more time.” Co-teaching allows time during the teaching day to be used in flexible ways. While one teacher is working with the whole group, another teacher can be planning curriculum, meeting with a small group of teachers to discuss state accreditation testing, etc.

Co-teaching is not easy. Many teachers are uncomfortable managing other adults and dealing with adult conflict; therefore, co-teaching builds leadership skills with real-world applications.

With more demands on today’s educators, teachers find themselves out of the classroom for various professional reasons (e.g., staff development, assessment, committee work, and leadership positions). Students are often left with a substitute. Co-teaching allows for teaching consistency for students because the student teacher remains in the classroom and can co-teach with the substitute.

Performance assessment is an effective way to measure what students really know. Gathering data on individual students for assessment purposes is a very difficult job for one teacher, but co-teaching allows for individual assessment to be ongoing during the teaching day.

Co-teaching is a real-world interaction model. Students observe teachers and student teachers interacting positively as a team.

DISADVANTAGES

A lot of teachers consider their classroom a “home away from home.” They become very possessive of their classrooms because they have devoted hundreds of hours and a lot of money to make them successful. Adding a teacher to a classroom invades the territory of the classroom teacher. Some teachers are able to share their territory better than others. Co-teaching is not for the person who likes to control the class, has little flexibility or believes there is only one right way to teach. Teachers who share a classroom must come to consensus on such philosophical questions as discipline, classroom organization, routines, and procedures.

Another disadvantage is that not all teachers are able to manage adults. Co-teaching requires educators who are able to deal with adult conflict and management.

Collaboration and co-teaching take more time. Teachers will often say, “It would be easier to just do it myself.” Not all teachers are willing to take the time to talk about everything that happens in a classroom.

Many times teachers begin to feel closed in. Sharing physical space can be threatening and teachers feel that they just want some time to themselves.

Since co-teaching is not the norm, parent perception can often make or break the concept. It is imperative that parents know their student will be in a co-teaching classroom. Parents should not think their child is being used as a “guinea pig” for another new idea.

Most teachers are familiar with the “teachable moment” – the spontaneous teaching that experienced teachers use to challenge students to a higher performance level. Many times inexperienced teachers don’t recognize the importance of spontaneous teaching. This can be a frustration to the other teacher who shares the classroom.

One of the most frustrating dilemmas of co-teaching is inconsistent discipline. Co-teaching is much like parenting. Students may try to play one teacher against the other. Many teachers would rather teach alone than deal with inconsistent discipline.

Reference List

- Friend, M. & Cook, L. (1996a). Interactions: Collaboration skills for school professionals. White Plains: Longman Publishers USA.
- Friend, M. & Cook, L. (1996b). The power of 2: Making a difference through co-teaching [Videotape]. (Available from the Forum on Education, Smith Research Center, Suite 103, Indiana University, Bloomington, IN 47405-1006)
- Walsh, J.J. & Snyder, D. (1993, April). Cooperative teaching: An effective model for all students ED 361 930. Paper presented at the annual convention of the Council for Exceptional Children, San Antonio, TX. (ERIC Document Reproduction Service No. ED 361 930)

General Comments About Co-Teaching Methods

Our Clinical Faculty responded in writing and in discussions to their experiences with co-teaching. Summaries of your colleague's reactions to the methods are provided in this section.

Primary (NK-Grade 3)

The co-teaching models provide opportunities for classroom teachers to adapt and adjust their teaching styles for active inclusion of student teachers in their classrooms. In lieu of the standard “one teach and one observe” model, these five co-teaching strategies allow two teachers to plan together and implement the method(s) they feel will most suit their own personalities and skills at various times. In reviewing comments from clinical faculty about the five models, we noticed many positive comments about *Station Teaching*, *Team Teaching*, and *One Teach, One Support*. We noticed less favorable comments about *Alternative Teaching* and *Parallel Teaching*. Individual situations will determine which methods suit particular teachers and student teachers best, depending upon personal relationships, personalities, planning time, class and classroom size, available materials, and teacher expertise. These models give experienced and non-experienced teachers the opportunity to make choices that will benefit everyone in the classroom.

Upper Elementary (Grades 4-5)

Teachers are concerned with student teachers' awareness of the importance of covering the *Standards of Learning* in classroom instruction. The student teacher must assume responsibility for *Standards of Learning* implementation. Because of the *Standards of Learning*, teachers may be more hesitant to relinquish control of the classroom to the student teacher. The co-teaching models encourage smooth transitions during which student teachers must demonstrate both content and instructional competencies. The co-teaching models also require more planning and collaboration between clinical faculty and student teacher, which helps conferencing during student teaching experiences. Most clinical faculty believe that student teachers must eventually “fly solo” and assume responsibility for the entire classroom. Even after student teachers assume full responsibility, clinical faculty and student teachers will confer on a more regular schedule than in previous student teaching models. *One Teach, One Support* appears to be the most popular strategy at the upper elementary level.

Middle (Grades 6-8)

The data collected from middle school level clinical faculty suggest that all five co-teaching strategies can be useful for modeling and providing transitions in instruction and classroom management for student teachers. Because of their experience in teaming at the middle school level, the clinical faculty were able to suggest concrete strategies to make these co-teaching approaches work. The choice of approaches in a given situation depends upon the content area, the competency of the student teacher, and the personalities of both teachers.

One concept is apparent--the importance of the cooperating teacher in preparing student teachers to implement instruction in the *Standards of Learning*. Cooperating teachers should see themselves as adjunct faculty for the teacher preparation institutions. The role of the cooperating teacher has become much more important in preparing pre-service teachers for the high stakes testing environment in Virginia's public school classrooms.

Secondary (Grades 9-12)

Most secondary teachers liked the *One Teach, One Support* model because it does not require as much additional planning as other co-teaching methods. They believed it would work well in most subjects and most class settings. Many teachers felt *parallel teaching* would be unworkable in most secondary classrooms

because both teachers would have to share the same space while teaching separately. They thought that *alternate teaching* would work best for special applications such as makeup work, special education, and other unique settings.

Most teachers felt *station teaching* would be impractical on a regular basis; its main limitations are time, materials, and space for the stations. *Team teaching* appealed to some teachers because “two heads are better than one.” This method could actually reduce preparation time, and it gives teachers the opportunity to model desirable behaviors and expose students to different ideas. *Team teaching* requires content knowledge, well-defined roles, and cooperative planning.

Even if co-teaching methods are successful in enabling a student teacher and in enhancing student learning, it is still important for the student teacher to assume sole possession of, and responsibility for, the class during a portion of the experience. All of the co-teaching methods depend on the abilities and compatibility of the teacher and the student teacher. Ultimately each teacher must be the judge of which co-teaching method or combination of methods are appropriate for their own teaching style, particular subject area, students, and student teacher, as well as when to use them.

Strategies

This section identifies strategies to foster pupil achievement that our own clinical faculty have already successfully used with their student teachers. Each strategy has been assigned to a category used on the MidValley Consortium’s *Assessment of Student Teaching Performance: Preparation for Instruction, Instructional Performance, Reflection and Evaluation, and Professionalism*.

Preparation for Instruction

- Meet with your student teacher prior to the teaching experience. Provide a schedule of daily and weekly routines.
- Develop short- and long-term planning goals including a progression of responsibilities for your student teacher.
- Schedule a common planning time with your student teacher and any resource teachers.
- Plan together with your student teacher on a daily basis. Decide on lesson plan format and expectations for lessons.
- Assist and educate your student teacher in finding materials for planning lessons, including use of the Internet as well as school and community resources. This may include sharing personal resource materials and encouraging your student teacher to find new materials using a variety of sources.
- Model implementation of assessments (informal reading inventories, spelling inventories); then give your student teacher assistance in administering the assessments.
- Help your student teacher plan and develop classroom strategies for differentiated instruction for students with special needs.
- Encourage your student teacher to become familiar with the school handbook, emergency procedures, system policy manual, and grade level discipline procedures.
- Discuss your school division’s pacing guides or curriculum mapping materials with your student teacher and follow them when planning instruction.

- Discuss formative and summative assessment of student performance in relationship to progress reports, report cards, etc.
- Familiarize your student teacher with basic SOL content by providing a *Standards of Learning* handbook for planning lessons and pulling sample *Standards of Learning* materials and test questions from the Internet.
- Plan units that incorporate multiple *Standards of Learning* and/or other state assessments.
- Require that your student teacher submit detailed lesson plans for approval *prior* to teaching the lesson.
- Require your student teacher to assign students short-term projects that are graded at timely intervals. This allows you to monitor student progress.
- Assist your student teacher in creating *Standards of Learning*-like assessments or in searching for appropriate tools.
- Explain your grading system and discipline system.
- Establish a regular conferencing schedule to discuss performance, planning, pacing guidelines, content, assessment, and remediation.
- Make sure your student teacher understands the concepts being tested.
- Discuss learning approaches to be used throughout placement.
- Have your student teacher take *Standards of Learning* practice tests to familiarize themselves with the test format.
- Establish regular conferencing for debriefing, planning, as well as reflecting on performance.
- Share results of spelling inventory, informal reading inventory, and other assessments.
- Stress importance of communication--with other faculty members who share your students, as well as with parents.
- Work as a team to plan curriculum to address the *Standards of Learning*; earmark these in lesson plans.
- Model how teachers incorporate their own ideas to teach the *Standards of Learning* content. Encourage your student teacher to use their own ideas in teaching the *Standards of Learning*.
- Share a model lesson plan with your student teacher.
- Prepare your student teacher for co-teaching experiences.
- Develop lesson plans for team teaching.
- Develop activities that encourage both group and individual accountability.
- Explain classroom management procedures to the student teacher and their college/university supervisor.
- Articulate and model techniques for effective behavior management for your student teacher.

- Help your student teacher establish high, but reasonable, expectations for all students.
- Encourage mutual respect among the children, your student teacher, and yourself by providing a teaming model that promotes positive interactions.
- Model, articulate, and instruct your student teacher in using techniques for effective behavior management.
- Require your student teacher to observe other faculty members for management styles and techniques.
- Support reasonable discipline decisions made by your student teacher.
- Allow your student teacher to be in charge of behavior management with support and feedback.
- Share classroom management expectations and review the school handbook.
- Encourage your student teacher to develop a positive personal and professional rapport with each student.
- Develop your student teacher's awareness of cultural and ethnic diversities within assigned classes and their impact on instruction.
- Develop your student teacher's awareness of students' individual differences, special needs, and learning styles.

Instructional Performance

- Team teach with your student teacher before giving them full responsibility for the class.
- Model effective classroom instructional techniques.
- Model how to work in an inclusive environment and how to differentiate instruction.
- Ensure that all scheduled *Standards of Learning* are taught during student teaching.
- Have your student teacher develop and administer an assessment of the *Standards of Learning* they have taught.
- Use a variety of teaching strategies in different subject areas (e.g., whole class, small groups, individual instruction).
- Identify specific *Standards of Learning* objectives orally or in writing for students.
- Develop co-teaching skills to enhance instructional goals.
- Integrate student use of technology with classroom curriculum.
- Model effective classroom management techniques.
- Show your student teacher how to differentiate instruction for diverse students.

- Blend *Standards of Learning*-like assessments with alternative assessments.
- Rotate teaching/observation to encourage reflection.
- Co-teach to cover *Standards of Learning*.
- Model a class lesson that your student teacher will teach to a later class.
- Use the expertise of each person to provide differentiated instruction through teaming.
- Model effective classroom management practices and pacing.
- Allow your student teacher to observe and co-administer the *Standards of Learning* tests in their own subject area if possible.
- Rotate teaching/observation to encourage reflection.

Reflection and Evaluation

- Give your student teacher opportunities to observe and work with other teachers and alone with small groups of students.
- Have your student teacher reflect on and revise assessments for lessons.
- Have feedback on your student teacher observations readily available, and give your student teacher an opportunity to “reflect” on how they think the lesson went before the evaluation is discussed.
- Utilize a journal format to correspond with and/or respond to your student teacher on a regular basis.
- Have your student teacher write a letter of introduction to parents at the onset of the placement.
- Establish regular conferencing for debriefing, planning, as well as reflecting on performance.
- Make sure your student teacher understands the concepts being tested.
- Share test-taking skills with your student teacher.
- Use a checklist as a tool to set the stage for expectations.
- Model reflection for improvement by videotaping yourself and your student teacher.
- Aid your student teacher in assessing their own classroom management skills.
 - Communicate immediate feedback to your student teacher after teaching a lesson.

Professionalism

- Work closely with school and community resources.
- Schedule meetings with parents at times when your student teacher is available.

- Share importance of communication—with other faculty members who share your students, as well as parents.
- Include your student teacher in collaboration with team members, resource teachers, and support staff regarding instructional techniques and behavioral management of all students.

Student Teaching Performance Guide



Section III:

POLICIES
AND
PROCEDURES

General Information

Overview

The teacher education program at James Madison University has been developed in accordance with the guidelines of nationally recognized professional organizations and is accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP accreditation recognizes that JMU's teacher education program meets rigorous standards of excellence developed by the profession and provides high quality preparation for effective teaching.

JMU offers initial licensure programs in art education, dance education, early childhood education, early childhood special education, elementary education, foreign language education, middle education, music education, physical and health education, secondary education, special education, theatre education as well as advanced licensure programs in reading education, school administration, school psychology and school counseling. The program in each of these areas is consistent with the unit's conceptual framework. **Please contact the department's academic unit head or program coordinator directly if you have questions about any education program.**

The Student Teaching Experience

Student teachers complete their experience according to this schedule:

ART, DANCE, ELED-MAT, FLED, IECE-BS, IECE-BIS, MIED-MAT, MUED, SEED-MAT, TESOL, and THEA – Block 1 and Block 2 **OR** Block 3 and Block 4 depending on the program sequence;

PHETE – Undergrads – Block 4 senior year; **AND**
Grads – one mid-semester block that begins the fifth or sixth week of spring semester;

ELED-BS & SPED-BS – Block 2 **AND** Block 4

ECED-BIS, ELED-BIS, MIED-BS, SEED-BS, SPED-BIS – one extended block during the semester depending on the program sequence. Note: SPED-BIS will also have summer blocks.

Block 1 and Block 2 (fall semester), Block 3 and Block 4 (spring semester), and the mid-semester block last approximately eight weeks. The extended block lasts approximately twelve weeks.

Student teachers are *strongly* encouraged to participate in their school division's pre-school activities if summer responsibilities do not make that impossible. Student teachers assigned to each semester should contact the first cooperating teacher with whom they will be working to establish if, and when, it will be convenient for them to shadow the teacher during pre-service workdays. The official beginning date for student teaching is the first day of the JMU semester. **Student teachers who begin their placements early still finish the block at the regular time.**

Regardless of the format of the student teaching/internship experience, **students must follow the school division, not the university, calendar – including vacations, holidays, and workdays.** In case of inclement weather, they need to listen to the local radio or television station for “no school” announcements. They must attend any school “make-up” days that are scheduled during the time of the placement.

Student teachers are expected to follow the cooperating teacher's schedule throughout the placement, observing the same hours and attending professional meetings such as faculty meetings, parent conferences, PTA, and county or city in-service workshops. They are also expected to take an active part in extra-curricular activities as appropriate.

The Student Teacher Placement Process

In the year before they intend to student teach, JMU candidates submit a student teaching packet to the Education Support Center for distribution to the school divisions in which the candidates are placed for student teaching. Candidates must sign a release to the ESC to share information for placement purposes.

The Coordinator of Field Experiences discusses possible placement requests with the appropriate department head or program coordinator. Some factors that affect where these requests are made include where the student teacher is living, the degree of match between JMU and school division programs and expectations, the possibility of clustering student teachers at school partnership sites, and efficiency of supervision. All local student teaching requests for the next year are submitted in early spring. (BIS students are placed in employed division.)

The ESC requests are sent to individual school divisions (or to individual schools when the school division has so indicated) in two groups. The first group contains requests for students who have met all student teaching application instruction deadlines. Approximately a month later, a second, smaller group of requests are sent to the school divisions. This group includes candidates who, for various reasons, were not able to complete all of their requirements prior to the regular student teaching deadline (for example, a student who was enrolled in, but had not completed, a required course). This second group also includes candidates who could not be placed in the school division originally requested. *Under no circumstances will JMU request a placement for any candidate who has not met all prerequisites for student teaching.* (Note: 2+2 BIS students may request to be placed by their program in the same school in which they are employed.)

Each school division handles its local placement process differently, but JMU and its partner school divisions have agreed to place student teachers only with cooperating teachers who have:

- ✓ a valid Virginia Collegiate Professional License with proper endorsement for the teaching assignment;
- ✓ three years (minimum) experience as a successful classroom teacher;
- ✓ a commitment to life-long learning as evidenced by work towards a master's degree, workshops, college credits, or other types of activities that assist the teacher in increasing his/her knowledge and performance related to the teaching profession;
- ✓ recognized expertise in subject matter knowledge and current and varied instructional strategies for the classroom;
- ✓ skill in effective classroom management techniques;
- ✓ knowledge of school/community relations;
- ✓ strong oral and written communication skills;
- ✓ strong organizational skills;
- ✓ excellent human relations skills;
- ✓ experience in working with adults and/or student teachers; and
- ✓ a desire, willingness, and ability to work cooperatively with colleagues and student teachers.

Once a school division provides the ESC with its confirmed placements, the Coordinator of Field Experiences sends a confirmation letter to the student teacher and a welcome letter to the cooperating teacher(s). A cooperating teacher may know about his/her student teacher and make an initial contact long before the student teacher gets a confirmation letter from the ESC. Because other factors besides a teacher's willingness to serve as a cooperating teacher may contribute to a final placement decision, we tell our student teachers that no placement is actually confirmed until they receive the confirmation letter from the ESC.

In general, a candidate is not placed in schools they attended as a student, where any immediate family members work or are students, or where they completed a practicum experience. The following placement policy also has been considered in securing positions:

Local student teaching placements are made in accredited Virginia public and private schools, programs, and agencies within approximately one hour's driving distance from campus. Some programs also place student teachers in northern Virginia, Richmond, and/or Tidewater. Other local and non-local placement sites may be assigned in accordance with individual program and/or student needs. All placements are based on availability and efficiency of appropriate supervision.

Student teachers should not contact school division personnel directly and may not request a student teaching or internship placement with a specific school division, school, or teacher. (Note: 2+2 BIS Students are permitted to be placed in the same schools in which they are employed.) Out-of-state student teaching/internship placements are not an option for any program at the present time.

Key JMU Teacher Education Contacts: <http://www.jmu.edu/coe/academics.shtml>

Student Teaching/Internship Policies and Procedures

The teacher education programs at James Madison University have established critical guidelines to ensure program integrity and to provide education experiences for their students

Eligibility Requirements

To be approved for student teaching, all candidates must:

- Complete (prior to acceptance) all stated requirements for admission to teacher education.
- Attend a mandatory student teaching information session and apply for student teaching.
- Complete all course work, assessments, certificates, and stated requirements prior to student teaching.
- Be recommended for student teaching by their licensure program.
- Meet any additional admission and retention standards of their academic department or school.
- Submit paperwork to show that the student is free from exposure to communicable tuberculosis. (BIS students please check TB requirement with your employed division.)

Note: The ESC monitors the status of candidates prior to the start of each teaching block. A placement is withdrawn if the candidate has not maintained eligibility for student teaching/internships.

Student Teaching in Own Classroom Requests

Programs make all decisions regarding whether a candidate has met eligibility requirements for student teaching. For any non-traditional requests for student teaching, programs will make the determination in conjunction with the ESC in order to make sure that the experience meets licensure requirements and approved program competencies. Each program will review requests on a case-by-case basis; certain programs may decide not to permit any non-traditional experiences, while others may require certain performance and disposition prerequisites.

In the event that a school division requests that a teacher candidate be considered for a "Student Teaching in Own Classroom" position (either as a long-term substitute or to hire as a provisionally licensed teacher) the following process must occur:

1. If the candidate has been approached through a school division contact, the candidate should have the

administrator reach out to the program coordinator or academic unit head for their program. In some rare instances, an administrator will contact a program seeking a qualified candidate for a position and those inquiries will also be directed to the program coordinator or academic unit head.

2. If the program wants to consider this option, then the program coordinator or academic or academic unit head will check with faculty and supervisors to determine whether the candidate is qualified for this type of experience.
3. If they determine the candidate might be a good fit for “Student Teaching in Own Classroom” then the program coordinator or academic unit head will talk to the candidate about the complexities and realities of a non-traditional student teaching experience to confirm that this is really in the best interest of the candidate.
4. If the candidate is deemed eligible by the program, the program will reach out to the school division to confirm, at which point the school division will be responsible for hiring the candidate.
5. The program will notify the Education Support Center about the placement including the grade level, school name and division, dates, and administrator contact and the ESC will send paperwork to confirm the placement by both school-based and central office administrators.

Changes in Placements

Changes in placements typically will not be made once positions within a specific school division have been requested and/or confirmed, unless a particular placement is inappropriate, which may happen occasionally. If a student teacher receives notification of an assignment that they believe will not satisfy licensure requirements – i.e., a vocal music placement for an instrumental music student teacher or an elementary level position for a secondary placement – they should contact the ESC immediately. The ESC makes the changes necessary to ensure that the placement will meet licensure requirements.

In *rare* instances the placement might be found to be inappropriate *after* the student teacher has made contact with the cooperating teacher – i.e., the cooperating teacher’s schedule will not allow sufficient time to assume full responsibility for classroom instruction. In this situation, the student will notify the university supervisor or program coordinator immediately. The ESC will work with the student, cooperating teacher, and program coordinator to provide an appropriate experience.

Reporting Issues/Concerns during Field Experience

Making sure the student is in a safe place and an effective learning environment takes precedence in all field experiences. The following process is used when a student has indicated a concern in a placement during field experiences.

1. **Report Initial Issue(s)** - Student initiates a concern regarding an issue experienced in the field. Students may share their concern with faculty, advisor, university supervisor, the Academic Unit Head, program coordinator/director, Director of Teacher Education, etc. This identified faculty member will serve as the student’s selected advocate.
2. **Identify Issue** – If a faculty member, staff member, or the College of Education diversity council is alerted to an issue related to a concern from a teacher candidate in the field – they need to immediately make their AUH aware. The AUH and the faculty or staff member will meet with the Director of Teacher Education to discuss the issue. If the student is comfortable with sharing their experience, they can attend the meeting or meet separately with the Director of Teacher Education.
3. **Document the Issue** - Submit a written report detailing the issue(s), using the incident form housed within the Education Support Center, Memorial Hall 7230/40.
4. **Evaluate Options** - The Director of Teacher Education will evaluate options with the AUH and Faculty member for handling the situation as it relates to the student’s best interests:

Depending on the nature of the issue(s) this may include:

- intervention with a supervisor, student, and/or cooperating teacher
- changing the student's placement

Partnership communication – The Director of Teacher Education will schedule an appointment to meet with the school based administrator to report any serious issue(s).

5. **Partnership Meeting** – During the meeting the Director of Teacher Education and School-based administrator (other pertinent parties, to include a student selected advocate, if needed) will share decisions and discuss the issue(s) of concern.

(Approved by the Professional Education Coordinating Council, January 24th, 2022)

Housing and Transportation

Student teachers are responsible for their own housing during the student teaching/internship. Spring student teachers who live on campus should check with Residence Life to determine which dormitories will remain open during spring break before making housing commitments.

Student teachers are also responsible for their own transportation while student teaching. They should check with the ESC for the names of other student teachers or interns placed in or near their host school if they wish to carpool.

Attendance

There is no provision for absence during student teaching or internship except for personal illness, death in the immediate family, or other extenuating circumstances. Any pre-planned absence from student teaching, including reporting to school late or leaving school early, must be approved in advance by the cooperating teacher, university supervisor, department head/program coordinator and/or director of the ESC.

In case of unexpected absence (illness, car trouble, etc.), the student teacher must notify the cooperating teacher immediately, calling the teacher at home or at school as soon as a problem arises. If the student teacher cannot reach the teacher, they must contact the school principal. *They must keep calling until the teacher or principal has been notified.* At that time, the student teacher should also inform their supervisor of any situation requiring an absence. *The student teacher/intern is still responsible for providing the cooperating teacher with lesson plans to ensure continuity of instruction during the absence.*

During periods of inclement weather, the student teacher should check school divisions for closures or late starts, check the weather and road conditions in the area, and use proper precaution and professional decision making for travel and punctual attendance by consulting cooperating teachers and university supervisors.

Student teachers are excused from classroom responsibilities in order to attend the required professional development conference held on campus each semester. (Note: 2+2 BIS students are encouraged, but not required to attend the conference.) *Interns and students teaching in their own classroom are encouraged, but not required, to attend these sessions.* Spring student teachers are also excused to attend the Teacher Recruitment Day held in February or March. *If the student teacher does not attend Teacher Recruitment Day, they must be present in the classroom.*

Job interviews with school division personnel are important to all student teachers and interns. During student teaching, however, interviews need to be scheduled after school hours or during public school breaks. If this is not possible, the student must complete a request for interview absence form and receive permission for the absence, in advance, from the university supervisor and cooperating teacher. If a student has been absent for more than a few days, the request should not be approved and there should be no more than one approved request.

Some programs recommend that students attend a professional development conference during student teaching. Student teachers wishing to do so must complete a Student Teaching Leave Request Form and receive permission for the absence, in advance, from the university supervisor and cooperating teacher. If a student has been absent for more

than a few days, the request should not be approved and there should be no more than one approved request.

If the student teacher is absent more than a few days, for whatever reason, or frequently arrives late or leaves early, the cooperating teacher should contact the university supervisor and the supervisor should contact the ESC and department head or program coordinator to determine if it is necessary to extend the placement to ensure that the student teacher meets program requirements and completes a full experience.

Professionalism

Student teaching and internship mark a significant step toward becoming a professional educator. Student teachers are expected, therefore, to demonstrate the attitudes and actions of a professional educator. These include: conforming to the host school's rules and policies; extending basic rules of courtesy to teachers, pupils, school staff, and the broader school community; meeting the standards of dress, personal appearance, and professional behavior expected of the staff at the host school; and placing school responsibilities ahead of personal wishes.

A student teacher/intern will probably have access to confidential records and other highly personal information. They must safeguard such knowledge and use it for professional purposes only. *The student teacher should exercise professional judgement about when, where, and with whom to discuss any aspect of student teaching/internship experience.* The supervisor and/or cooperating teacher should share any specific concerns about confidentiality with the student teacher.

Classroom Management and Student Discipline

Classroom management and student discipline should be handled in a safe, culturally responsive, and respectful manner that honors student dignity.

Corporal punishment is not allowed in VA public schools. Under no circumstances may student teachers use bullying, verbal abuse, or physical force to discipline students.

If the student teacher has discomfort or is concerned about the classroom management techniques and/or discipline strategies, they are observing in their placement they may share that concern with the University Supervisor and/or a JMU faculty advocate of their choice. Use the process in [Reporting Issues/Concerns section](#) of the performance guide.

Outside Course Work, Employment, and/or Extracurricular Activities

Student teaching or internship is considered to be a **full-time experience that takes precedence over all other responsibilities**. Student teachers may not enroll in additional course work without securing prior written approval from his/her advisor, department head or program coordinator, and the Director of the Education Support Center. A form for this purpose is available in the ESC. Such requests will be granted only in exceptional circumstances. In addition, student teachers must limit outside employment or participation in extra-curricular activities, including athletics, during the placement.

In no case may outside responsibilities be scheduled during the hours required for student teaching. Student teachers will be asked to drop any activities that interfere with student teaching or internship.

Performance and/or Dispositional Concerns during Field Experience

If a candidate is failing to meet expectations related to performance and/or professional dispositions, in order to receive a passing, satisfactory, or credit grade during field experience, the candidate will be put on an intervention plan to help scaffold them for success as outlined in "Probationary Status" (see [Probationary Status or Dismissal Procedures](#)).

In the event that a candidate is removed from a placement by the cooperating teacher and school-based administrator due to performance and/or professional disposition concerns, the program will determine steps going forward. Removal may

constitute an automatic failure to complete the field experience since it was terminated, and may be grounds for dismissal. If the program believes this termination from the placement was unwarranted, they may choose to put the student on probationary status with an intervention plan in place.

Substitute Teaching

Student teaching is the culminating experience for all initial teacher education programs. It is a critical opportunity for candidates to demonstrate their proficiency in integrating the knowledge, skills, and dispositions outlined in the unit's conceptual framework. As such, student teaching requires a significant commitment to a full-time experience under the mentorship of a qualified cooperating teacher.

In certain limited, clearly defined situations, however, a student teacher may serve as a substitute for his/her own cooperating teacher, if school division policies allow. The following guidelines outline the procedures for implementing this policy:

- Student teachers completing two eight-week placements may serve as a substitute for their cooperating teacher during the last four weeks of each placement. Student teachers completing one twelve-week placement may serve as a substitute for their cooperating teacher during the last eight weeks of their placement.
- Substituting by a student teacher is limited to a total of six days per placement, and no more than 2 days in a week.
- The decision to allow a student teacher to substitute for his/her cooperating teacher should be made cooperatively by the student teacher, cooperating teacher, building administrator, program coordinator, and university supervisor.

Student teachers may elect not to serve as a substitute without repercussion.

School divisions and/or building administrators may elect not to ask a student teacher to serve as a substitute and instead hire someone else to serve as a substitute teacher. The substitute teacher then becomes the teacher-of-record.

- Student teachers may not substitute for other teachers in their building or school division at any time.
- The school division has responsibility for ensuring that the student teacher meets its own requirements for substitute teaching (background checks, orientation, etc.). The student teacher must be paid according to the school division's substitute teacher pay scale.
- The school division assumes legal liability for any student teacher serving as a substitute teacher.

(Approved by the Professional Education Coordinating Council, November 19, 2019)

The Role of the Student Teacher/Intern

Making the Initial School Visit

It is important for the student teacher to become acquainted with the cooperating teacher(s) and the host school(s) soon after receiving their placement letter. There will be many questions that can be answered during the first visit. Some of the topics for discussion might be:

- school philosophy, school policies, school calendar, and daily schedule;
- required reports and record-keeping, building floor plan, grading standards, and discipline procedures (provide a copy of the school handbook if one is available);
- the curriculum and specific skills or SOL content to be covered during the placement;
- the instructional materials and strategies that are used (copies of textbooks or other materials to review prior to the start of experience should be provided at this meeting);
- school expectations for students and information about pupils and their classroom routines (the student handbook should be shared if the school has one);

- information about the community in which the school is located; and
- school expectations in terms of dress, behavior, participation in school activities, etc.

This first visit is an opportunity for the cooperating teacher and student teacher to learn about each other. They should be prepared to discuss their experiences, skills, special interests, and expectations for the student teaching/internship experience.

Planning the Student Teaching/Internship Schedule

There are no hard and fast rules for introducing the student teacher to the instructional process. Each student teacher/intern, cooperating teacher, and learning situation create unique factors that must be considered when making those decisions. In addition, Virginia's focus on SOL instruction and testing, block scheduling, and integrated instruction will require the cooperating teacher and student teacher to work together in a variety of ways. For example, they may need to revise the teaching schedule for full-time responsibility to accommodate SOL review and testing dates. They also may need to consider incorporating extended periods of time during which they work together with smaller groups of students, sharing both space and delivery of instruction.

The co-teaching models contained in the *Student Teaching Performance Guide* are useful strategies for the cooperating teacher and student teacher to consider when designing the student teaching experience.

The cooperating teacher, student teacher, and supervisor need to work together to develop an appropriate schedule of activities that provides a broad range of experiences, is compatible with specific school needs, and enhances pupil learning. Some factors to be considered when planning for increasing involvement are:

- the school's academic program and scheduling design, including SOL instruction and testing, teaming, block scheduling, etc;
- the opportunities for working together using a variety of co-teaching strategies;
- the readiness of pupils to accept a student teacher.

Sample Teaching Schedule

The following chart presents one *possible* schedule for increasing the student teacher's teaching responsibilities in each type of placement. *Program area faculty can help to design an appropriate teaching schedule if the position is other than eight weeks or twelve-weeks.* If this is a second student teaching/internship position, the student teacher may be able to assume teaching duties more quickly. Remember, however, that the needs of the pupils in the classroom must take precedence over the needs of the student teacher.

8 Week	Student Teacher/Intern Responsibilities	12 Week
1	Actively engage in new classroom, learn pupils' names	1
	Become acquainted with materials, equipment, records, plan/grade book	
	Study school policies, meet other faculty and staff	
	Assume some instructional duties (e.g. help individual students, take groups to library, lead small group discussions), share some cooperative teaching activities planned by the cooperating teacher	
	Prepare for increasing teaching responsibilities	
2	Continue observing in the assigned class and other classrooms in the school	2

	Increase responsibilities for small group instruction and increase role in planning cooperative teaching activities with the cooperating teacher	
	Assume responsibility for planning and leading instruction in at least one subject or class each day	
3-4	Increase leadership responsibility for co-teaching activities with the cooperating teacher and gradually add responsibility for planning and leading instruction in additional subjects until a full load is reached and the student teacher has assumed primary responsibility	3-6
5-7	Continue with full-time teaching responsibilities, incorporating co-teaching activities with the cooperating teacher as appropriate	7-11
8	Decrease teaching responsibilities and observe in other programs and classrooms in the school	12

The Role of School Personnel

The Cooperating Teacher

Specific Roles and Responsibilities

*The cooperating teacher plays a critical role in helping the student teacher/intern complete the experience successfully. They will serve as a **mentor, model, coach, counselor, supervisor, evaluator, researcher, and collaborator** throughout the student teaching/internship experience. Each of these roles is important to the professional development and growth of the student teacher. Cooperating teacher responsibilities for supporting the student teacher are divided into three main areas:*

Planning

- provide an initial orientation to the assigned school and classroom;
- discuss basic instructional materials and faculty and student handbooks, share an overview of the school faculty and the working relationships in the school, and review their classroom expectations;
- orient the student teacher to the school planning process; helping them establish objectives for students; providing specific expectations and deadlines for daily lesson plans, unit plans, and student evaluation; and
- plan with the university supervisor for continuous evaluation of the student teacher's performance in all phases of teaching.

Teaching

- provide a teaching/learning atmosphere that supports dialogue and discussion, share advice and constructive feedback, and encourage open communication for the student teacher's self-reflection and professional growth;
- establish a teaching/learning climate that is conducive to student learning and that allows the student teacher to develop planning skills;
- provide opportunities for the student teacher to test theory and practice in the classroom;
- review and provide feedback on lesson plans prior to their being taught;
- observe informally and provide oral feedback on both classroom management skills and at least one lesson or activity each day;
- serve as a resource regarding supplies, equipment, curriculum responsibilities, and the teaching process;
- work cooperatively with the university supervisor to see that the student teacher meets program goals and expectations;
- work cooperatively with the university supervisor to monitor the student teacher's readiness to assume increased classroom teaching responsibilities, and provide those additional opportunities as appropriate; and
- provide increasing feedback and support as the student teacher assumes full responsibility for classroom instruction.

Reflection

- keep the student teacher continually apprised of their progress and revising goals and expectations as necessary;
- keep the university supervisor and the principal informed of the student teacher's progress on a regular basis;
- complete the written mid-term and final evaluations and share them with the student teacher and university supervisor; and
- provide opportunities for professional growth by encouraging observations of other educators, attendance at professional meetings, and participation in the entire school's programs.

The cooperating teacher will share teaching activities with the student teacher in a variety of ways, but eventually will leave them alone in the classroom for extended periods of time. Brief periodic absences of the cooperating teacher will provide minimum disruption to the class and will help ease the transition to full-time teaching responsibilities. *Observations and feedback on teaching skills are critical as the student teacher assumes a greater teaching role; even when the student teacher is "soloing," it is important for the cooperating teacher to be in the room at various times throughout the day. It is the total responsibility for teaching each day that is important, not just being alone in the classroom.*

Clinical Faculty

A significant number of cooperating teachers in JMU's teaching placement area have received specialized training in supervising student teachers and are designated as "clinical faculty." This training is provided by members of the MidValley Consortium for Teacher Education (a collaborative effort of Bridgewater College, Eastern Mennonite University, James Madison University, Mary Baldwin College, and the public schools in Augusta, Harrisonburg, Page, Rockingham, Shenandoah, Staunton, and Waynesboro).

Twice a year the Consortium provides clinical faculty training workshops which focus on adult learning theory, characteristics of student teachers, and effective techniques for observation, supervision, and evaluation. JMU currently has partnerships at schools in Augusta, Harrisonburg, Rockingham, Shenandoah, and Waynesboro. Approximately 1200 cooperating teachers have completed clinical faculty training.

A cooperating teacher who has had clinical faculty training (indicated by a "CF" or "CT" after his/her name on the student teacher's placement notification letter) will work closely with the supervisor and may assume additional roles and responsibilities during the student teaching/internship placement.

In addition to the regular cooperating teacher responsibilities, clinical faculty are asked to formally observe their student teachers once a week, including pre- and post-conferences, and provide them with written feedback. Because of their added qualifications, training, and responsibilities, clinical faculty receive an increased honorarium. During the semester that they supervise a JMU student teacher, they are accorded adjunct faculty status and additional library privileges at JMU's Carrier Library. They also earn units toward tuition waivers for courses at JMU. Teachers who are interested in participating in the clinical faculty program should contact the building principal.

The Building Principal

The principal has ultimate responsibility for the school in which students are placed; therefore, ***the cooperating teacher and student teacher have an obligation to keep the principal informed about unusual classroom events or potentially harmful or dangerous situations such as suspected child abuse or students in distress.***

Some ways in which the principal might assist the student teacher include:

- helping to introduce the student teacher to school faculty and staff;
- helping to interpret the student teaching/internship program to the broader community;

- ensuring that the student teacher has the space and supplies needed during the student teaching/internship experience; and
- providing time for the cooperating teacher and student teacher to have conferences.

In addition, the principal plays an important role in observing and evaluating the progress of the student teacher/intern. The principal or other building administrator should make at least one formal observation of the student teacher's teaching. **It is the student teacher's responsibility to arrange this observation with the principal.**

The Role of University Personnel

Program Faculty

Throughout the teacher education program, program area faculty guide the candidate's journey toward becoming a teacher. They teach courses, supervise practicum experiences and serve as advisors and/or mentors. Not all program faculty function as university supervisors; however, they are still valuable resources as the student teacher continues his/her professional development. Although the primary contact during the student teaching/internship is the university supervisor, student teachers are encouraged to maintain communication with other program faculty as appropriate.

The University Supervisor

The university supervisor is the primary liaison between the university and the cooperating school. It is the supervisor's responsibility to facilitate the student teacher's transition from university student to student teacher/intern to beginning professional and provide support in the following areas by:

- interpreting the teacher education program and student teaching/internship expectations to the cooperating teacher and principal;
- defining *the supervisor's* specific expectations and requirements for the student teacher;
- participating with the student teacher and cooperating teacher to plan the student teacher's program and schedule;
- providing samples of the lesson and unit plan formats required by the program area;
- providing appropriate professional literature and other instructional resources when needed;
- visiting, observing, and holding individual and joint conferences with the student teacher, cooperating teacher, and building principal when appropriate;
- helping student teachers interpret their plans and experiences based on the theory, research, knowledge base, and best practices taught in their programs;
- encouraging the student teacher's personal and professional growth as a developing teacher;
- arranging for other resources to help with specific instructional problems;
- providing mid-term and final assessments of the student teacher's progress; and
- working with the student teacher, program faculty, and the ESC if special concerns arise;

The supervisor and cooperating teacher must each complete evaluation forms independently. During the final visit, the supervisor should meet with the cooperating teacher and student teacher to discuss the final evaluation of the student's progress.

A supervisor should keep in contact with the cooperating teacher and student teacher as necessary between visits and provide them with directions for contact in case of emergencies.

Student Teaching Withdrawal Policy

Introduction:

The preparation of teachers is a responsibility jointly shared by the faculties and administrators of James Madison University and its public school partners. This commitment involves ensuring that the student teacher is well prepared for the student teaching experience, that the cooperating teacher models effective teaching practices and demonstrates appropriate supervision skills, and that the placement site itself reflects the knowledge base of the specific licensure program.

Such responsibility requires collaboration in arranging classroom placements for student teachers and in making any changes that might become necessary either before or during those placements. Placement decisions should always strive for the strongest possible match of student teacher, cooperating teacher, student, and classroom characteristics and needs.

Because many factors are involved in making and implementing student teaching placements, many reasons might contribute to one placement being more or less appropriate than another. *If a placement is not working out, the decision to terminate that placement must be a group decision. The decision-making process must focus on those actions that are best for all concerned and not on placing blame.* Participants in this process typically include the student teacher, the cooperating teacher, the building principal or designee, the school division placement coordinator, the university program coordinator, the university supervisor, and the director of the Education Support Center.

Procedures:

1. There are many reasons for withdrawing a request for a student teaching placement *prior* to the start of that placement. Both the university and its school division partners will make every attempt to minimize such requests. Whenever such requests are necessary, however, the university coordinator of field experiences and the school division placement coordinator will notify the appropriate participants in their respective constituencies in a timely manner. This notification should include the specific reasons for requesting the withdrawal. The student teacher, prospective teacher, and building principal should be included in making this decision as appropriate. If a new student teaching placement is to be requested, school division personnel will help determine the appropriateness of requesting the new placement within the same school division.

2. When questions about the appropriateness of a particular student teaching placement arise *after* the placement has begun (i.e., after the student teacher and the cooperating teacher have made their initial contact), the following activities should occur:

a. *for concerns related to the cooperating teacher's roles or responsibilities:*

- The cooperating teacher and the university supervisor should meet as soon as possible to discuss the areas of concern and develop a specific plan of action.
- The building principal and the university program coordinator should also be involved as appropriate.
- All participants (cooperating teacher, building principal, school division placement coordinator, university supervisor, university program coordinator or department head, and director of the ESC) should participate in any decisions made.

b. *for concerns related to the performance of the student teacher:*

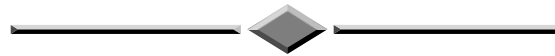
- The cooperating teacher, university supervisor, and student teacher should meet to develop a plan of action that includes:
 - ◆ identification of the specific concerns of all participants,
 - ◆ development of appropriate strategies and evaluation criteria to address those concerns, and
 - ◆ setting of a realistic time line for review of the action plan.

- The cooperating teacher and university supervisor should keep the building principal, university program coordinator, and director of the ESC apprised of these actions as appropriate.
- If the specific concerns of all parties are not addressed satisfactorily during the designated time period, the university supervisor should set up a conference with the student teacher, cooperating teacher, and university program coordinator to determine the advisability of:
 - ◆developing a second action plan, using the guidelines outlined in the previous section;
 - ◆recommending termination of the placement; or
 - ◆recommending withdrawal from the teacher education program.
- The building principal and director of the ESC should be kept informed of this meeting; the building principal should be included as a participant if termination of the placement is being considered as a possible option. The school division placement coordinator and the director of the ESC may be included in this meeting if appropriate.
- If the recommendation is to terminate the student teaching placement, the university program coordinator, university supervisor, and the director of the ESC will meet to finalize the recommendation and determine the student's next steps. The director of the ESC will notify in writing all persons involved in the original placement and send a letter of appreciation to the appropriate school division personnel.
- If the recommendation is to withdraw the student teacher from the teacher education program, the university program coordinator or department head will notify the student and other appropriate personnel in writing. This notification will provide information on available supporting campus resources and the procedures for appeal.

**Occasionally there are placement situations that require immediate action because the safety of one or more participants is in question, or because the interests of one or more participants are in jeopardy. In this instance, any of the involved parties may request that the student teacher not participate in classroom activities until the steps listed above have been accomplished. The outlined procedures should then be scheduled as expeditiously as possible so that there will be minimal disruption of the student teaching experience.*

(Approved by the Teacher Education Coordinating Council May 23, 1996)

Student Teaching Performance Guide



Section IV:

ASSESSMENT AND OBSERVATION

ASSESSMENT POLICIES

The process for observing and assessing the progress of a student teacher has been aligned with the standards and competencies that are part of James Madison University's conceptual framework, see the [Professional Education Handbook](#). The assessment process is performance-based and encourages the student teacher to set goals, to reflect on their teaching progress, and to revise instruction accordingly. This process is continuous and multi-faceted, beginning when the student teacher first arrives in the classroom and continuing throughout the placement. It is designed to assess the student teacher as a beginning teacher, not as a seasoned professional. More detailed information about the specific assessment categories, competencies, and scoring anchors may be found in the Reference Guide in the *Student Teaching Performance Guide*, Section V.

A team consisting of student teacher, cooperating teacher, university supervisor and building principal will cooperate in evaluating the progress of the student teacher/intern. The process involves both formative, or developmental, assessments (lesson/unit plans, projects, observations, conferences, and mid-point evaluation) and a summative assessment (final evaluation).

The university supervisor and cooperating teacher will discuss with the student teacher how they will use these criteria in assessing progress. Each professional is viewing the teaching from a different perspective, so evaluation comments and ratings may legitimately vary. Each participant in the triad has the responsibility to talk with other participants if they have any concerns about evaluations.

The university supervisor has the responsibility for determining the final grade for each placement, but they will work closely with the cooperating teacher to reach consensus on the assigned grade. Undergraduate student teachers receive "C" (Credit) or "NC" (No Credit) for the student teaching experience. Graduate student teachers receive "S" (Satisfactory) or "U" (Unsatisfactory). If a student teacher receives No Credit, Unsatisfactory, or Incomplete (which may happen in rare instances), they must refer to the intervention plan that was put into place and/or discuss the options and expectations for program continuation with the coordinator or department head for their program area.

PROCEDURES

The required information enables the cooperating teacher and university supervisor to offer guidance, determine progress, give help, and enrich the student teacher's program. **The student teacher/intern is responsible for the prompt submission of complete and accurate information.**

The following section describes the various reports and the schedule for completing them. The observation form and leave forms are hard copy. **The rest of the forms/information will be submitted in the Shared Student Teacher Folder, which will be available two weeks before each placement begins.**

This chart summarizes the reporting requirements for the student teaching/internship experience:

REPORT	WHO COMPLETES	WHEN TO COMPLETE
Block Organizer	Student Teacher/ Intern, Cooperating Teacher, (University Supervisor)	Once, at beginning of placement
Activity Log – Include all written lesson plans and all formal observations received	Student Teacher/Intern	Weekly, beginning with Week 1
Observation ¹	University Supervisor, Clinical Faculty (and sometimes Cooperating Teacher)	At time of each observation (Student Teacher uploads into shared student teacher folder)
Reflection	Student; Cooperating Teacher	Weekly on Activity Log
Performance Assessment ²	University Supervisor, Cooperating Teacher ^a	Twice, at midblock and end of each placement
Performance and Disposition Assessment	Cooperating Teacher ^a	At end of 2 nd placement
Self-Assessment – Performance only at 1 st placement and Performance and Disposition at 2 nd placement	Student Teacher/Intern	Once, at end of each placement
Administrator Observation	Building Principal or Designee <u>This observation is optional, with the exceptions of Rockingham County (do not request) and Fairfax County (request if want to teach there).</u>	Once, during weeks 5-7 of an 8-week, or weeks 8-11 of an extended block (Use school division form or JMU observation form)
Check-out List	Student Teacher/Intern, (Cooperating Teacher verifies)	Once, at end of each placement

Student Teacher Feedback for University Supervisor	Student Teacher/Intern	Once, at end of each placement
Cooperating Teacher Feedback for University Supervisor	Cooperating Teacher	Once, at end of each placement
Student Teacher Feedback on Placement	Student Teacher/Intern	Once, at end of each placement
University Supervisor Feedback on Placement	University Supervisor	Once, at end of each placement
Student Teaching Leave Request	Student Teacher, Cooperating Teacher, University Supervisor	Once, if requesting conference leave (Download from ESC Website)

¹Observation forms are located on the ESC website. (Hard copies available by request at teacher-ed@jmu.edu.)

²The university supervisor and cooperating teacher may need to consult on some areas of assessment, but each one needs to complete the assessments independently.

^aThe cooperating teacher during a 1st placement completes a performance assessment and during a 2nd placement completes a performance and disposition assessment at the end of each placement.

BLOCK ORGANIZER

STUDENT TEACHER SUBMITS INFORMATION DURING WEEK 1 OF EACH BLOCK

The student teacher, cooperating teacher, and university supervisor (if possible) should discuss the following issues and complete this form at the *beginning* of each student teaching block.

SPECIAL *SCHEDULING CONCERNS* (block scheduling, departmental planning, itinerant classes, parent conferences, grading periods, field trips, teacher in-service / work days, etc.):

IMPORTANT *SCHOOL / STUDENT TESTING DATES* (Standards of Learning tests, standardized tests, teacher exams, etc.):

SPECIFIC *CURRICULUM TOPICS / UNITS* to be covered, critical SOLs to be taught:

PROJECTED TEACHING PLAN BY WEEK

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8 (add additional weeks as appropriate)

SPECIFIC STUDENT INFORMATION – enter numerals only

Total Number of Students in All of Your Classes: _____

Total Number of Special Education Students with IEPs: _____

Total Number of Title I Students: _____

Total Number of Gifted and Talented Students: _____

Total Number of Traditionally Marginalized (as defined by your discussion) Students: _____

Total Number of ESL Students: _____

Other:

EVALUATION: How we will know our students are learning:

ACTIVITY LOG

STUDENT TEACHER SUBMITS ONE AT THE END OF EACH WEEK

LESSON PLANS

Include all lesson plans written by student teacher (not the cooperating teacher's lesson plans) in the shared folder by the end of the week

OBSERVATION FORMS

Upload all formal observations received by either the university supervisor or cooperating teacher in the shared folder by the end of the week

RECORD THE HOURS you were involved with various teaching activities from this PAST week:

Use this section to record the hours you were involved with various teaching activities from this PAST week. The number of hours you record does not have to equal the total hours you were at the school. Sometimes hours may be recorded in two categories, such as when you have taken over primary responsibility and including co-teaching as part of the instruction.

Date of the first work day for the week

Primary Responsibility = primary responsibility for teaching in the classroom - enter total hours for the week

Co-Teaching = shared teaching responsibilities with Cooperating Teacher - enter total hours for the week

Routine Duties = activities not related to direct classroom instruction - enter total hours for the week

Observation = time you were observing instructional activities - enter total hours for the week

ATTENDANCE

Total days absent during this past week

Comments regarding absence

Use this section of the form to outline your expected teaching activities for NEXT week so that your University Supervisor can plan for observations. If plans change during the week, you can change the information in the artifact.

First day of next week's teaching

Monday anticipated Teaching Activities and Times

Tuesday anticipated Teaching Activities and Times

Wednesday anticipated Teaching Activities and Times

Thursday anticipated Teaching Activities and Times

Friday anticipated Teaching Activities and Times

COOPERATING TEACHER REFLECTION

THE COOPERATING TEACHER ENTERS THEIR REFLECTIONS ON THE SHARED WEEKLY ACTIVITY LOG

Reflections from the week –

Be specific about what went well and why, what didn't go as well and why, and make suggestions for things the student teacher might change.

STUDENT TEACHER REFLECTION

THE STUDENT TEACHER ENTERS THEIR REFLECTIONS ON THE SHARED WEEKLY ACTIVITY LOG

Reflections from the week –

Be specific about what went well and why, what didn't go as well and why, and how you might work to change things.

You should use this reflection to indicate how you will respond to the suggestions and ideas in the cooperating teacher reflection.

OBSERVATION OF CLASSROOM TEACHING
PROFILE OF STUDENT TEACHING PERFORMANCE:
A CONTINUUM OF PROFESSIONAL DEVELOPMENT

UNIVERSITY SUPERVISOR AND CLINICAL FACULTY COMPLETE FOR EACH FORMAL OBSERVATION

The observation form is available on www.jmu.edu/coe/esc for university supervisors (US) and clinical faculty (CF). Paper copies are available upon request – teacher-ed@jmu.edu. The categories provide a structure for observations and post-conferences and should be used by US and CF during each formal observation.

The observation form is designed to provide feedback on an observed lesson and there are no ratings. It is unlikely that the observer will see all of the items demonstrated during a single lesson and it is unnecessary to comment on all of the items each time. Most of the focus during an observation will be on Section C, instructional performance, but the observer will be attending to other areas, as well. Midblock and final assessments should reflect information noted on the observation forms.

A. Professional Knowledge The student teacher...	
A1.	Demonstrates an understanding of appropriate content standards (sol/professional standards).
A2.	Demonstrates essential knowledge and skills of subject area.
A3.	Demonstrates the link between the content and students' past and future learning experiences as well as related subject areas.
A4.	Culturally Responsive Practice: Demonstrates an understanding that discipline content is evolving, appreciates multiple perspectives and recognizes the potential for bias.

B. Assessment of and for Student Learning The student teacher ...	
B1.	Sets acceptable, measurable, and appropriate learning outcomes and achievement goals for student learning.
B2.	Uses formal and informal assessment of learning outcomes.
B3.	Checks for understanding to enhance student learning.
B4.	Systemically gathers, analyzes, and uses multiple data sources by student groups and individuals to understand student learning.
B5.	Culturally Responsive Practice: Adapts assessment to accommodate a variety of student needs and experiences (with attention to English Language Learners, students with exceptionalities, cultural awareness).

C. Instructional Planning The student teacher...	
C1.	Is familiar with and uses relevant aspects of students' background, knowledge, experience, and skills.
C2.	Culturally Responsive Practice: Selects classroom resources that reflect cultural inclusivity and plans for differentiated instruction to address the unique characteristics of individual students (e.g., TAG/GT, ELL, special needs, gender, race, ethnicity).
C3.	Plans appropriate instructional strategies to meet the learning outcomes.
C4.	Integrates instructional technology in planning.
C5.	Integrates essential content in planning.
C6.	Plans time realistically for pacing and transitions for content mastery.

Observation Focus:

Observation Data/ Notes

	D. Learning Environment The student teacher ...
	D1. Establishes a safe physical and psychological environment for all students.
	D2. Establishes a climate of trust and teamwork.
	D3. Maintains consistent standards for positive classroom behavior.
	D4. Culturally Responsive Practice: Demonstrates respect for and responsiveness to the cultural backgrounds and differing perspectives of learners.

	E. Instructional Delivery The student teacher ...
	E1. Presents procedures and outcomes clearly to students and checks for student understanding.
	E2. Presents content accurately and effectively.
	E3. Engages and maintains students in active learning.
	E4. Engages learners in a range of learning experiences using technology.
	E5. Facilitates students' use of higher level thinking skills in instruction.
	E6. Differentiates instruction and provides appropriate accommodations to meet the needs of diverse learners.
	E7. Uses instructional and transition time for content mastery.
	E8. Culturally Responsive Practice: Teaches and models the skills to communicate and engage with diverse groups (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status).

	F. Reflection For Student Academic Progress The student teacher ...
	F1. Takes responsibility for student learning by using ongoing analysis and reflection.
	F2. Culturally Responsive Practice: Provides specific evidence to document student learning.
	F3. Seeks and uses information from professional sources (e.g., cooperating teacher, colleagues, and/or research) to improve instruction.

	G. Professionalism The student teacher ...
	G1. Demonstrates the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
	G2. Takes initiative to grow and develop through interactions that enhance practice support student learning.
	G3. Communicates effectively through oral and written language with all stakeholders.
	G4. Culturally Responsive Practice: Uses inclusive communication strategies (e.g. gender, race, ethnicity, ELL, and ability)
	G5. Builds relationships and collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
	G6. Culturally Responsive Practice: Accesses resources to deepen an understanding of cultural, racial, ethnic, gender and learning differences to build stronger relationships and create more relevant learning experiences.

Observation Data/ Notes

Areas of Strength:

Areas for Growth/Goals:

Student Teacher

Date

University Supervisor or Cooperating Teacher

Date

ASSESSMENT OF STUDENT TEACHING

THE COOPERATING TEACHER AND UNIVERSITY SUPERVISOR COMPLETE THE ASSESSMENT INDIVIDUALLY AT MIDBLOCK AND END OF EACH STUDENT TEACHING BLOCK.

THE STUDENT TEACHER ALSO COMPLETES THIS AT THE END OF THE BLOCK AS A SELF-ASSESSMENT.

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n	
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.
A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g		
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.
A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d		
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.
A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q		
DN		presents content without acknowledgement of alternative disciplinary perspectives.
DE		purposefully presents content that acknowledges alternative disciplinary perspectives;
ME		AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE		AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Comments:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations


✓	B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k	
DN		sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE		sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME		AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE		AND... matches learning outcomes and achievement goals to classroom assessments.
B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k		
DN		uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE		uses appropriate formal and informal assessments that are linked to learning outcomes;
ME		AND... can articulate ways formal and informal assessments should impact future learning activities;
EE		AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l	
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND ...analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.
B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.
B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Comments:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

 C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.
C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND ...seeks resources from instructional specialists to refine plans to meet learner needs.
C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b, 7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.
C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.
C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Comments:

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.
D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	builds meaningful relationships with all students;
ME	AND ... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND ...fosters regular student collaboration and models high expectations for all students.
D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.
D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND ... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND ... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Comments:

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j
DN		presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE		provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME		AND ...ensures that all students understand the learning objectives AND can carry out those procedures;
EE		AND ...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.
		E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h
DN		uses ineffective strategies when presenting content to students.
DE		uses effective strategies to present content to students;
ME		AND ...makes content relevant to students' prior experiences;
EE		AND ...continually presents material clearly and explicitly with well-chosen examples.
		E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g
DN		keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE		attempts to keep students actively involved, but some students are disengaged.
ME		keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE		AND ...keeps all students challenged and highly engaged as active learners and problem solvers.
		E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n
DN		rarely uses technology to support student learning.
DE		provides students with guided practice in using technology to support student learning;
ME		AND ...engages students in learning experiences with technology that is appropriate and challenging;
EE		AND ...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.
		E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f
DN		instruction includes only lower level thinking skills (e.g. using only low level questions).
DE		instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME		prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE		AND ...assesses their growth and development in use of higher level thinking skills.
		E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p
DN		provides undifferentiated instruction for students.
DE		attempts to accommodate student learning needs but with mixed success.
ME		differentiates and scaffolds instruction to accommodate most students' learning needs.
EE		successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.
		E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b
DN		uses instructional time inappropriately and/or on activities of little instructional value.
DE		inconsistently uses instructional and transition time effectively.
ME		consistently uses instructional and transition time effectively for content mastery;
EE		AND ...performs non-instructional procedures efficiently.

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND ...ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Comments:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND ...sets and implements professional goals to improve student learning.
F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.
F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r	
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Comments:

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o	
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.
G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND ...practices the new strategies learned to support student learning;
EE	AND ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

		G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n
DN		frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE		periodically makes errors in grammar, usage, and spelling in professional contexts.
ME		speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE		AND ...uses multiple methods for communication, including appropriate technology.
		G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q
DN		uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE		consults with colleagues and specialists about stakeholder communication needs;
ME		AND ... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE		AND ... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.
		G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e
DN		makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE		attempts to build relationships and collaborate with colleagues, administrators, and families.
ME		collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE		AND ...communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.
		G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m
DN		demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE		occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME		utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE		AND ... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Comments:

Suggestions for Continuing Professional Development

Areas of Strength:

Areas for Growth:

Student Teacher

Date

University Supervisor or Cooperating Teacher

Date

ASSESSMENT OF PERFORMANCE AND DISPOSITION

THE COOPERATING TEACHER COMPLETES THE ASSESSMENT INDIVIDUALLY AT THE END OF THE SECOND STUDENT TEACHING BLOCK AND THE STUDENT TEACHER COMPLETES THIS AS A SELF-ASSESSMENT AT THE END OF THE SECOND BLOCK ONLY.



ASSESSMENT OF STUDENT TEACHING PROFILE OF STUDENT TEACHING PERFORMANCE AND DISPOSITION

A. PROFESSIONAL KNOWLEDGE The student teacher...

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✓	A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN	inaccurately and inconsistently references the appropriate content standards.
DE	references appropriate content standards in daily plans;
ME	AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE	AND... clearly demonstrates and explains the appropriate sequencing of the content standards.
	A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN	inaccurately presents key subject matter ideas and skills.
DE	demonstrates accurate knowledge and skills of subject area;
ME	AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE	AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.
	A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN	references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE	references content to EITHER the students' past and future learning experiences OR related subject areas.
ME	references content to BOTH the students' past and future learning experiences AND related subject areas;
EE	AND... references content to real world experiences and applications.
	A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.
	A. Content Knowledge DISPOSITION: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4o, 4p, 4q
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	presents content acknowledging alternative disciplinary perspectives;
ME	AND... recognizes the potential of bias in their representation of the discipline;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Comments:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.
	B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND... can articulate ways formal and informal assessments should impact future learning activities;
EE	AND... has strategies to provide students with effective, descriptive feedback to guide their progress.
	B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND... analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.
	B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND... systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND... uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.
	B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.
	B. Assessment DISPOSITION: VALUES THE USE OF SELF AND PEER ASSESSMENT AND USES DATA ETHICALLY TO IDENTIFY LEARNER STRENGTHS AND TO PROMOTE LEARNER GROWTH. InTASC 6q, 6v
DN	uses assessment in a limited fashion in both form and function.
DE	uses self and/or peer assessment to promote learner growth;
ME	AND... works to develop each learner's ability to identify their own strengths, challenges, and progress;
EE	AND... engages learners in decisions regarding their own progress with attention to the ethical use of assessments and assessment data.

Comments:

C. INSTRUCTIONAL PLANNING The student teacher...

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✓		C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n
DN		is unfamiliar with the background, experiences, and skill level of most students in the class.
DE		is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME		AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE		demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.
		C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b
DN		plans undifferentiated instruction.
DE		plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME		effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE		AND ...seeks resources from instructional specialists to refine plans to meet learner needs.
		C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b, 7l
DN		plans ineffective methods and activities to meet the learning outcomes.
DE		plans effective methods and activities to meet the learning outcomes;
ME		AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE		AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.
		C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r
DN		rarely or ineffectively integrates instructional technology in planning.
DE		sometimes effectively integrates instructional technology in planning;
ME		regularly integrates effective instructional technology in planning to meet learning outcomes;
EE		AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.
		C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g
DN		integrates only non-essential content in planning.
DE		integrates essential content in some planning.
ME		integrates essential content in all planning;
EE		AND ...planning is expanded to elaborate on identified essential content to enhance student learning.
		C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7
DN		plans time unrealistically for pacing and transitions.
DE		plans time realistically for pacing; however, transition time is not apparent.
ME		plans time realistically for pacing AND transitions.
EE		plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.
		C. Planning for Instruction DISPOSITION: PLANNING ASSURES STUDENT LEARNING AND IS OPEN TO ADJUSTMENT AND REVISION BASED ON CHANGING NEEDS AND CIRCUMSTANCES. InTASC 7p, 7q
DN		plans instruction based primarily on teacher manuals and/or other prepared materials.
DE		plans instruction using knowledge of students' strengths, needs and backgrounds;
ME		AND ...uses daily and unit plans to ensure student learning in collaboration with other colleagues;
EE		AND ... anticipates learner needs AND makes adjustments based on effectiveness of instruction and changing student and community needs.

Comments:

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT FOR ALL STUDENTS. InTASC 3a, 3k
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.
	D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	builds meaningful relationships with all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.
	D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.
	D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.
	D. Learning Environment DISPOSITION: PROMOTES INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS BY VALUING DIFFERING BACKGROUNDS AND ABILITIES. InTASC 2l, 2m, 2n, 2o, 3p
DN	shows a minimal understanding of individual differences.
DE	uses learners' differing abilities, skills, cultures, and communities to promote an inclusive learning environment;
ME	AND... provides opportunities for learners to participate in decision-making, to engage in exploration, and to work collaboratively and independently;
EE	AND... actively works to ensure that each learner feels valued AND helps students to learn to value one another.

Comments:**E. INSTRUCTIONAL DELIVERY** The student teacher ...

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✓	E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND... ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND... consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

		E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h
DN		uses ineffective strategies when presenting content to students.
DE		uses effective strategies to present content to students;
ME		AND... makes content relevant to students' prior experiences;
EE		AND... continually presents material clearly and explicitly with well-chosen examples.
		E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g
DN		keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE		attempts to keep students actively involved, but some students are disengaged.
ME		keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE		AND... keeps all students challenged and highly engaged as active learners and problem solvers.
		E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n
DN		rarely uses technology to support student learning.
DE		provides students with guided practice in using technology to support student learning;
ME		AND... engages students in learning experiences with technology that is appropriate and challenging;
EE		AND... cultivates student collaboration and initiative in the use of appropriate technology to support student learning.
		E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f
DN		instruction includes only lower level thinking skills (e.g. using only low level questions).
DE		instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME		prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE		AND... assesses their growth and development in use of higher level thinking skills.
		E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p
DN		provides undifferentiated instruction for students.
DE		attempts to accommodate student learning needs but with mixed success.
ME		differentiates and scaffolds instruction to accommodate most students' learning needs.
EE		successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.
		E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b
DN		uses instructional time inappropriately and/or on activities of little instructional value.
DE		inconsistently uses instructional and transition time effectively.
ME		consistently uses instructional and transition time effectively for content mastery;
EE		AND... performs non-instructional procedures efficiently.
		E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p
DN		communicates and engages in ways that are not responsive or respectful to diverse groups.
DE		models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME		AND... intentionally teaches students how to communicate and engage with diverse groups;
EE		AND... ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

	E. Instructional Strategies DISPOSITION 2. USES MULTIPLE STRATEGIES TO ENGAGE ALL LEARNERS IN A DEEP UNDERSTANDING OF CONTENT AREAS AND MAKE CONNECTIONS, BUILDING STUDENTS' SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS. InTASC 8p, 8q, 8s
DN	uses ineffective strategies when presenting content to students.
DE	adjusts instruction to use multiple effective strategies to present content to students;
ME	AND ...encourages students to use multiple forms of communication to demonstrate their developing knowledge and skills;
EE	AND ...adapts instruction in real-time in response to diverse learner ideas and needs.

Comments:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

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✓	F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND ...sets and implements professional goals to improve student learning.
	F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.
	F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.
	F. Learner Development DISPOSITION: RESPECTS AND USES LEARNER STRENGTHS TO PROMOTE LEARNER DEVELOPMENT ACROSS COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL DIFFERENCES. InTASC 1h, 1i, 1j, 1k
DN	shows minimal awareness of learners' differing developmental needs.
DE	recognizes learners' differing strengths and needs;
ME	AND ...actively promotes learner growth by designing and implementing developmentally appropriate learning experiences;
EE	AND ...incorporates contributions from families, colleagues, and other professional to understand and support each learner's development.

Comments:

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND... practices the new strategies learned to support student learning;
EE	AND... actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.
G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND... uses multiple methods for communication, including appropriate technology.
G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.
G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.
G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m	
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.
G. Leadership and Collaboration DISPOSITION: SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH AND TO ADVANCE THE PROFESSION. InTASC 10 p, 10q, 10s, 10t	
DN	engages in few opportunities to explore leadership roles and collaborations within the school.
DE	Works collaboratively to advocate for students' success and advocates for learners.
ME	AND... actively seeks opportunities to grow and develop as an education professional;
EE	AND... takes personal responsibility for contributing to and advancing the profession.

Comments:

Suggestions for Continuing Professional Development

Areas of Strength:

Areas for Growth:

Student Teacher

Date

University Supervisor or Cooperating Teacher

Date

CHECK-OUT LIST

STUDENT TEACHER SUBMITS DURING LAST WEEK OF EACH BLOCK

The student teacher will complete all the items, discuss the information with the cooperating teacher, check the boxes on the form, and enter the cooperating teacher name and the date and time of their discussion. A supervisor cannot submit a grade for a placement until they have seen the completed check-out list attached to the field experience binder. It is the student teacher's responsibility to notify the supervisor when the form is complete.

- I have returned all materials borrowed from my cooperating teacher.
- I have returned all materials borrowed from other teachers in the school.
- I have returned all materials borrowed from the school library.
- I have reviewed and graded all work that I had assigned to students in my classroom.
- I have completed all report cards, letters, etc. assigned by my cooperating teacher.
- I have paid any outstanding charges for school lunches, personal copying, etc.
- I have returned all keys (room or building) as appropriate.
- I have reviewed each of the above items with my cooperating teacher and have received clearance for all items on this check-out list.

Name of my assigned Cooperating Teacher.

Enter the date and time that you met with your cooperating teacher and completed / reviewed this form. Choosing the date and time of this meeting is your certification that this meeting occurred. (JMU Honor

Code applies)* Date Time

Signature

STUDENT TEACHER FEEDBACK FOR UNIVERSITY SUPERVISOR

STUDENT TEACHER SUBMITS FEEDBACK FOR THE SUPERVISOR DURING THE LAST WEEK OF EACH STUDENT TEACHING BLOCK

James Madison University's conceptual framework, *Teaching and Learning in a Professional Community*, emphasizes that all educators thoughtfully reflect and continue to grow throughout their professional careers. For university supervisors, one source for supporting this professional growth is student teacher feedback about their experiences. In accordance with university policy, the university supervisor will receive a copy of this evaluation after you have completed all student teaching requirements.

University Supervisor Name _____

The University Supervisor:

- Indicate number of visits to observe/conference with me _____
- regularly reviewed my lesson plans (before observing me teach whenever possible) ☐ Yes ☐ No
- observed me teach one or more classes or activities during each visit ☐ Yes ☐ No
- conferred with me during each visit, or scheduled another time to do so ☐ Yes ☐ No
- provided me with four-week and final evaluations ☐ Yes ☐ No
- worked with me if special student teaching concerns arose ☐ Yes ☐ No

The University Supervisor worked with me in the following ways:

1. Planning (check all that apply)

- discussed my program area's requirements for student teaching ☐ Yes ☐ No
- defined their specific expectations and requirements for my student teaching experience ☐ Yes ☐ No
- provided me with a written syllabus that outlined these expectations and requirements ☐ Yes ☐ No
- clarified my individual program and schedule with my cooperating teacher and me ☐ Yes ☐ No
- provided me with four-week and final evaluations ☐ Yes ☐ No
- discussed the lesson and unit plan formats suggested or required by my program area and provided samples as appropriate ☐ Yes ☐ No

Planning Suggestions –

2. Climate (check all that apply)

- created a professional atmosphere that supported open communication, dialogue, and discussion ☐ Yes ☐ No
- identified my strengths, shared advice, and provided constructive feedback on a regular basis ☐ Yes ☐ No
- kept in contact with me as necessary between visits and provided me with directions for contacting them in case of emergencies ☐ Yes ☐ No
- encouraged my personal and professional growth as a developing teacher ☐ Yes ☐ No

Climate Suggestions –

3. Teaching (check all that apply)

- helped me interpret my plans and experiences based on the theory, research, knowledge base, and best practices taught in my program ☐ Yes ☐ No
- referred me to other resources to help me with specific instructional problems when necessary ☐ Yes ☐ No

Teaching Suggestions –

4. Reflection (check all that apply)

- encouraged me to reflect on my experiences ☐ Yes ☐ No
- provided ongoing feedback and helped me revise my goals as necessary ☐ Yes ☐ No

Reflection Suggestions –

General Summary Comments and Suggestions:

COOPERATING TEACHER FEEDBACK FOR UNIVERSITY SUPERVISOR

COOPERATING TEACHER SUBMITS FEEDBACK FOR THE SUPERVISOR DURING

THE LAST WEEK OF THE STUDENT TEACHING BLOCK.

James Madison University's conceptual framework, *Teaching and Learning in a Professional Community*, emphasizes that all educators thoughtfully reflect and continue to grow throughout their professional careers. For university supervisors, one source for supporting this professional growth is feedback from cooperating teachers about their experiences. In accordance with university policy, information from this feedback will be shared with the university supervisor after completion of the full student teaching experience.

University Supervisor Name _____

The University Supervisor:

- Indicate number of visits to observe/conference with my student teacher and/or me _____
- regularly reviewed my student teacher's lesson plans (before observing them teach whenever possible) ☐ Yes ☐ No
- observed my student teacher teach one or more classes or activities during each visit ☐ Yes ☐ No
- conferred with my student teacher and/or me during each visit, or scheduled another time to do so ☐ Yes ☐ No
- completed the midblock and final evaluations in a timely manner ☐ Yes ☐ No
- worked with my student teacher and me if special student teaching concerns arose ☐ Yes ☐ No

The University Supervisor worked with my student teacher and me in the following ways:

1. Planning (check all that apply)

- discussed JMU's program area requirements for student teaching ☐ Yes ☐ No
- defined their specific expectations and requirements for the student teaching experience ☐ Yes ☐ No
- provided my student teacher with a written syllabus that outlined these expectations and requirements ☐ Yes ☐ No
- worked with my student teacher and me to design a student teaching schedule appropriate for my classroom ☐ Yes ☐ No
- discussed suggested or required lesson and unit plan formats and provided samples as appropriate ☐ Yes ☐ No

Planning Suggestions –

2. Climate (check all that apply)

- created a professional atmosphere that supported open communication, dialogue, and discussion ☐ Yes ☐ No
- identified my student teacher's strengths, shared advice, and provided constructive feedback on a regular basis ☐ Yes ☐ No
- encouraged my student teacher's personal and professional growth as a developing teacher ☐ Yes ☐ No
- kept in contact with me as necessary between visits and provided me with directions for contacting them in case of emergencies ☐ Yes ☐ No

Climate Suggestions –

3. Teaching (check all that apply)

- helped my student teacher interpret their plans and experiences based on the theory, research, knowledge base, and best practices taught in JMU's program ☐ Yes ☐ No
- referred my student teacher to other resources to help with specific instructional problems when necessary ☐ Yes ☐ No

Teaching Suggestions –

4. Reflection (check all that apply)

- encouraged my student teacher to reflect on their experiences ☐ Yes ☐ No
- provided ongoing feedback and helped my student teacher revise their goals as necessary ☐ Yes ☐ No

Reflection Suggestions –

General Summary Comments and Suggestions:

STUDENT TEACHER FEEDBACK ON PLACEMENT
STUDENT TEACHER SUBMITS FEEDBACK ON THE PLACEMENT DURING
THE LAST WEEK OF EACH STUDENT TEACHING BLOCK

James Madison University's conceptual framework, *Teaching and Learning in a Professional Community*, emphasizes that teachers thoughtfully reflect and continue to grow throughout their professional careers. For cooperating teachers, one source for supporting this professional growth is student teacher/intern feedback about their experiences. Your feedback will not be shared individually with cooperating teachers. It will be used to enhance instructions and materials for cooperating teachers.

Cooperating Teacher Name _____

My Cooperating Teacher worked with me in the following ways:

1. Planning (check all that apply)

- provided me with an orientation to the school, the faculty, and the classroom and explained school and classroom procedures ☐ Yes ☐ No
- provided me with instructional materials and handbooks ☐ Yes ☐ No
- reviewed their expectations for lesson plans, student assessment, etc. ☐ Yes ☐ No
- helped me establish instructional goals and objectives for my pupils ☐ Yes ☐ No
- helped develop a plan for me to gradually assume full responsibility for classroom instruction ☐ Yes ☐ No
- helped develop a plan for me to receive feedback on a regular basis ☐ Yes ☐ No

Planning Suggestions –

2. Climate (select all that apply)

- provided a teaching/learning atmosphere that supported dialogue and discussion ☐ Yes ☐ No
- shared advice and constructive feedback ☐ Yes ☐ No
- encouraged open communication for my self-reflection and professional growth ☐ Yes ☐ No
- provided a teaching/learning environment that was conducive to student learning ☐ Yes ☐ No
- provided a teaching/learning environment that reflected cultural awareness ☐ Yes ☐ No
- helped me develop planning skills and provided opportunities for me to test theory and practice in the classroom ☐ Yes ☐ No
- fostered the support of building-level administrators, staff, and other faculty ☐ Yes ☐ No

Climate Suggestions –

3. Teaching (select all that apply)

- provided feedback on my lesson plans prior to their being taught ☐ Yes ☐ No
- observed me informally and provided oral feedback on both classroom management skills and at least one lesson or activity each day ☐ Yes ☐ No
- served as a resource person for me regarding supplies, equipment, curriculum responsibilities, and the teaching process ☐ Yes ☐ No
- worked cooperatively with my university supervisor to see that I met program goals and expectations ☐ Yes ☐ No
- worked cooperatively with my university supervisor to monitor my readiness to assume increased classroom teaching responsibilities ☐ Yes ☐ No
- provided increasing feedback and support as I assumed full responsibility for classroom instruction ☐ Yes ☐ No

Teaching Suggestions –

4. Reflection (select all that apply)

- kept me continually apprised of my progress and revised my goals and expectations as necessary ☐ Yes ☐ No
- kept my supervisor and my principal informed of my progress on a regular basis ☐ Yes ☐ No
- completed my written mid-point and final evaluations in cooperation with my university supervisor ☐ Yes ☐ No
- provided me with opportunities for professional growth by encouraging observations of other educators, attendance at professional meetings, and participation in the entire school's programs ☐ Yes ☐ No

Reflection Suggestions –

Add any general comments and suggestions you may have:

General Summary Comments and Suggestions:

UNIVERSITY SUPERVISOR FEEDBACK ON PLACEMENT
UNIVERSITY SUPERVISOR SUBMITS FEEDBACK ON THE PLACEMENT
DURING THE LAST WEEK OF EACH STUDENT TEACHING BLOCK

James Madison University's conceptual framework, *Teaching and Learning in a Professional Community*, emphasizes that teachers thoughtfully reflect and continue to grow throughout their professional careers. For cooperating teachers, one source for supporting this professional growth is supervisor feedback about their experiences. Your feedback will not be shared individually with the cooperating teacher. It will be used to enhance training and materials for cooperating teachers.

Cooperating Teacher Name _____

The Cooperating Teacher worked with my student teacher in the following ways:

1. Planning (select all that apply)

- provided the student teacher with an orientation to the school, the faculty, and the classroom and explained school and classroom procedures ☐ Yes ☐ No
- provided the student teacher with instructional materials and handbooks ☐ Yes ☐ No
- reviewed their expectations for lesson plans, student assessment, etc. ☐ Yes ☐ No
- helped the student teacher establish instructional goals and objectives for their pupils ☐ Yes ☐ No
- helped develop a plan for the student teacher to gradually assume full responsibility for classroom instruction ☐ Yes ☐ No
- helped develop a plan for the student teacher to receive feedback on a regular basis ☐ Yes ☐ No

Planning Suggestions –

2. Climate (select all that apply)

- provided a teaching/learning atmosphere that supported dialogue and discussion ☐ Yes ☐ No
- shared advice and constructive feedback ☐ Yes ☐ No
- encouraged open communication for the student teacher's self-reflection and professional growth ☐ Yes ☐ No
- provided a teaching/learning environment that was conducive to student learning ☐ Yes ☐ No
- provided a teaching/learning environment that reflected cultural awareness ☐ Yes ☐ No
- helped the student teacher develop planning skills and provided opportunities for them to test theory and practice in the classroom ☐ Yes ☐ No
- fostered the support of building-level administrators, staff, and other faculty ☐ Yes ☐ No

Climate Suggestions –

3. Teaching (select all that apply)

- provided the student teacher with feedback on lesson plans prior to their being taught ☐ Yes ☐ No
- observed the student teacher informally and provided oral feedback on both classroom management skills and at least one lesson or activity each day ☐ Yes ☐ No
- served as a resource person for the student teacher regarding supplies, equipment, curriculum responsibilities, and the teaching process ☐ Yes ☐ No
- worked cooperatively with me to see that the student teacher met program goals and expectations ☐ Yes ☐ No
- worked cooperatively with me to monitor the student teacher's readiness to assume increased classroom teaching responsibilities ☐ Yes ☐ No
- provided increasing feedback and support as the student teacher assumed full responsibility for classroom instruction ☐ Yes ☐ No

Teaching Suggestions –

4. Reflection (select all that apply)

- kept me continually apprised of the student teacher's progress and revised their goals and expectations as necessary ☐ Yes ☐ No
- kept the principal informed of the student teacher's progress on a regular basis ☐ Yes ☐ No
- completed the student teacher's midblock and final evaluations in a timely manner ☐ Yes ☐ No
- provided the student teacher with opportunities for professional growth by encouraging observations of other educators, attendance at professional meetings, and participation in the entire school's programs ☐ Yes ☐ No

Reflection Suggestions –

Other Faculty, Administration, and Staff worked with me in the following ways:

- welcomed the student teacher as a contributing member of a professional team ☐ Yes ☐ No
- provided the student teacher with ample opportunity to observe other teaching and learning situations during their student teaching/internship ☐ Yes ☐ No
- provided the student teacher with positive feedback, constructive suggestions, and ongoing support ☐ Yes ☐ No

Suggestions to Help with Future Student Teachers/Interns (especially for any items that were not checked):

General Summary Comments and Suggestions:



Student Teaching Leave Request

All pre-planned absences from student teaching must be approved in advance.

Conference/Interview/Job Fair: Depending on the attendance and performance of the student teacher, the cooperating teacher (CT) and university supervisor (US) may approve student leave during the semester for:

- (a) **one professional development conference;**
- (b) **an interview**, if it cannot be scheduled at any other time; or

This form must be completed by the student teacher (ST) and signed by both the CT and US prior to the absence for the request of leave to be approved. *STs must save a copy of the signed form for their files.*

Other Leave Requests require **(4)** approvals: CT, US, program and ESC. These requests must be approved in advance by the CT/US, **and then** submitted electronically to the program head and ESC (teacher-ed@jmu.edu) for final approval.

Student Teacher Name: _____ **Date:** _____

Placement (School/Division/CT): _____

- **Conference** Date(s) _____ Conference Name/Location: _____
- **Interview** Date/Time _____ Interview Division/Location: _____
- **Job Fair** Date/Time _____ Job Fair Location: _____
- **Other Leave Request** (Describe Event): _____
Other Leave Request Date(s) _____ Location: _____

Reason for Request: Please specify the reason(s) for attendance. Also include (if appropriate) why it cannot be scheduled at another time and any other relevant extenuating circumstances.

Prior Absences Information: Total number of student teaching absences during semester: _____

Date and reason for each prior absence: _____

Approval of Request:

_____ ☐ **Approve** ☐ **Do not approve** **Date:** _____

Cooperating Teacher Signature

_____ ☐ **Approve** ☐ **Do not approve** **Date:** _____

University Supervisor Signature

ESC Office Use: Program approval (attach or include name/date) _____

SELECTED CLASSROOM OBSERVATION STRATEGIES

SELECTIVE VERBATIM

Description: Selective Verbatim observations provide information within a specific category of concern selected by a teacher. An observer records what is said relevant to that expressed concern.

Preparation: The teacher and observer identify an area for concern/growth such as classroom management, questioning techniques, general talk patterns (mannerisms; repeated phrases, etc.), or any area of concern. They decide what verbal behaviors will be recorded, which could be teacher talk, student talk, or a combination, depending on the area of concern. Questioning techniques, for instance, would necessarily be limited to teacher talk. Classroom management, on the other hand, could be observed in a variety of ways. It could be open-ended, with anything related to management being recorded. It could be limited to the teacher, with anything they says to manage or control the class being recorded. It could be limited to the students, with anything they say to disrupt the class being recorded. It is important that the teacher and observer agree on how the recording will be done.

Application: The observer acts as a sorter, recording statements that fit the category identified by the teacher. (Anything unusual or unexpected might also be recorded.) The data can be used for self-reflection or as a basis for establishing goals for professional growth.

Benefit: The Selective Verbatim method of observation is a valuable tool in helping a teacher gain greater awareness of themselves in the classroom. It can provide both qualitative and quantitative data that a teacher can use to change his or her instructional/ management techniques. (Note: Teachers can choose to analyze their own classroom behavior by using an audio or video tape recorder.)

An example of how this might be valuable is in examining a teacher's questioning techniques. As part of a discussion, a teacher may ask a question a minute, only a few of which were included in the lesson plan. Other questions occur in response to student talk, with no preparation except experience. The pattern of these spontaneous questions can provide information about the teacher's technique. Information about clarity, function, and/or form might be obtained. The variety of data to be provided by this technique makes it a valuable tool in many situations.

VERBAL FLOW

Description: Verbal Flow observations provide information on how a teacher responds verbally and physically to students in a classroom. An observer records the involvement of students in classroom discussion.

Preparation: The observer draws a chart of the students' seating pattern. (Because of the wide variety of seating patterns, a chart created on a blank pad is recommended.) The chart should also include information that might differentiate one group from another within the classroom—male and female; racial differences, etc.

Application: The observer keeps track of verbal flow by drawing arrows from the speaker to the intended recipient. Other markings can be added to the arrows to provide greater information, such as when the teacher apparently regards the comment as inaccurate or irrelevant, or when students are talking with each other outside the context of the discussion. The variety of symbols is limited only by the imagination of the observer.

Benefit: The Verbal Flow method of observation is one way of determining how classroom procedures inhibit, encourage, or allow students to participate in the classroom. If the record is kept for all students, the teacher can see if there appears to be a pattern of reliance on particular students, whether it be a racial or gender or "very vocal" group. The record might be kept for selected students if the teacher has concerns related to that group. The major benefit of this method is the opportunity to examine individual participation within the whole group as a means of inviting each student to be a contributing, vital member of the class.

AT TASK

Description: At-Task observations provide information on whether or not students are engaged in the tasks that the teacher indicates are appropriate. An observer records student behavior at regular intervals within a given class period or portion of a class period.

Preparation: The observer becomes very familiar with the teacher's expectations for at-task behavior. (This step is especially important if a variety of activities will occur within the observation period.) The observer creates a seating pattern chart and a legend for behaviors to be identified. The box for each student should contain the numbers 1-20 and the name of the student or identifying characteristics.

Application: The observer sweeps the room at selected intervals and notes the behavior of students as identified in the legend. Behaviors noted might include at-task, stalling, doing non-productive work, talking to neighbor(s), appearing distracted, and being out of seat.

Benefit: The At-Task method of observation gives a teacher another set of eyes to enhance awareness of classroom behavior. Information that is gathered on the behavior of a single student over a class period could signal a pattern of behavior that indicates the need for further observation and/or intervention. The data provided on the at-task behavior of the whole class can show how students respond to particular activities and may be useful in planning and/or pacing lessons.

TEACHER MOVEMENT

Description: Observations of teacher movement provide information on the teacher's ability to give specific attention to all individuals and/or small groups as the lesson progresses. An observer records the teacher's traffic pattern throughout the lesson.

Preparation: As with Verbal Flow, the observer draws a chart of the students' seating pattern. The chart should also include information that might differentiate one group from another within the classroom—male and female; racial differences, etc.

Application: The observer keeps track of the teacher's movement by drawing lines and arrows indicating where they travels throughout the lesson. Stops to work with individual students or groups are indicated by a solid line circle; pauses to talk with the whole class can be indicated by a dotted line circle. All circles should be numbered consecutively.

Benefit: The Teacher Movement method of observation gives a teacher a good picture of his or her ability to reach all students during a class period. Among other things, this technique can indicate whether the teacher is paying more attention to boys rather than girls, to the more vocal students rather than those who are working quietly, or to certain parts of the room at the expense of other areas. Used in conjunction with any of the other techniques, it can provide valuable information to help teachers individualize their instruction to meet the needs of all students.

FOCUSED SCRIPTING

Description: Focused Scripting is a helpful method for gathering data on several observation categories or behaviors during a single lesson or class period. It can provide general or specific feedback, depending on the particular need of the teacher being observed.

Preparation: The teacher and the observer should decide on the categories of behavior to be observed. These categories typically reflect items on the school division observation or evaluation form. Some of these items might include classroom climate, classroom safety, classroom management, giving directions, individualizing instruction, questioning techniques, extending students' thinking, etc. The observer lists these topics on a single sheet of paper, leaving sufficient space for taking notes between each heading.

Application: The observer takes narrative notes as the lesson proceeds, placing them under the appropriate headings. Notes may be brief or detailed, depending on the purpose of the observation. If the observer sees that certain headings have few notes, they can adjust the focus of the observation to make sure that all categories have been covered; specific items can also be starred for eventual discussion during the feedback session. If the observer wishes to change the location of a specific note after recording it, they can simply indicate this with an arrow or some similar coding.

Benefit: Focused Scripting gives the teacher a comprehensive picture of his or her instructional techniques. It provides relatively general feedback that can identify specific issues that need further attention. Those issues can then be followed up by using some of the other observation strategies.

Student Teaching Performance Guide



Section V:

REFERENCE GUIDE

R E F E R E N C E G U I D E

August 2023: Reference Guides are currently being updated. The highlighted indicators have been revised and new questions for reflection *will be coming soon*.



Dear Student Teacher, Cooperating Teacher, and University Supervisor:

This document serves as a reference guide for student teachers, cooperating teachers, and university supervisors involved in observing and assessing the performance of JMU student teachers. It should be used **when completing the Formative Observation of Student Teaching form and the Assessment of Student Teaching form (both mid-block and final)**. It has been carefully coordinated and cross-referenced with the eleven core competencies delineated in James Madison University's conceptual framework, *Teaching and Learning in a Professional Community*. A summary of the conceptual framework is contained in Section 1 of the *Student Teaching Performance Guide*. The assessment and reference guide has also been developed using research-based guidelines by subject experts. It incorporates all 10 InTASC standards and all seven Virginia Teaching Performance Standards, as well as subject-specific standards and guidelines, and encourages a performance-based process for supporting the professional growth of pre-service teachers *over time*.

When using this reference guide for *observing* student teachers, the guidelines should typically be interpreted in terms of *discrete* instructional activities (the single lesson, project, or other activity being observed). Depending upon the activity being observed, it may not be appropriate to address all competencies on the observation form each time. Feedback should focus on narrative comments and suggestions to encourage reflection and assist the student teacher in his/her journey toward professional competence as a beginning teacher. *The anchors for each competency should be used only to help focus the nature of this feedback; student teaching performance should not be "rated" during an observation.*

When this reference guide is used for mid-block and final *performance assessment*, the guidelines should be interpreted more broadly in terms of instructional activities *over time*. Although narrative comments should still focus on providing feedback for continuing professional growth as a pre-service teacher, *anchors should also be used at this time to assign a rating for all competencies*. If a student teacher's performance cannot be fully described by an anchor level's indicator, then you should not choose that level. Narrative comments should always accompany any rating when needed to explain the rationale for the rating.

Please Note: The top score is Exceeds Expectations (EE) and is an appropriate rating for a competent in-service teacher. In unusual situations, a highly competent student might earn this rating. By drawing the continuum of behaviors into the realm of excellence, it allows candidates to see that their professional skills will and should continue to evolve as they journey into their careers.

We hope that this process for assessing the performance of student teachers will be helpful to all participants – student teachers, cooperating teachers, and university supervisors alike. As always, we welcome your comments and suggestions for further improving the preparation of James Madison University's teachers.

Sincerely,

Dara Hall
Education Support Center

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

*Art
PK-12 Licensure*

~~~~~

James Madison University

~~~~~

EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

REVISED JUNE 2016

BY

ROBIN GOBLE, ROCKINGHAM COUNTY SCHOOLS
KATHERINE SCHWARTZ, JAMES MADISON UNIVERSITY
KARIN TOLLEFSON-HALL, JAMES MADISON UNIVERSITY
ROGER TOMHAVE, JAMES MADISON UNIVERSITY

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

Does the art education student teacher

1. Address art SOLs in the lesson plan?
2. Effectively match artists, works, skills, and techniques to the selected SOLs?
3. Demonstrate an understanding of appropriate/relevant content standards, including: aesthetics, art criticism, art history, art production, and visual culture?
4. Articulate a rationale for the sequencing of lessons and appropriate art learning?
5. Develop short- and long-term art instructional units as components of a comprehensive, cumulative, and sequential art curriculum?

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

Does the art education student teacher

1. Clearly identify objectives of the lesson appropriately drawn from the SOLs?
2. Correlate questions, vocabulary, activities, challenges, and assessments tied to the selected lesson objectives and theme?
3. Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity?
4. Demonstrate knowledge about the use of traditional and new practices and technologies within the visual arts and art education?
5. Draw from traditional, popular, and contemporary artworks and ideas?
6. Recognize the critical interrelationship between historical, contemporary, traditional, folk, popular, and other cultures and genres in the study of art?
7. Clearly identify the art procedures and processes to be taught/demonstrated?
8. Draw upon appropriate resources tied to the lesson objectives and themes for remediation and extension?

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

Does the art education student teacher

1. Demonstrate an understanding of the appropriate development level of learners in relation to selected art learning?
2. Develop lesson plans based on the diverse learners in the class, their prior learning, and/or pre-instructional assessment data?
3. Develop content and hands-on learning to make authentic, real-life connections between art and other subjects?
4. Appropriately link contemporary and historical information, images, and artifacts with the visual culture of the student population taught?
5. Identify issues, develop challenges, and draw from resources that are consistent with the academic and personal interests, backgrounds, and needs of students?

A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q	
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

Does the art education student teacher

1.

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k	
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflections:

Does the art education student teacher

1. Plan assessment strategies of art learning objectives as an integral part of the lesson plan?
2. Align assessments with the learning objectives of the lesson?
3. Create age-appropriate assessments and rubric statements tying student evidence and behavior to levels of achievement along a continuum to mastery of a standard?
4. Make known to the students the goals of the lesson and assessments strategies?

B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k	
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND... can articulate ways formal and informal assessments should impact future learning activities;
EE	AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

Does the art education student teacher

1. Demonstrate a repertoire of art assessment strategies consistent with instructional goals, teaching methods, and student needs?
2. Use a range of formal (prescribed) and informal (casual) assessments that are both formative and summative?
3. Plan for assessment sufficient to provide information about the extent to which learning objectives have been met?
4. Assess higher-order thinking, creative and innovative solutions, and problem solving as well as discrete skills, knowledge, and understanding?
5. Give students feedback in regards to assessments and progress toward learning outcomes?

B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l	
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND... analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

Does the art education student teacher

1. Check for understanding of art learning with the whole class?
2. Check for understanding of art learning with individual students?
3. Give frequent and meaningful feedback to the students?
4. Use a range of assessments, such as, but not limited to: observations, portfolios, journals, planning matrices, writing prompts, artist statements, and discussions?
5. Make adjustments to the lesson plan based on the feedback they receive from the students?
6. Develop appropriate assessment methods accommodated to meet the needs of limited English proficiency and students with exceptionalities?
7. Make adjustment to lesson objectives based on the results of assessment information received?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

Does the art education student teacher

1. Use evidence of student processes, planning matrices, oral and written statements, as well as the finished art product to make appropriate instructional decisions?
2. Model self-assessment as a teacher and assist students in examining their own progress through self-assessment strategies?
3. Provide students with the opportunity to share what they know and can do in art to determine next steps in instruction?
4. Spend time reflecting on the completed assessments to improve student learning and instructional strategies?
5. Describe how they will use the results of the assessment in planning future instruction?
6. Show evidence of adaptations to instruction based on assessment results?
7. Employ both group and individual discussions with students giving specific feedback on progress toward lesson objectives and reflecting on necessary next steps to instruction?

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

Does the art education student teacher

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

Does the art education student teacher

1. Use pre-instructional student assessment tools or interest inventories to become familiar with relevant aspects of students' background, visual culture, art knowledge, art experiences, and skills?

2. Request appropriate information regarding students' background and learning adaptations?
3. Plan/meet with resource personnel such as exceptional education teachers/ELL teachers/aides/guidance when appropriate?
4. Formulate clear and appropriate art learning outcomes based on information collected?
5. Make thoughtful choices about the organization, structure, and pacing of art lessons and activities in the art classroom?
6. Communicate with students both formally and informally during instructional and non-instructional time?
7. Observe students and their work to gain a better understanding of the individual differences that exist in the art classroom?
8. Demonstrate respect for and value of the unique backgrounds, abilities, and interests of all students?
9. Demonstrate sensitivity to differences in artistic and aesthetic responses of students to works of art?
10. Use evidence of student-learned knowledge and skills in planning sequential lessons?

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

Does the art education student teacher

1. Demonstrate the importance of differentiating instruction based on the individual needs of the students and plan for accommodations to the lesson based on these needs?
2. Provide accommodations for all learners in his/her lesson plans?
3. Seek out learning requirements of ELL, 504, Gifted & Talented, and IEP plans when appropriate?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

Does the art education student teacher

1. Describe a purpose and rationale for what they are teaching?
2. Formulate clear and age-appropriate art learning outcomes?
3. Demonstrate an understanding of the learning styles and levels of diverse learners in the class?
4. Employ a wide variety of effective strategies and methods to meet all learning styles and levels?
5. Have a backup strategy if needed?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflections:

Does the art education student teacher

1. Have a working knowledge of traditional and new technologies in regards to classroom use?
2. Include the use of available technology in lesson plans?
3. Involve the students in active learning when technology is used?
4. Use a variety of instructional technology programs, devices, and apps if available and appropriate?

5. Incorporate digital media as a possible media solution for student expressive response if available and appropriate?
6. Demonstrate an understanding of the role that computer graphics, computer software, and the internet play within visual arts and education settings?
7. Have an alternative plan when expected technology becomes unavailable?

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

Does the art education student teacher

1. Can summarize what they wish students to know and be able to do as a result of the lesson, as well as the evidence that they will accept that students know or can do what was expected?
2. Ensure all learning objectives are addressed in the art lesson and activity?
3. Plan for all components related to the lesson (i.e., the integration of artists, art vocabulary, art history, criticism, aesthetics components, visual culture, artistic expression in relation to the lesson challenge, and methods of assessment) in relation to seamless, thoughtful themes or big ideas?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

Does the art education student teacher

1. Articulate the lesson as a whole, coherent structure?
2. Plan realistic time limits for each segment of the lesson from set up through cleanup, lesson summary or closure, and dismissal?
3. Allow for appropriate and smooth transition between parts of the lesson requiring physical movement or change of materials?
4. Provide appropriate transition time for moving to the next class?
5. Demonstrate resourcefulness in adapting expected time sequences as necessary during implementation of the lesson without losing sight of objectives?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

Does the art education student teacher

1. Demonstrate knowledge of safe practices in the art room setting?
2. Establish a safe physical and psychological art-learning environment based on knowledge of school policy?
3. Provide and maintain well-managed rules, routines, procedures, that create a well-functioning, art-learning environment?
4. Allow the students to take responsibility for their own learning as well as the safe and cooperative environment of the art room?
5. Ensure that students have the physical, cognitive, and emotional maturity to accomplish a task safely before allowing them access to any potentially hazardous allergens, materials, or tools?
6. Maintain ultimate control over the physical environment and adapt instruction when they have limited control?
7. Match the furniture or room configuration to the lesson or activity thoughtfully considering possible hazards, congestion,

- and flow of the lesson?
8. Arrange for safe storage of student work?
 9. Arrange the space so that all students, including those with special needs, have access to the lesson?
 10. Provide physical and psychological factors in the environment that ensure student learning?
 11. Ensure that there are no safety violations or risks evident?
 12. Ensure the easy collection and inventory of hazardous materials and tools at the end of the lesson?

D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

Does the art education student teacher

1. Create a climate of fairness and respect for art learning developing appropriate student rights and responsibilities?
2. Promote and model principles of fairness, equity, and learning opportunities for all students in the art class?
3. Embrace and model respect for cultural diversity in art classroom planning and instruction?
4. Respond appropriately to stereotyping, bullying, demeaning, or other unfair comments or image making by students?
5. Respond positively in his/her remarks and interactions with students?
6. Ensure that all students have access to learning?
7. Ensure that all students feel equally valued in the classroom?
8. Identify patterns of exclusion or over-attention in student/teacher interactions and seeks to resolve inequities?
9. Explicitly teach students how to treat each other fairly?

D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

Does the art education student teacher

1. Maintain consistent rules, routines, and procedure standards for positive art classroom behavior in alignment with school policy?
2. Include students in the process of developing a safe, fair, and positive art classroom management plan?
3. Display rules, classroom management plans, or daily agenda and procedures in the art classroom?
4. Identify when they have changed classroom management techniques due to changes in students' behavior?
5. Demonstrate the ability to problem-solve and implement a many-stepped, behavior management plan while continuing with classroom instruction?
6. Communicates expectations and consequences to students and parents in collaboration with the Cooperating Teacher and as appropriate?
7. Keep a written log of behavioral events and disciplinary actions taken?

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

Does the art education student teacher

1. Adapt appropriate lesson resources, images, cultural artifacts, instructional methods, and strategies that are compatible

- with students' backgrounds, ages, and levels of development for each class served?
2. Research appropriate communication methods based on cultural differences of students?
3. Model appreciation, respect, empathy, and understanding for diverse cultural differences.
4. Demonstrate a willingness to learn from and about the cultural diversity of his/her students?

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j
DN		presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE		provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME		AND ...ensures that all students understand the learning objectives AND can carry out those procedures;
EE		AND ...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

Does the art education student teacher

1. Make art lesson objectives, procedures, and outcomes clear to students?
2. Use appropriate instructional methods and strategies that are compatible with students' backgrounds, ages, and levels of development?
3. Encourage students to experiment with and expand their repertoire of artistic techniques to express ideas, themes, and subjects?
4. Assist students to engage in the meaningful description, analysis, interpretation, and informed judgment of art?
5. Assist students in becoming familiar with the history of art and specific artists from many times and cultures?
6. Introduce students to numerous theoretical and philosophical approaches to art?
7. Accommodate appropriately for all learners?
8. Devise a variety of methods and strategies to check for student understanding prior to moving on to other instruction?

		E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h
DN		uses ineffective strategies when presenting content to students.
DE		uses effective strategies to present content to students;
ME		AND ...makes content relevant to students' prior experiences;
EE		AND ...continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

Does the art education student teacher

1. Present art content articulately, accurately, and effectively so that all students can see, hear, and read as appropriate?
2. Translate art content and other related curricular concepts into sound pedagogical practices that reflect the needs of the student?
4. Engage students in art content, learning, exploration, and individual expression?
5. Demonstrate a well-developed repertoire of teaching methods and practices?
6. Structure the learning environment or processes in a way that enables students to understand the content?
3. Articulate the tie between the art lesson theme and all component parts of the lesson?
4. Recognize and use opportunities to help students extend their thinking related to the lesson?
5. Take advantage of teachable moments that may arise in the midst of the lesson?
6. Use appropriate ways of asking questions, facilitating discussions, and provide media challenges that promote students' critical thinking and unique solutions in their own visual expression?
7. Challenge students' thinking in ways relevant to their background knowledge and experiences?

		E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g
DN		keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE		attempts to keep students actively involved, but some students are disengaged.
ME		keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE		AND ...keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

Does the art education student teacher

1. Engage the students in hands-on, minds-on experiences, whether they are solving a challenge with a personal visual response using art media, participating in a group art interpretive activity, or accomplishing individual art historical research?
2. Adapt instructional hands-on learning experiences at the edge of students' comfort levels: not too easy as to be boring, but not too hard as to be discouraging, individualized to raise the bar of expectation for each learner.

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND ...engages students in learning experiences with technology that is appropriate and challenging;
EE	AND ...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

Does the art education student teacher

1. Identify and use digital image making as simply one more media for which students need content knowledge and technical skill?
2. Translate art content and other related curricular concepts into sound technological, pedagogical practices that reflect the needs of the student?
3. Present with and engage students in available interactive technology.
4. Engage students in art content, learning, exploration, and individual expression through digital, technological means?

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND ...assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

Does the art education student teacher

1. Plan for and articulate questioning strategies across Bloom's Taxonomy of questioning levels, (i.e., Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating questions or challenges)?
2. Adapt questioning strategies in the moment to further push individual and group thinking, discussion, writing, or visual response?
3. Model higher order thinking and promote critical thinking?
4. Model thinking aloud so that students can hear as well as see the way that an artist thinks?
5. Model "what if" scenarios for the students and expect students to generate the same types of questions?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

Does the art education student teacher

1. Plan for and implement a variety of activities which reflect differentiation?
2. Plan art lessons to address the diverse and unique characteristics of individual students?
3. Plan challenges that require students to express individual responses and personal meaning making in their understanding and creation of art?
4. Have high expectations for all students appropriate to individual student needs?
5. Provide appropriate art learning accommodations for diverse and unique learners?
6. Embrace and model respect for cultural and gender diversity?
7. Adapt lesson plans, contemporary art examples, and visual culture based on the diverse learners in the class?
8. Communicate content equitably for females and males, students of different ethnic or economic groups, students with exceptionalities, or students of limited English proficiency?

9. Differentiate strategies and materials for all students or groups when appropriate?
10. Use flexibility in adapting to meet the students' individual needs as they arise in the course of the lesson?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND... performs non-instructional procedures efficiently.

Questions for Reflection:

Does the art education student teacher

1. Develop and maintain rules, routines, and procedures to minimize time allocated to management and maximize student learning?
2. Devise classroom management strategies that perform non-instruction procedures without diminishing student learning and exploration in the visual arts?
3. Provide adequate opportunities for art content application?
4. Allow students a variety of ways to use content?
5. Allow students to discuss, examine, and share aspects of their art making orally and through writing?
6. Plan and use art instructional time effectively?
7. Pace set up, art instruction, transitions, work time, clean up, closure, etc. in such a way that students appear to be on task most of the time?
8. Engage students in meaningful work or activities for the entire instructional time?

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND... ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

Does the art education student teacher

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND... sets and implements professional goals to improve student learning.

Questions for Reflection:

Does the art education student teacher

1. Incorporate pre-instructional assessments, questioning strategies, media practice, etc. to determine starting data?
2. Make art lesson objectives, procedures, and assessment expectations clear to students?
3. Document appropriate observations, journaling, visual expression, etc. to add to the Cooperating Teacher's long-term assessment of student growth over time?
4. Interpret the documentation for the Cooperating Teacher regarding student short-term and long-term progress?
5. Use documentation to plan future lessons?
6. Assess learning by recording grades, charting student progress, maintaining portfolios, and recording student participation, mirroring the data collection methods used by the Cooperating Teacher to determine long-range goals for students?
7. Employ a variety of assessment techniques?
8. Select the most appropriate form of assessment to match each objective of the lesson?
9. Clarify the basis for assessment in clear, defined objectives, standards, criteria, and rubric statements match to levels of

student performance?

F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

Does the art education student teacher

1. Reflect on student art learning evidence matched to their stated objectives?
2. Adapt instruction based upon thoughtful analysis of student evidence?
3. Set professional goals for how to take art learning to the next level for students?
4. Establish appropriate priorities?

F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r	
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

Does the art education student teacher:

1. Seek and use information from professional art education sources to improve instruction?
2. Listen to and implement advice from mentor teachers?
3. Observe and analyze the teaching practices of mentor art teachers and classroom teachers?
4. Articulate a variety of strategies for improving teaching performance?
5. Change performance based on agreed upon strategies with Cooperating Teachers?
6. Show initiative in seeking professional resources?
7. Collaborate with colleagues to improve and evaluate instructional practices?
8. Become an involved and contributing member of the total school community?

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o	
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

Does the art education student teacher

1. Seek and use federal, state, and local law and school policy?
2. Make fair and unbiased responses while performing academic and professional tasks and responsibilities?
3. Consult other professionals as appropriate to adhere to local school professional policies and procedures?
4. Show consideration for others through expressions of empathy and concern at appropriate times?
5. Demonstrate that they value equity and fairness and can model these values in interactions with the students, parents, colleagues, administrators, and community?
6. Portray a professional image in appearance and behavior?
7. Accept responsibility for his/her own actions?

G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND... practices the new strategies learned to support student learning;
EE	AND... actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

Does the art education student teacher

1. Reflect on and indicate strategies to improve art instruction?
2. Extend learning beyond the art room to add to his/her individual strengths and uniqueness?
3. Demonstrate that his or her professional growth can be enhanced through efforts to: conduct action research; collaborate with others to examine his or her practice; and, continually expand his or her repertoire of teaching methods and strategies?

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND... uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

Does the art education student teacher

1. Model appropriate language and art vocabulary both orally and in writing?
2. Effectively translate art content and other concepts to accommodate the language needs and levels of understanding of the students?
3. Model respect and are they comfortable with students who speak and write differently?
4. Demonstrate awareness of and sensitivity to cultural and language differences within the class?
5. Respond appropriately to those differences?
6. Does the ST review instructional texts (presentation slides, handouts) to check for any grammatical errors before sharing them with students?

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

Does the art education student teacher

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

Does the art education student teacher

1. Function as a team member?
2. Participate with the Cooperating Teacher in staff development opportunities, professional meetings, committee work, and all aspects of professional school life?
3. Interact appropriately and professionally with others including, students, peers, colleagues, families, communities, and other professionals?
4. Take initiative to talk with Cooperating Teachers, classroom teachers, and other teacher specialists to learn how to work with specific students?
5. Work with colleagues to improve and evaluate instructional practices?
6. Take initiative to be involved with and contribute to the total school community?

G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m	
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	AND ... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

Does the art education student teacher:

1. Communicate respect by listening well to others?
2. Use pre-instructional student assessment tools or interest inventories?
3. Request appropriate information regarding students' background and learning adaptations?
4. Seek to become familiar with relevant aspects of students' background, visual culture, art knowledge, art experiences, and skills?
5. Plan/meet with resource personnel such as classroom teachers, exceptional education teachers/ELL teachers/aides/guidance when appropriate?
6. Formulate clear and appropriate art learning outcomes based on information collected?
7. Communicate with students both formally and informally during instructional and non-instructional time?
8. Observe students and their work to gain a better understanding of the individual differences that exist in the art classroom?
9. Insightfully observe students and student work to understand individual differences that exist in the art classroom?
10. Demonstrate respect for and value of the unique backgrounds, abilities, and interests of all students?
11. Demonstrate sensitivity to differences in artistic and aesthetic responses of students to works of art?
12. Use evidence of student-learned knowledge and skills in planning sequential lessons?

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***Dance Education
PK-12 Licensure***

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James Madison University

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EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

REVISED JUNE 2016

BY

***BARBARA MACLAM, STAUNTON CITY SCHOOLS
SUZANNE MILLER-CORSO, JAMES MADISON UNIVERSITY***

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n	
DN	inaccurately and inconsistently references the appropriate content standards.
DE	references appropriate content standards in daily plans;
ME	AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE	AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Does the student teacher document the National Core Arts and VA SOL standards in dance on the lesson plan?
2. Does the student teacher analyze local, state, and national curriculum standards based on his or her knowledge of content and child and adolescent development?
3. Does the student teacher utilize the National Core Arts Standards framework as a guide for designing learning?

A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g	
DN	inaccurately presents key subject matter ideas and skills.
DE	demonstrates accurate knowledge and skills of subject area;
ME	AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE	AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Does the student teacher identify lesson content required by appropriate SOL?
2. Does the student teacher map specific lesson content?
3. Does the student teacher align questions, activities, and assessments to lesson content?
4. Does the student teacher demonstrate the ability to make interdisciplinary connections?

A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d	
DN	references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE	references content to EITHER the students' past and future learning experiences OR related subject areas.
ME	references content to BOTH the students' past and future learning experiences AND related subject areas;
EE	AND... references content to real world experiences and applications.

Questions for Reflection:

1. Does the student teacher develop content examples that support dance lesson content?
2. Does the student teacher develop content examples that sequence and scaffold learning appropriately?
3. Does the student teacher develop content examples that address individual differences (such as age, culture, abilities, learning styles including linguistic abilities) appropriately?
4. Has the student teacher made an attempt to link content to other subject areas, including real life examples?
5. Can the student teacher integrate assessment of prior content knowledge consistently to design and develop connections across learning?
6. Does the student teacher engage students in activities related to their interpersonal, community, and societal responsibilities?
7. Does the student teacher consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all students?
8. Does the student teacher understand and advocate for the total school curriculum and consistently articulate this curriculum and assessment to various stakeholders?

A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q	
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k
DN		sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE		sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME		AND ...sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE		AND ...matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Does the student teacher develop a clear lesson purpose and rationale?
2. Does the student teacher develop clear objectives?
3. Does the student teacher align objectives, strategies, and assessments?
4. Does the student teacher use his or her knowledge of the concepts, principles, theories, and research about child and adolescent development to provide all students with learning opportunities that are developmentally appropriate, socially equitable, and academically rigorous?

		B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k
DN		uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE		uses appropriate formal and informal assessments that are linked to learning outcomes;
ME		AND ...can articulate ways formal and informal assessments should impact future learning activities;
EE		AND ...has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

1. Is the plan for assessment aligned with the learning outcomes of the lesson?
2. Does the student teacher develop strategies for assessment that allow all students to understand what they know and can do?
3. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and can s/he articulate the criteria for strategy selection?
4. Does the student teacher use a variety of formal and informal assessments to instruction and consistently use this information to adjust future lessons?
5. Does the student teacher assess student achievement in context to the continued development of the National Core Arts Standards and the VA SOLs?
6. Does the student teacher plan for assessment of the National Core Arts Standards, particularly in the areas of creating, performing, presenting, producing, responding, and connecting?
7. Can the student teacher describe how they will use the results of the assessment in planning future instruction?
8. Can the student teacher articulate how they will assess artistic expression, creativity, movement, and/or artistic growth?

		B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l
DN		makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE		monitors student comprehension of content AND provides students with limited feedback.
ME		uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE		AND ...analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

1. Does the student teacher check for understanding throughout the lesson?
2. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.).
3. Does the student teacher use a variety of sources other than the teacher (individual or group peer review, books, self-checking materials, etc.) to assess students' learning?
4. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND... systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND... uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?
2. Does the student teacher adjust instruction while in progress, with attention to the teachable moment?
3. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND... uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

1. Does the student teacher use pre-assessment tools to create and sustain an inclusive and supportive learning environment?
2. Does the student teacher use personal interaction with students to advance instruction?
3. Does the student teacher demonstrate a comprehensive knowledge of the concepts, principles, theories, and research about child and adolescent development?

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND... seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Does the student teacher demonstrate an understanding of individual student differences?
2. Does the student teacher differentiate instruction to accommodate individual student differences?
3. Does the student teacher accommodate learning requirements of ESL, 504, Gifted and Talented, and IEP Plans?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b, 7l	
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DN		plans ineffective methods and activities to meet the learning outcomes.
DE		plans effective methods and activities to meet the learning outcomes;
ME		AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE		AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher select appropriate resources?
2. Does the student teacher align curriculum goals and strategies with the classroom environment and experiences?
3. Does the student teacher integrate interdisciplinary teaching strategies and materials?
4. Does the student teacher create environments that respect individual differences?
5. Does the student teacher plan for meaningful and interpretative discussions?
6. Does the student teacher plan for student opportunities to develop skills in higher level thinking skills?
7. Does the student teacher actively engage students in independent and collaborative work? Do they consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r		
DN		rarely or ineffectively integrates instructional technology in planning.
DE		sometimes effectively integrates instructional technology in planning;
ME		regularly integrates effective instructional technology in planning to meet learning outcomes;
EE		AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Does the student teacher plan for critical media and technology analysis?
2. Does the student teacher frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies?

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g		
DN		integrates only non-essential content in planning.
DE		integrates essential content in some planning.
ME		integrates essential content in all planning;
EE		AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Does the student teacher align questions, activities, and assessments to lesson content?
2. Does the student teacher develop a clear lesson purpose and rationale?
3. Does the student teacher identify lesson content required by appropriate SOL?
4. Does the student teacher align curriculum goals and strategies with the classroom environment and experiences?
5. Does the student teacher integrate interdisciplinary teaching strategies and materials?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7		
DN		plans time unrealistically for pacing and transitions.
DE		plans time realistically for pacing; however, transition time is not apparent.
ME		plans time realistically for pacing AND transitions.
EE		plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the student teacher include instant activity/warm-up lesson focus and closure/cool down?
2. Does the student teacher allow for individual practice time and re-teaching?
3. Does the student teacher plan for interruptions/emergency drills?
4. Does the student teacher provide lessons that maximize student engagement and minimize time spent on classroom management?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k
DN		maintains an unsafe physical and psychological environment.
DE		attempts to maintain a safe physical and psychological environment.
ME		effectively creates a safe physical and psychological environment;
EE		AND explains the purpose for these choices to all students.

Questions for Reflection:

1. Does the student teacher create a supportive and inclusive learning environment that promotes the healthy development of all students?
2. Does the student teacher avoid the use of criticism and sarcasm to create a safe psychological environment?
3. Does the student teacher arrange space so all students, including those with special needs, engage in the learning?
4. Does the student teacher acknowledge the diversity and use that diversity in planning and implementing instruction?
5. Does the student teacher create a physical safe environment for developing movement and use of physical space?
6. Does the student teacher plan for peer assessments and discussions?

		D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q
DN		ignores evidence that a climate of trust and teamwork is lacking.
DE		by being enthusiastic, fair, caring, and respectful to all students;
ME		AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE		AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

1. Does the student teacher help students become more familiar with their own and others' cultures?
2. Does the student teacher create and maintain an environment that respects individual differences and that allows students to feel equally valued?
3. Does the student teacher create equitable, caring, and productive learning?

		D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c
DN		ignores students' needs and behavior.
DE		attempts to maintain positive classroom behavior.
ME		responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE		demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

1. Does the student teacher intervene appropriately to maintain on-task student behavior and explain why the model they are using for positive classroom behavior is effective?
2. Does the student teacher have policies and procedures in place for use when student behavior interrupts instruction?
3. Does the student teacher effectively enforce class policies and procedures as needed?

		D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l
DN		infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE		can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME		AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE		AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

1. Does the student teacher arrange space so all students, including those with special needs, engage in learning?
2. Does the student teacher recognize diversity and use that diversity in planning and implementing instruction?

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j
DN		presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE		provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME		AND ...ensures that all students understand the learning objectives AND can carry out those procedures;
EE		AND ...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Does the student teacher present procedures or learning objectives for instructional activities in a clear manner that allow all students to understand what they will do?

		E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h
DN		uses ineffective strategies when presenting content to students.
DE		uses effective strategies to present content to students;
ME		AND ...makes content relevant to students' prior experiences;
EE		AND ...continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

1. Does the student teacher present content so that students develop dance literacy?
2. Does the student teacher create opportunities for students to solve choreographic problems creatively through use of principles, processes, and structures of dance composition?
3. Does the student teacher present content that allows for the student to develop basic understanding of dance within the contexts of history, culture and other art forms?
4. Does the student teacher provide opportunities for students to demonstrate knowledge of the elements of dance production?
5. Does the student teacher provide opportunities for the student to develop critical-thinking skills for evaluation of dance works?
6. Does the student teacher frequently teach in engaging ways that maximize student learning?
7. Does the student teacher actively engage students in independent and collaborative inquiry?
8. Does the student teacher consistently implement instructional strategies that are challenging, culturally sensitive, and developmentally responsive?

		E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g
DN		keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE		attempts to keep students actively involved, but some students are disengaged.
ME		keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE		AND ...keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Does the student teacher demonstrate flexibility in instruction based on student learning needs?
2. Does the student teacher adjust plans, lessons, and evaluations to accommodate all students?
3. Does the student teacher demonstrate ability to motivate all students?

		E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n
DN		rarely uses technology to support student learning.
DE		provides students with guided practice in using technology to support student learning;
ME		AND ...engages students in learning experiences with technology that is appropriate and challenging;
EE		AND ...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

1. What types of technology are utilized during class?

2. How often do students access technology for class?
3. How does the use of technology connect to the lesson? Is it authentic?

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND... assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

1. Does the student teacher use Bloom's Taxonomy to develop questions?
2. Does the student teacher facilitate discussion to guide deeper thoughts?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

1. Does the student teacher demonstrate respect for individual differences of ethnicity, race, language, culture, gender, and ability?
2. Does the student teacher use varied strategies, materials, and assessments to accommodate diverse learners?
3. Does the student teacher value and appreciate all children and adolescents regardless of family circumstances, community environment, health, and/or economic conditions?
4. Does the student teacher serve as advocate for children and adolescents in the school and in the community?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND... performs non-instructional procedures efficiently.

Questions for Reflection:

1. Does the student teacher manage transitional time effectively?
2. Does the student teacher use instructional time wisely?
3. Are the students actively engaged in learning throughout the class?
4. What types of activities/assignments are using during transition?
5. Are they authentic to the class focus?

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND... ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND ...sets and implements professional goals to improve student learning.

Questions for Reflection:

1. Does the student teacher collect data in various forms that show levels of learning?
2. Does the student teacher use collected data to plan future lessons?

F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Does the student teacher demonstrate reflective practice and use the results to improve instruction?
2. Does the student teacher identify his or her instructional strengths?
3. Does the student teacher identify his or her instructional weaknesses?
4. Does the student teacher adjust or modify teaching techniques after reflecting on strengths and weaknesses?
5. Does the student teacher accept constructive criticism?

F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r	
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

1. Does the student teacher show initiative in seeking professional resources?
2. Does the student teacher show initiative in talking with teacher specialists to learn how to work with specific students?
3. Does the student teacher take leadership roles in promoting and participating in activities designed to extend knowledge in his or her teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies?
4. Does the student teacher initiate and value collaboration with others to improve instruction and assessment?
5. Does the student teacher comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources?

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o	
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

1. In general, has the student teacher demonstrated ethical and confidential handling of his or her professional responsibilities?

2. Can the student teacher identify specific situations that have called for special attention to confidentiality? How has s/he handled these situations?
3. Can the student teacher identify appropriate resources that would provide support for situations requiring special attention?
4. Is the student teacher's dress consistent with school division standards for teachers?

G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND... practices the new strategies learned to support student learning;
EE	AND... actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

1. Has the student teacher developed a tentative long-term plan for professional growth?
2. Has the student teacher identified or participated in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching experience?

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND... uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

1. Does the student teacher understand the relationships between schools and community organizations and communicate effectively with all stakeholders?

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

1. Does the student teacher demonstrate a comprehensive understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve students (e.g. school counselors, social service workers, home-school coordinators), and work as a successful member of interdisciplinary teams?

		G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m
DN		demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE		occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME		utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE		AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

1. Is the student teacher able to identify differences among at least 2-3 students per class?
2. How does the student teacher create a lesson plan that incorporates differences?

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***Early Childhood PK-3 Licensure
Elementary Education PK-6 Licensure***

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James Madison University

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EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

REVISED JUNE 2016

BY

**JENNIE CARR, BRIDGEWATER COLLEGE
EMILY ELY, MARY BALDWIN COLLEGE
MICHELLE HUGHES, JAMES MADISON UNIVERSITY
TISH MOORE, STAUNTON CITY SCHOOLS
RON SHULTZ, EASTERN MENNONITE UNIVERSITY**

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Did the student teacher document the specific SOL/National/Foundation Blocks addressed for daily lessons?
2. How is this lesson related to a specific SOL/National/Foundation Blocks?
3. What content is required by the SOL/National/Foundation Blocks at this level?

NAEYC standard 5a - Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

ACEI Standard 2.1-2.7 - Curriculum for reading, writing, oral language, science, mathematics, social studies, the arts, health education, and physical education

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Are the questions, activities, and assessments aligned to the lesson content?
2. Does the student teacher have a thorough understanding of the content?
3. Does the student teacher have a thorough understanding of the skills associated with the content?

NAEYC Standard 5b - Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

ACEI Standard 2.1-2.7 - Curriculum for reading, writing, oral language, science, mathematics, social studies, the arts, health education, and physical education

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

1. What has the student teacher done to determine the students' previous experiences, interests, and cultural background?
2. What has the student teacher done to find out the students' prior knowledge, understandings, and skills?
3. Has an attempt been made to link content to other subject areas, including real life and relevant examples?

		A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q
DN		presents content without acknowledgement of alternative disciplinary perspectives.
DE		purposefully presents content that acknowledges alternative disciplinary perspectives;
ME		AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE		AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND ...sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND ...matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Did the student teacher have a clear measurable objective(s)?
2. Did the student teacher set a purpose and rationale for lessons?
3. Did the student teacher understand the diverse needs of all learners in the class?

	B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND ...can articulate ways formal and informal assessments should impact future learning activities;
EE	AND ...has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

1. Does the student teacher select the most appropriate form of assessment?
2. How is the plan for assessment aligned with the learning outcomes of the lesson?
3. Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
4. Is the assessment appropriate for all students in the class?

NAEYC Standard 3a - Understanding the goals, benefits, and uses of assessment - including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

ACEI Standard 4 - Assessment

	B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND ...analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

1. How does the student teacher monitor student understanding during the lesson?
2. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?
3. Does the student teacher differentiate assessment based on student learning needs?
4. Does the student teacher use a variety of assessment strategies including observation, documentation, and assistive technology when appropriate for data collection?

NAEYC standard 3b - Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

ACEI Standard 4 – Assessment

		B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u
DN		unable to articulate effectiveness of teaching based on student learning data.
DE		able to articulate effectiveness of teaching based on student learning data;
ME		AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE		AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Can the student teacher describe how they use the assessment to guide current instruction?
2. Can the student teacher use the assessment data to plan for future instruction?
3. Does the student teacher check for understanding throughout the lesson?

		B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u
DN		does not adapt assessments to accommodate student needs or experiences.
DE		inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME		consistently adapts assessments to accommodate most student needs and experiences.
EE		thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

NAEYC standard 3c - Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
ACEI Standard 4 - Assessment

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

		C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n
DN		is unfamiliar with the background, experiences, and skill level of most students in the class.
DE		is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME		AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE		demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

1. Has the student teacher gathered cultural and linguistic information about his/her students using a variety of methods?
2. Does the student teacher's planning demonstrate an understanding of typical development—social, physical, cognitive, emotional?

NAEYC 4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children.

ACEI Standard 3.1 Integrating and applying knowledge for instruction

		C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b
DN		plans undifferentiated instruction.
DE		plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME		effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE		AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Has the student teacher planned a variety of developmentally appropriate activities which reflect differentiation (ESL, 504, Gifted & Talented, and IEP plans)?
2. Does the student teacher have appropriate expectations based on students' abilities, skills, and efforts?
3. Did the student teacher "know the audience" and target appropriately?

NAEYC standard 4c - Using a broad repertoire of developmentally appropriate teaching/learning approaches

ACEI Standard 3.2 - Adaptation to diverse student

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Did the student teacher have clear learning outcomes within lessons?
2. Did the student teacher have a purpose and rationale for each lesson?
3. Did the student teacher plan to vary methods and activities to meet the learning outcomes across multiple lessons?

ACEI Standard 3.4 - Active engagement in learning

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Has the student considered whether technology will enhance learning and/or make them more effective or efficient in teaching?
2. If using technology is appropriate, has the student teacher identified the most effective technology to use?

NAEYC standard 4b - Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

ACEI 3.5 - Communication to foster collaboration

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Has the student teacher incorporated content that reflects local pacing guides, state, and/or national standards?
2. Can the student teacher explain what the essential content is for his/her lessons?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Can the student teacher explain changes that would need to be made in pacing and transition and why those changes are needed?
2. Is the student teacher trying to fit too much into one lesson?
3. In planning, has the student teacher identified points where modifications can be made to adjust pacing and transitions?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

1. Does the student teacher develop a psychological environment that respects each student's individuality and culture?
2. Does the student teacher create a climate for learning that is positive and supportive?
3. Does the student teacher create a safe physical and psychological environment within the context of the cooperating teacher's classroom?

NAEYC standard 4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children.

ACEI Standard 1.0 - Development, Learning, and Motivation

D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

1. Is the student teacher fair in interactions with students?
2. In what ways does the student teacher help the students feel equally valued in the classroom?
3. Does the student teacher make appropriate and respectful remarks to students?
4. Does the student teacher create an environment where students treat each other fairly and respectfully?

D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

1. Are expectations for behavior based on an understanding of child development?
2. Are expectations for behavior consistently expressed and employed?
3. Does the student teacher respond appropriately when expectations for student behavior are not met?
4. Does the student teacher make intentional effort to support positive behaviors?

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND ... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND ... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

1. In what ways does the student teacher help the students feel equally valued in the classroom?
2. Is there evidence that the student teacher has incorporated examples and instructional materials that reflect the background and experiences of individual students?
3. Is diversity of thought and experience supported and celebrated?

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND ...ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND ...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Does the student teacher provide clear directions to students and check to make sure students understand the directions?
2. Does the teacher candidate implement the lesson in ways that promote reaching the learning outcomes for all students?
3. Does the student teacher inform the students of lesson goals at some point during the learning experience?

E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND ...makes content relevant to students' prior experiences;
EE	AND ...continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

1. Does it appear that students understand and are engaged with the content?
2. Does the student teacher present content using clear language that seems to make sense to students and results in little confusion? (If students are confused, student teacher is able to present content in a different way so that it makes sense to students).
3. Does the student teacher relate content to students' background knowledge and experiences?

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND... keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Is there evidence of established routines and procedures that help the student teacher maximize the time available for instruction (i.e., is the majority of time devoted to learning activities opposed to managerial or behavior interruptions)?
2. If a non-instruction interruption occurs, does the student teacher resume instruction efficiently and quickly?
3. Do all students appear to be on task and engaging in meaningful instructional activities?
4. Is there evidence that the teacher differentiates instruction based on student instructional needs (e.g., homogeneous small groups, individualized instruction, etc.)?

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND... engages students in learning experiences with technology that is appropriate and challenging;
EE	AND... cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

1. Does the student teacher use available technology when appropriate to enhance (a) lesson delivery and (b) student learning?
2. Does the student teacher give students opportunities to use technology to enhance their learning?
3. Does the student teacher provide students with tools, help, and guidance to effectively use technology?

NAEYC Standard 4B- Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND... assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

1. Does the teacher ask a variety of questions that require high levels of thinking and meaningful responses from students?
2. Does the student teacher ask questions that require students to refer to their background knowledge and content knowledge to answer them?
3. Does the teacher clarify, scaffold, affirm, and extend student responses when necessary to create meaningful discussions during which students are predominantly speaking?

AECI Standard 3.3 Development of critical thinking and problem solving

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

1. Is it evident that the student teacher acknowledges, respects, and supports the diverse learning and emotional needs (e.g., cultures, languages, disabilities, second language learners, socioeconomic status) of students?
2. Does the student teacher provide different learning materials, activities, strategies that are tailored to student needs and result in student learning?
3. Does the student teacher integrate flexible groupings of students according to learning needs and provide appropriately leveled activities (e.g., books at their instructional level) per group?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND... performs non-instructional procedures efficiently.

Questions for Reflection:

1. Is it evident that the majority of classroom time is devoted to teaching and/or learning?
2. Are transitions used efficiently to maximize instructional time?
3. Does the student teacher implement effective and efficient classroom/behavior management techniques to keep students on task with little distractions from content learning?
4. Does it seem that students grasp and retain taught content? (Are they able to tell you what they learned?)

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND... ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND... sets and implements professional goals to improve student learning.

Questions for Reflection:

1. What documentation of student learning is the student teacher able to provide?
2. Can the student teacher interpret the documentation?
3. Does the student teacher use the documentation to plan future lessons?
4. Does the student teacher maintain accurate records of student performance (by recording grades, charting progress, maintaining portfolios, etc.)?

		F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h
DN		provides unclear evidence to document student learning.
DE		collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME		AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE		AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Was the student teacher willing to be self-critical?
2. Was the student teacher willing to accept constructive criticism?
3. Does the student teacher adjust or modify subsequent teaching techniques as a result of reflection and feedback?
4. Does the student teacher identify his or her strengths based on evidence of student learning?

NAEYC Standard 4D- Reflecting on own practice to promote positive outcomes for each child.

		F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r
DN		relies solely on own knowledge to improve instruction.
DE		seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME		seeks information from professional resources AND uses it to improve instruction.
EE		seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

1. Does the student teacher show initiative in seeking professional resources?
2. Does the student teacher incorporate the information they gained to improve instruction?
3. Does the student teacher consult with educational specialists, parents, and community resources to learn how to work with specific students?
4. Does the student teacher go beyond information in the classroom to continue to grow professionally?

NAEYC Standard 6A- Identifying and involving oneself with the early childhood field

NAEYC Standard 6C- Engaging in continuous, collaborative learning to inform practice

NAEYC Standard 6D- Integrating knowledgeable, reflective and critical perspectives on early education

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

		G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o
DN		acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE		inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME		consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE		AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

1. Does the student teacher exhibit professional behaviors (attendance, dress, meets deadlines, confidentiality) that actively enhance his or her ability to fulfill other professional responsibilities?
2. Does the student teacher take responsibility for, and continuously personally evaluate, any behaviors that interfere with the fulfillment of professional obligations?
3. Does the student teacher continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community?

NAEYC Standard 6B- Knowing about and upholding ethical standards and other early childhood professional guidelines.

ACEI Standard 5.1- Professional growth, reflection, and evaluation

G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND... practices the new strategies learned to support student learning;
EE	AND... actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

1. Does the student teacher exhibit professional behaviors that support and enhance student learning?
2. Does the student teacher show initiative to participate in school or division professional development?
3. Does the student teacher take ownership and reflect on their practice in light of current relevant teaching, professional ethics, and resources?

NAEYC Standard 6A- Identifying and involving oneself with the early childhood field

NAEYC Standard 6C- Engaging in continuous, collaborative learning to inform practice

NAEYC Standard 6D- Integrating knowledgeable, reflective and critical perspectives on early education

ACEI Standard 5.1- Professional growth, reflection, and evaluation

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND... uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

1. Does the student teacher use standard oral and written English when communicating with students, parents, colleagues, and community members?
2. Does the student teacher seek ways to effectively communicate with families whose primary language is not English?

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

1. Does the student teacher seek opportunities to build relationships with families, communities, colleagues, and other professionals?
2. Does the student teacher maintain a positive, collaborative relationship with families, communities, colleagues and other professionals to promote learner growth and development?

ACEI Standard 5.2- Collaboration with families, colleagues, and community agencies

G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m	
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

1. Does the student teacher demonstrate knowledge of cultural, ethnic, and gender learning differences?
2. Does the student teacher use culturally responsive resources to strengthen relationships and learning experiences?

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***Early Childhood Special Education
Birth-age 5 Licensure***

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James Madison University

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EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

REVISED JUNE 2016

BY

GALE CLEMONS, WAYNESBORO CITY SCHOOLS
MIRA WILLIAMS, JAMES MADISON UNIVERSITY

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Does the student teacher document specific Virginia Foundations Blocks for Early Learning, and/or special curriculum objectives in lesson plans?
2. If applicable, are Virginia Foundations Blocks for Early Learning in Social-Emotional behavioral/social and/or life skills included in lesson plans?
3. How is the IFSP or IEP used to plan instruction? (for differentiation - accommodations/ modifications, communication and/or motor needs)
4. Does the student teacher have adequate content knowledge to teach it appropriately and accurately?

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Are the student teacher's instruction and instructional materials developmentally age appropriate, do the activities and assessments support the basic structures and relationships within and across curricula (for example, pacing guide, graphic organizers, or content maps)?
2. Does the student teacher explicitly identify and provide linkages for essential vocabulary and concepts (big ideas) as part of lesson?
3. Is there evidence that the student teacher is using curriculum-based or informal assessment to evaluate effectiveness of instruction?

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

1. Does the student teacher use a combination of examples and non-examples to increase student understanding?
2. Does the student teacher "think aloud" when modeling and providing examples during writing for meaning activities, message time and/or morning message?
3. What has the student teacher done to find out the students' prior knowledge (for example, a KWL chart, survey, etc.)?
4. Has an attempt been made to link content to other subject areas, including real life examples?
5. Are examples relevant to the student population?
6. Is content age and ability-appropriate for student(s) with disabilities? Has the student taken socio cultural backgrounds and factors into account?
7. Does the student teacher link content to students' prior experiences and provide a meaningful reason/purpose for learning the skill?

A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q	
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k	
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Does the student teacher plan to teach learning strategies? Are learning outcomes broken down into achievable goals? Is the need for social skills instruction and assessment addressed?
2. Do methods address visual and/or auditory learning, foster independence, self-motivation, and self-advocacy of individuals with exceptional learning needs?
3. Does the student teacher plan for the use of assistive technology to support individual student learning?

B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k	
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND... can articulate ways formal and informal assessments should impact future learning activities;
EE	AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

1. Does the student teacher check for understanding throughout the lesson?
2. Does the student teacher involve individuals or groups in assessment?
3. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?
4. Does the student teacher use a variety of means (verbal, nonverbal, written, assistive technology, etc.) and sources other than the teacher (other students, books, self-checking materials, etc.) to assess students' learning?
5. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students? Is feedback stated positively (verbal and or nonverbally)?
6. Does the student teacher adjust instruction while in progress, with attention to the teachable moment?
7. Does the student teacher use data and information from other professionals and the family to modify instruction?

B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l	
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND... analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

1. Does the student teacher plan to assess social/behavior and functional skills as needed?
2. Are assessments adapted to accommodate the unique abilities and needs of students with disabilities?
3. Is data/ student work displayed to provide meaningful feedback to learners regarding performance?
4. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?

5. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources other than the teacher (checklists aligned with learning outcomes, student data, work samples) to assess students' learning?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the lesson plan include expectation for daily collection of data and reflection on student learning outcomes?
2. Does the student teacher have a realistic strategy for collecting data on student performance?
3. Does the student teacher use data and information from other professionals and the family to modify instruction?

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

1. Is the student teacher familiar with the student's IFSP or IEP and necessary accommodations/modifications?
2. Did the student teacher use individualized assessment strategies to gather relevant background knowledge?
3. Did the student teacher seek information from the individual, the family and other professionals?
4. Did the student teacher consider the need for functional independent living skills relevant to the community, personal living, and educational setting?
5. Does the student teacher address issues of language, culture, and family background?

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Does the student teacher use IFSPs or IEPs in planning instruction?
2. Does the student teacher consider the student's present level of functioning in the areas of cognitive ability, visual needs, fine and gross motor skills, attention, social skills, behavior, interests, and medical/health when planning instruction?

3. Does the student teacher design the learning environment based on students' characteristics and needs?
4. Are accommodations or adaptations planned based on learning characteristics of students?
5. Does the student teacher consider the advantages and limitations of instructional methods in relation to individuals with exceptional learning needs?
6. Does the student teacher incorporate the use of content enhancement routines and strategies in lesson planning and delivery?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher use concrete strategies and a variety of manipulatives to effectively support and deepen students' understanding?
2. Does the student teacher develop lessons that use technology's potential to foster and extend students' understanding of concepts and development of important ideas?
3. Does the student teacher frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields?
4. Does the student teacher foster independent and collaborative inquiry in young learners? Do they consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive?
5. Do methods meet all learning abilities, developmental levels and ELL needs?
6. Does the student teacher consistently plan to use more than one method or strategy during each lesson?
7. Does the student teacher have a backup strategy if needed?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Is instructional technology integrated into the student teacher plan?
2. Do instructional technology methods foster independence, self-motivation, and self-advocacy of pre-school aged children with exceptional learning needs?
3. Does the student teacher plan for the use of assistive technology to support individual student learning needs?

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Do the instructional materials, activities, and assessments support the content learning of the curriculum used for instruction? (for example: pacing guide, graphic organizers or content maps)?
2. Are differentiated learning opportunities, based on essential curriculum content, included in student teacher plan?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the student teacher pace instruction in such a way that students appear to be on task most of the time?
2. Is there evidence of established routines and procedures that help the student teacher maximize the time available for instruction?
3. If a non-instruction interruption occurs, does the student teacher resume instruction efficiently?
4. Do all students have meaningful work or activities for the entire instructional time?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

1. Are medical and health conditions considered in developing the physical environment?
2. Are effects of medications considered when designing the learning environment?
3. Does the student teacher structure the environment to provide optimal learning for students with exceptional learning needs?
4. Does the student teacher use universal precautions?
5. Can the student teacher identify barriers to accessibility for individuals and/ or family members with disabilities?

D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

1. In what ways does the student teacher create an environment that prepares students to live harmoniously in a diverse world? Are the use of positive behavioral strategies evident?
2. How does the student teacher foster learner self-advocacy and independence?
3. Does the student teacher effectively mediate controversial intercultural issues if they arise?
4. Does the student teacher discuss the issue of fairness and that this may not mean that everyone is treated equally? Is the student teacher comfortable providing students with what they need and articulating this to other students, professionals, and families?

D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

1. Does the student teacher identify developmentally appropriate behavioral expectations for children aged birth to five in

- various settings?
- Can the student teacher develop and implement comprehensive, longitudinal individualized behavior management programs?
 - Is the student and family involved in setting behavioral goals and monitoring progress?
 - Does the student teacher draw from a repertoire of effective and varied behavior management strategies? Does the student teacher use the least intensive behavior management strategy consistent with the needs of the student?
 - Does the student teacher implement individualized reinforcement systems and environmental modifications at levels equal to intensity of behavior?
 - Are a variety of non-aversive techniques used to manage behavior?
 - Does the student teacher use strategies for crisis prevention and intervention?
 - Can the student teacher identify the communicative function of the behavior (for example, attention, avoidance)?

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

- Does the student teacher demonstrate respect for the language, culture, and family background of students?
- Is the student teacher responsive to differing cultural perspectives during instruction?

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND... ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND... consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

- Are students guided in identifying and organizing critical content to be learned?
- Does the student teacher provide organizational cues and modify the pace of instruction if needed by students with exceptional learning needs?
- Is a consistent classroom routine established?
- Does the student teacher provide clear directions and check for student understanding?

E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND... makes content relevant to students' prior experiences;
EE	AND... continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

- Are specialized methods used to teach basic skills?
- Does the student teacher explicitly describe and model how to perform skills?
- Does the student teacher provide prompts and cues to focus the student's attention?
- Does the student teacher use strategies to facilitate maintenance and generalization of skills within and across settings?
- Are learning strategies taught to students with disabilities based on individualized developmental learning needs?
- Is assistive technology incorporated as needed?

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND... keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Does the student teacher use strategies to facilitate maintenance and generalization of skills within and across settings?
2. Are structured opportunities provided for students to practice skills across settings?

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND... engages students in learning experiences with technology that is appropriate and challenging;
EE	AND... cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Question for Reflection:

1. Does the student teacher plan use technology and assistive technology to support individual student learning?

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND... assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

1. Are self-assessment, problem-solving, and cognitive strategies taught to students with exceptional learning?
2. Does the student teacher use strategies to facilitate maintenance and generalization of skills within and across settings?
3. Are structured opportunities provided for students to practice skills (self-assessment, problem-solving, and cognitive strategies)?
4. Does the student teacher use strategies and supports to promote successful transitions and independence for students with disabilities?
5. If applicable, does the student teacher provide instruction in community-based settings?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

1. Does the student teacher communicate content equitably for females and males, students of different ethnic or economic groups, students with exceptionalities, and students of limited English proficiency?
2. Does the student teacher differentiate strategies and materials for all students or groups when appropriate?
3. Does the student teacher use groups to meet the students' needs?
4. Does the student teacher select, adapt, and use specialized instructional methods to strengthen and compensate for various learning needs?
5. Does the student teacher identify and provide supports needed for integration into various program placements?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND ...performs non-instructional procedures efficiently.

Questions for Reflection:

1. Does the student teacher pace instruction in such a way that students appear to be on task most of the time?
2. Is there evidence of established routines and procedures that help the student teacher maximize the time available for instruction?
3. If a non-instruction interruption occurs, does the student teacher resume instruction efficiently?
4. Do all students have meaningful work or activities for the entire instructional time?
5. Does the student teacher plan roles and responsibilities of the paraprofessional related to instruction?
6. Does the student teacher involve students with exceptional learning needs in developing and maintaining instructional routines?

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND ...ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND ...sets and implements professional goals to improve student learning.

Questions for Reflection:

1. What documentation is the student teacher able to provide?
2. Can the student teacher interpret the documentation?
3. Does the student teacher use the documentation to plan future lessons?
4. Does the student teacher assess learning by charting student progress, maintaining portfolios, and/or participation?
5. Does the student teacher use a variety of assessment techniques?
6. Does the student teacher select the most appropriate form of assessment?
7. Did the student teacher clarify the basis for assessment in clear, defined objectives? Is meaningful data collected routinely during instruction?
8. Is data collected in all relevant areas including social/behavioral?
9. Is data collected related to IFSP or IEP goals?
10. Does the student teacher organize and present performance data in ways that provide meaningful feedback to students with exceptional learning needs? \
11. Are records created and maintained for use in grading, completion of progress reports, and developing IEPs?

F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Does the student teacher take responsibility for, and steps to address, any professional behaviors that interfere with student learning?
2. Did the student teacher adjust or modify the teaching techniques used after reflecting on strengths and weaknesses?
3. Was the student teacher willing to be self-critical?
4. Was the student teacher willing to accept constructive criticism?
5. Does the student teacher identify teacher strengths?
6. Does the student teacher practice within own skill limitations and seek assistance as needed?
7. Does the student teacher have a plan for improvement and continuing professional growth?

F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r	
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

1. Does the student teacher seek information regarding research-validated practices?
2. Does the student teacher collaborate with other teachers and related service providers to improve instruction?
3. If applicable, does the student teacher co-plan regularly and effectively with general education teachers?
4. If applicable, does the student teacher co-teach with general educators? Are a variety of co-teaching models used based on the needs of the students?
5. Does the student teacher work to become a co-equal partner with the general education teacher? Does the student teacher take initiative in a variety of instructional responsibilities?
6. Does the student teacher communicate with other school personnel about the characteristics and needs of students with disabilities?
7. Does the student teacher work effectively with related service providers to maximize instruction for students with exceptional learning needs?
8. Is the student teacher able to use group problem-solving skills to develop, implement, and evaluate collaborative activities?
9. Does the student teacher take initiative to talk with teacher "specialists" to learn how to work with specific students?
10. Does the student teacher go beyond information in the classroom to add to his/her individual strengths and uniqueness?

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o	
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

1. Does the student teacher exhibit professional behaviors?
2. Does the student teacher take responsibility for, and steps to address, any professional behaviors that interfere with student learning?
3. Do the student teacher's professional behaviors actively enhance student learning and the performance of other professional responsibilities?
4. In general, has the student teacher demonstrated ethical and confidential handling of his/her professional responsibilities?
5. Can the student teacher identify specific situations that have called for special attention to confidentiality? How have they handled these situations?
6. Does the student teacher's dress distract students from learning?
7. Is the student teacher's dress consistent with school division standards for teachers?
8. Does the student teacher's dress allow for appropriate interaction with students?

G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND ...practices the new strategies learned to support student learning;
EE	AND ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

1. What specific areas of professional strength and areas for professional growth has the student teacher identified? What evidence does the student teacher present to support this assessment?
2. Has the student teacher participated in professional growth activities provided by the school or school division?
3. Has the student teacher developed a tentative long-term plan for professional growth?
4. Has the student teacher identified or participated in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching experience?
5. Does the student teacher practice within own skill limits and seek assistance as needed?

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND ...uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

1. Does the student teacher use nonverbal language effectively?
2. Is the student teacher aware of cultural and language differences within the class?
3. Does the student teacher respond appropriately to those differences?
4. Is the student teacher comfortable with students who speak and write differently?

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND ... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND ... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND ...communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Question for Reflection:

1. Has the student teacher identified or participated in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching experience?
2. Did the student teacher have the opportunity to go on home visits with the cooperating teacher? If so was the student teacher able to communicate in a respectful appropriate manner with family members?

		G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m
DN		demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE		occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME		utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE		AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Question for Reflection:

1. Can the student teacher identify appropriate resources that would provide support for situations requiring special attention?

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***English/Language Arts
Grades 6 – 8 Licensure
Grades 6 – 12 Licensure***

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James Madison University

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MSC 6915, HARRISONBURG, VA 22807
EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

REVISED MAY 2016

BY

MARY BETH CANSIENNE, JAMES MADISON UNIVERSITY
KRISTY DUNLAP, JAMES MADISON UNIVERSITY
STACIE HOLZBERGER, ROCKINGHAM COUNTY SCHOOLS
JENNY MARTIN, BRIDGEWATER COLLEGE

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN	inaccurately and inconsistently references the appropriate content standards.
DE	references appropriate content standards in daily plans;
ME	AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE	AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Does the student teacher document the specific NCTE/CAEP ELA and VA SOL standards on the lesson plan?
2. Does the student teacher align the objectives, informal and formal assessments, and activities?
3. Does the student teacher reference and sequence Bloom's taxonomy in the lesson plan?
4. Does the student teacher use knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences? (NCTE/CAEP III,1; IV. 1)

	A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN	inaccurately presents key subject matter ideas and skills.
DE	demonstrates accurate knowledge and skills of subject area;
ME	AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE	AND... uses multiple representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Does the student teacher demonstrate knowledge of English language arts content required by content area state and national standards?
2. Does the student teacher develop content examples, representations, and explanations that sequence and scaffold learning appropriately for adolescent learners?
3. Does the student teacher demonstrate the knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers? (NCTE/CAEP I)
4. Does the student teacher represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes? (NCTE/CAEP I,1)
5. Does the student teacher demonstrate knowledge of ELA subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users? (NCTE/CAEP II)
6. Does the student teacher incorporate knowledge of language -- structure, history, and conventions -- to facilitate students' comprehension and interpretation of print and non-print texts? (NCTE/CAEP III, 5)
7. Does the student teacher demonstrate knowledge of a range of print and non-print texts, media texts, classic texts and contemporary texts, including young adult? (NCTE/CAEP I, 1)
8. Does the student teacher demonstrate knowledge about how adolescents read texts and make meaning through interactions with media environments? (NCTE/CAEP I, 2)
9. Does the student teacher demonstrate the ability to make interdisciplinary connections? (NCTE/CAEP III, 6)

	A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN	references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE	references content to EITHER the students' past and future learning experiences OR related subject areas.
ME	references content to BOTH the students' past and future learning experiences AND related subject areas;
EE	AND... references content to real world experiences and applications.

Questions for Reflection:

1. Does the student teacher respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time? (NCTE/CAEP IV, 2)
2. Does the student teacher use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students opportunities to learn ELA? (NCTE/CAEP VI, 2)
3. Does the student teacher design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes? (NCTE/CAEP III, 4)
4. Does the student teacher link content to real world examples and applications?

- Can the student teacher build background knowledge by linking ELA content with culture and society including arts and humanities?
- Does the student teacher consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all adolescents?

A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q	
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k	
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

- Does the candidate design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes? (NCTE/CAEP III, 4)
- Does the candidate align learning goals and achievement goals with formative and summative assessments and state them clearly on the lesson plan?
- Does the candidate use his/her knowledge of theory, research, and practice in ELA to plan standards-based, coherent and relevant learning experiences of reading, writing, and language? (NCTE/CAEP III, 3 & 5; IV, 1)

B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k	
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND... can articulate ways formal and informal assessments should impact future learning activities;
EE	AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

- Does the candidate design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading, writing, and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in readings, writing, speaking, listening, viewing, and presenting? (NCTE/CAEP III, 2)
- Does the candidate design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory? (NCTE/CAEP IV, 2)
- Does the candidate provide students with effective, descriptive feedback on formative assessments?

B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l	
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND... analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

- Does the candidate design a range of assessments for students that promote their development as writers, are

- appropriate to the writing task, and are consistent with current research and theory? (NCTE/CAEP IV, 2).
- Does the candidate respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time? (NCTE/CAEP IV, 2)
 - Does the candidate adjust instruction while in progress, with attention to the teachable moment?
 - Does the candidate communicate with students about their performance in ways that actively involve them in their own learning? (NCTE/CAEP V, 3)
 - Does the candidate give timely, substantive, and specific feedback to all students?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

- Does the candidate use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA? (NCTE/CAEP V, 2)
- Does the candidate differentiate instruction based on students' self-assessments and formal and informal assessments of learning in ELA? (NCTE/CAEP/CAEP V, 3)
- Does the candidate communicate with the students about their performance in ways that actively involve them in their own learning? (NCTE/CAEP/CAEP V, 3)

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

- Does the candidate administer interest surveys to get to know the students?
- Does the candidate design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes?
- Does the candidate participate in co-curricular or after school activities?
- Does the candidate seek out past assessment results of students for reading and writing and plan instruction based on assessment information?
- Does the candidate design instruction that will motivate students and be accessible to a range of students' skill levels?
- Does the candidate design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes? (NCTE/CAEP, IV, 4)

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Does the candidate use his/her knowledge of theory, research, and practice in English Language Arts to plan instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure? (NCTE/CAEP III, 1)
2. Does the candidate identify in the lesson plan appropriate expectations for student work based on an understanding of individual student differences?
3. Does the candidate differentiate instruction to accommodate individual differences?
4. Does the candidate accommodate learning requirements of ESL, 504, Gifted and Talented, and IEP plans?
5. Does the candidate scaffold instruction using the same objective for all students?
6. Does the candidate collaborate with the appropriate specialists, e.g., ESL, EXED, and GT teachers to plan instruction?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the candidate use his/her knowledge of theory, research, and practice in English Language Arts to plan learning experiences across genres, periods, forms, authors, cultures, and various forms of media? (NCTE/CAEP III,1)
2. Does the candidate plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that use individual and collaborative approaches and a variety of reading strategies? (NCTE/CAEP III, 3)
3. Does the candidate plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials? (NCTE/CAEP III, 6)
4. Does the candidate plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of audiences and purposes? (NCTE/CAEP IV, 1)
5. Does the candidate design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in context of students' writing for different audience, purposes, and modalities? (NCTE/CAEP, IV, 3)
6. Does the candidate align standards-based learning goals with multiple and varied learning experiences including a range of genres, authors, and cultures?
7. Does the candidate incorporate a range of texts and media for effective learning experiences?
8. Does the candidate accommodate the range of students' reading skill levels, targeting comprehension and increasing vocabulary knowledge through a variety of strategies and approaches?
9. Does the candidate help students understand connections across ELA topics and themes and between ELA and other disciplines?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Is the candidate able to use contemporary technologies and/or digital media to compose multimodal discourse? (NCTE/CAEP II, 1)
2. Does the candidate use his/her knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies? (NCTE/CAEP IV, 1)
3. Does the candidate select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts? (NCTE/CAEP V, 4)
4. Does the candidate select appropriate technological resources?
5. Does the candidate plan for student opportunities to respond to text within a media environment?
6. Does the candidate frequently demonstrate the ability to integrate contemporary technologies and digital media into instruction?

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Is the candidate knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes? (NCTE/CAEP I, 1)
2. Is the candidate able to use literary theories to interpret and critique a range of texts? (NCTE/CAEP I, 1)
3. Is the candidate able to compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose? (NCTE/CAEP II, 1)
4. Does the candidate know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics)? (NCTE/CAEP II, 2)
5. Does the candidate recognize the influence of English language history on ELA content? (NCTE/CAEP II, 2)

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the candidate pace instruction to keep students engaged?
2. Does the candidate establish routines and procedures that maximize time available for instruction?
3. Does the candidate organize efficient transitions?
4. Does the candidate provide all students with meaningful activities for the entire instructional period?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

1. Does the candidate create a supportive and inclusive learning environment that promotes the healthy development of all adolescents?
2. Does the candidate avoid the use of criticism and sarcasm to create a safe psychological environment?
3. Does the candidate arrange space so all students, including those with special needs, engage in the learning?
4. Does the candidate respond positively to the diversity found in adolescents and use that diversity in planning and implementing instruction?
5. Does the candidate provide a rationale for rules, procedures, and expectations within the classroom environment?
6. Does the candidate use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA? (NCTE/CAEP VI, 2)

D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

1. Does the candidate demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users? (NCTE/CAEP II)
2. Does the candidate use his/her knowledge of theory, research, and practice in English Language Arts to plan instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure? (NCTE/CAEP III, 1)
3. Does the candidate plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that use individual and collaborative approaches and a variety of reading strategies? (NCTE/CAEP III, 3)
4. Does the candidate plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials? (NCTE/CAEP III.6.)
5. Does the candidate plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds? (NCTE/CAEP V, 1)
6. Does the candidate differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts? (NCTE/CAEP V, 3)
7. Does the candidate communicate with students about their performance in ways that actively involve them in their own learning? (NCTE/CAEP V, 3)
8. Does the student teacher help students become more familiar with their own and others' cultures?
9. Does the student teacher create and maintain an environment that respects individual differences and that allows students to feel equally valued?
10. Does the student teacher use cooperative learning as a learning strategy?

D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

1. Does the candidate plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds? (NCTE/CAEP V, 1)
2. Does the candidate use data about his/her students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA? (NCTE/CAEP V, 2)
3. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
4. Does the student teacher demonstrate skills in problem-solving and implementing a positive behavior management

- program?
- Does the student teacher intervene appropriately to maintain on-task student behavior?
 - Does the student teacher have policies and procedures in place when student behavior interrupts instruction?
 - Does the student teacher effectively enforce class policies and procedures as needed?

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND ... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND ... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

- Is the candidate knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes? (NCTE/CAEP I, 1)
- Does the candidate plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society? (NCTE/CAEP VI, 1)
- Does the candidate use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, & community environment), and languages/dialects as they affect students' opportunities to learn in ELA? (NCTE/CAEP VI, 2)
- Does the candidate model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA? (NCTE/CAEP VII, 1)
- Does the candidate design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purpose? (NCTE/CAEP IV, 4)

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
✓	
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND ...ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND ...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

- Does the student teacher inform students of instructional goals before and during the learning experience?
- Does the student teacher explicitly detail activity directions orally and visually?
- Does the student teacher check for student understanding of objectives, directions, and procedures?
- Does the student teacher circulate and engage with students with the purpose of ensuring understanding?
- Does the student teacher actively listen to students' questions and, in turn, answer students' questions appropriately?
- Does the student teacher use inquiry to check for understanding?

E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND ...makes content relevant to students' prior experiences;
EE	AND ...continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

- Does the student teacher integrate English language arts content in a lesson with coherent structure? (NCTE/CAEP II, 1, 2, & 3)
- Does the student teacher successfully implement the writing process? (NCTE/CAEP IV, 1, 2, 3, & 4)

3. Does the student teacher design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes? (NCTE/CAEP IV, 4)
4. Does the student teacher successfully implement reading comprehension strategies that incorporate knowledge of language (structure, history, and conventions) to facilitate students' comprehension of print and non-print texts? (NCTE/CAEP III, 5)
5. Does the student teacher successfully demonstrate knowledge of literature and multimedia texts as well as knowledge of the nature of adolescents as readers? (NCTE/CAEP I)
6. Does the student teacher use literary theories to interpret and critique a range of texts? (NCTE/CAEP I, 1).
7. Does the student teacher implement strategies that promote learners' development of interpretive, critical and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting? (NCTE/CAEP III, 2)
8. Does the student teacher strategically use language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities? (NCTE/CAEP IV, 3)
9. Does the student teacher implement interdisciplinary teaching methods and materials? (NCTE/CAEP III, 6)
10. Does the student teacher actively engage students in standards-based, coherent, and relevant learning experiences in reading and composing that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize independent and collaborative approaches? (CAEP/NCTE III, 3; IV, 1)
11. Does the student teacher demonstrate how knowledge about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in ELA? (NCTE/CAEP VI)?

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND... keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Does the student teacher help students participate actively in their own learning in ELA by differentiating instruction based on students' self-assessments and formal and informal assessments? (NCTE/CAEP V, 2)
2. Does the student teacher create inclusive learning environments that contextualize curriculum? (NCTE/CAEP V)

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND... engages students in learning experiences with technology that is appropriate and challenging;
EE	AND... cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

1. Does the student teacher plan relevant learning experiences utilizing a range of different texts--across genres, periods, forms, authors, cultures, and various forms of media? (NCTE/CAEP III, 1)
2. Does the student teacher demonstrate awareness of how adolescents read and compose texts and make meaning with media environments? (NCTE/CAEP I, 2; II, 3)
3. Does the student teacher successfully implement opportunities to respond to a variety of texts both print and non-print, including within media environments? (NCTE/CAEP III, 5)

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND... assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

1. Does the student teacher provide opportunities for students to demonstrate their ability to construct meaning through interaction with media environments? (NCTE/CAEP I, 2; II, 3)
2. Does the student teacher provide opportunities for students to demonstrate use ELA and literacy instruction that

- promotes social justice and critical engagement with complex issues? (NCTE/CAEP VI, 1)?
- Does the student teacher provide opportunities for students to interpret and critically evaluate in reading, writing, speaking, listening, thinking, viewing, and presenting? (NCTE/CAEP III, 2)

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

- Does the student teacher plan, implement, assess, and reflect on research-based instruction that responds to diverse students' context-based needs? (NCTE/CAEP V)
- Does the student teacher frequently use data about students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments and teach in engaging ways that maximize student learning? (NCTE/CAEP V, 2)
- Does the student teacher successfully implement instructional strategies to motivate all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure? (NCTE/CAEP III, 1)
- Does the student teacher incorporate a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes? (NCTE/CAEP I, 1)

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND... performs non-instructional procedures efficiently.

Question for Reflection:

- Does the student teacher engage students in the ELA lesson objective when they enter the classroom?

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND... ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Question for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND... sets and implements professional goals to improve student learning.

Questions for Reflection:

- Does the student teacher collect data in various forms that show levels of student learning? (NCTE/CAEP III, 4)
- Does the student teacher use collected data to plan future lessons? (NCTE/CAEP V, 2)

F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Does the student teacher demonstrate reflective practice and use the results from assessment to improve instruction? (NCTE/CAEP III, 4)
3. Does the student teacher identify his/her instructional strengths or weaknesses?
4. Does the student teacher adjust or modify teaching techniques after reflecting on strengths and weaknesses? (NCTE/CAEP VII, 1)
5. Does the student teacher accept constructive feedback and integrate suggestions into instruction?
6. Does the student teacher generate multiple strategies for instructional improvement? (NCTE/CAEP VII, 2)

F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r	
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

1. Does the student teacher initiate seeking professional resources?
2. Does the student teacher initiate talking with specialists to learn how to work with identified students?
3. Does the candidate take leadership roles to promote and participate in activities designed to extend knowledge in his/her teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating technologies and literacy skills? (NCTE/CAEP VII, 2)
4. Does the candidate engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement? (NCTE/CAEP VII, 2)
5. Does the student teacher initiate and value collaboration with others to improve instruction and assessment? (NCTE/CAEP III, 6; V, 3)
6. Does the candidate plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials?
7. Does the candidate differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts?
8. Does the candidate communicate with students about their performance in ways that actively involve them in their own learning?

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o	
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Question for Reflection:

1. Does the student teacher model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA? (NCTE/CAEP VII, 1)

G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND ...practices the new strategies learned to support student learning;
EE	AND ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Question for Reflection:

1. Does the student teacher engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement? (NCTE/CAEP VII, 2)

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND ...uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

1. Is the student teacher aware and sensitive to cultural and language differences within the class? (NCTE/CAEP V, 1)
2. Does the student teacher respond appropriately to those differences?
3. Is the student teacher comfortable with students who speak and write differently?
4. Does the student teacher demonstrate knowledge of how language varies across culture and time?
5. Does the student teacher incorporate knowledge of language variation into classroom instruction and assessment?

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND ... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND ... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Question for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND ...communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

1. Does the student teacher use knowledge of theories and research that are responsive to students' families and communities in regard to local, national, and international histories, and individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment) and languages/dialects as they affect students' opportunities to learn in ELA? (NCTE/CAEP VI, 2)

		G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m
DN		demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE		occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME		utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE		AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

1. Does the student teacher design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes? (NCTE/CAEP IV, 4)
2. Does the student teacher plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society? (NCTE/CAEP VI, 1)
3. Does the student teacher use knowledge of theories and research that are responsive to students' families and communities in regard to local, national, and international histories, and individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment) and languages/dialects as they affect students' opportunities to learn in ELA? (NCTE/CAEP VI, 2)
4. Does the student teacher engage in active listening when students are sharing stories about their lives?
5. Does the student teacher ask appropriate questions to get to know the students and their home environment?
6. Does the student teacher create opportunities to talk with or meet students' parents and families?

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***Foreign Language
PK-12 Licensure***

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James Madison University

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EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

REVISED JUNE 2016

BY

JEREMY ALDRICH, HARRISONBURG CITY SCHOOLS
MARY O'DONNELL, JAMES MADISON UNIVERSITY
AMANDA PICKETT, ROCKINGHAM COUNTY SCHOOLS

Sources in parentheses include TELL Project Foundational Criteria (FC), TELL Project Full Class Observation Tool, and ACTFL World-Readiness Standards (the 5 C's: Communication, Connections, Cultures, Communities, Comparisons)

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Are specific SOLs and ACTFL Standards or Can Do statements referenced in the lesson plan? (FC2)
2. Are ALL planned activities and assessments clearly related to the standards?

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Does the student teacher stay in the target language 90% or more of the time with correct usage? (FC7)
2. Does the student teacher make ties to culture, communities, connections, and/or comparisons during the lesson? (Cultures, Communities, Connections, Comparisons)

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

1. Does the lesson include a link to prior learning experiences? (FC4)
2. Does the lesson include connections to other subject areas and/or diverse perspectives? (Connections)

		A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q
DN		presents content without acknowledgement of alternative disciplinary perspectives.
DE		purposefully presents content that acknowledges alternative disciplinary perspectives;
ME		AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE		AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k
DN		sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE		sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME		AND ...sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE		AND ...matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Are the daily performance objectives focused on proficiency targets and based on meaningful contexts? (FC3)
2. Are the lesson's performance objectives clearly stated in student-friendly language? (FC6)
3. Are the objectives referenced throughout the lesson?

		B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k
DN		uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE		uses appropriate formal and informal assessments that are linked to learning outcomes;
ME		AND ...can articulate ways formal and informal assessments should impact future learning activities;
EE		AND ...has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

1. Are the assessments clearly linked to the objectives? (FC10)
2. Are the assessments balanced between knowledge and performance? (FC9)
3. Is there a discrepancy between what is taught and what is assessed?

		B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l
DN		makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE		monitors student comprehension of content AND provides students with limited feedback.
ME		uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE		AND ...analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

1. Does the student teacher provide frequent descriptive feedback, which is supported by evidence from student performance? (FC11)
2. Does the student teacher use rubrics as a way to define quality and provide feedback? (FC11)
3. Does the grading system weigh performance more heavily than knowledge language knowledge? (e.g., grammar, vocabulary) (FC12)

		B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u
DN		unable to articulate effectiveness of teaching based on student learning data.
DE		able to articulate effectiveness of teaching based on student learning data;
ME		AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE		AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher use pre-assessments to adjust lessons for appropriate differentiation?
2. Does the student teacher use prior assessment data to identify areas for re-teaching, enrichment, and to identify learning strategies that were particularly successful?
3. Does the student teacher provide feedback for learners in all three communicate modes- interpretive, interpersonal and presentational - at some point during the lesson or unit? (Communication)

	B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

1. Does the student teacher use information about students' backgrounds to inform instruction? (FC1)

	C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Does instruction include a variety of student groupings and varied activities that engage all students? (FC5)
2. Does the instructional plan ensure access for students with special needs (such as by integrating Universal Design for Learning principles)?
3. Does the instructional plan include enrichment or extension activities?
4. Does the student teacher assure that all learners are engaged and on task?

	C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b, 7l
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the instructional plan include a variety of activities that are based on student attention span and which account for realistic pacing? (FC5)
2. Are students engaged in language learning opportunities anchored in the three modes of communication - interpretive, interpersonal, and presentational? (FC8)

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND... integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Does the plan provide students with comprehensible input through a variety of digital and print media? (FC13)
2. Does the plan include the use of learning tools in a manner respectful of authorship and ownership? (FC14)

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND... planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Are the daily objectives focused on proficiency targets and based on meaningful contexts? (FC3)

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the student teacher plan for smooth and efficient transitions throughout the lesson? (FC5)

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

1. Does the physical environment ensure access for students with special needs (such as by integrating elements of Universal Design for Learning)?
2. Does the student teacher use official information about students' backgrounds to help create a safe and positive environment, particularly for students who are experiencing trauma (FC1)
3. Does the student teacher use words and mannerisms that express a "growth mindset" toward all students?

D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

1. Has the student teacher configured the classroom to promote teamwork and interaction among all students?
2. Do the students and student teacher create a positive learning environment through respectful interaction with each other? (FC1)
3. Does the instructional plan communicate to all students that they are respected, cared for, and have valuable contributions to make through collaboration?

D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

1. Are classroom rules displayed, enforced and are the familiar to the students?
2. Does the student teacher treat all learners consistently and fairly?
3. Does the student teacher work with parents and school administrators to communicate and clarify the classroom rules? (FC1, FC15)

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND ... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND ... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

1. Does the student teacher use information about students' cultural backgrounds to inform her/his approach to learning? (FC1)
2. Does the student teacher provide frequent and respectful opportunities for diverse perspectives from students, community members, and others on the topics of the lesson/unit? (Connections and Communities)

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND ...ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND ...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Does student teacher plan how s/he will explain/introduce activities and concepts using only the target language? (FC4)
2. Does the student teacher check for understanding in a variety of ways throughout the lesson? (FC4)
3. Does the student teacher share the planned sequence of learning activities with the students such as by posting it on the board or previewing it at the start of the lesson? (Full Class Observation Tool)

E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND ...makes content relevant to students' prior experiences;
EE	AND ...continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

1. Does the student teacher use realia, props, manipulatives and other resources to make input comprehensible? (FC13)

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND ...keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Does the student teacher reference her/his lesson plan and also respond to changing needs during the class period?
2. Do all students engage in activities designed to meet the daily performance objectives? (Full Class Observation Tool)
3. Do students participate in activities that allow for physical movement? (Full Class Observation Tool)
4. Do students engage in varied pair and/or small group activities? (Full Class Observation Tool)
5. Does the student teacher use a variety of strategies such as visuals, concrete objects, hands-on experiences, and circumlocution to make her/his language use comprehensible? (FC7)

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND ...engages students in learning experiences with technology that is appropriate and challenging;
EE	AND ...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

1. Does the student teacher use a variety of learning tools to facilitate the lesson? (Full Class Observation Tool)
2. Do the students use available technologies to develop real world language abilities? (Full Class Observation Tool)
3. Are colorful visuals used which are large enough to be seen by all students and are culture specific? (Full Class Observation Tool)

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND ...assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

1. Do students participate in activities aimed at various levels of thinking appropriate to her/his stages of learning? (Full Class Observation Tool)
2. Do all students participate in meaningful ways?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

1. Does instruction engage all students by building in differentiation and extension activities?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND... performs non-instructional procedures efficiently.

Questions for Reflection:

1. Are transitions between activities smooth and efficient? (FC5)

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND... ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND... sets and implements professional goals to improve student learning.

Questions for Reflection:

1. Does the grading system weight performance more heavily than language knowledge? (FC12)
2. Does the student teacher track learning over time in a way that informs instruction and encourages positive student behaviors?

F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Does the student teacher provide opportunities for self-assessment and/or peer-assessment? (Full Class Observation

Tool)

- Does the student teacher change her/his instructional plan based on analysis and reflection instead of simply striving to "cover" the content?

F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r	
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

- Can the student teacher articulate a research basis and/or theoretical approach to her/his teaching?
- Has the student teacher developed a professional learning network of educators either in person and/or online with whom s/he regularly shares information and questions?

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o	
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

- Does the student teacher maintain the highest standards of professional conduct in the community, classroom, and through professional affiliations? (FC16)

G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND ...practices the new strategies learned to support student learning;
EE	AND ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

- Does the student teacher participate in professional development opportunities both within the district and beyond throughout the school year and in the summer? (FC18)

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND ...uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

- Does the student teacher make an effort to continually learn about effective ways to communicate in English and in the target language?
- Does the student teacher collaborate beyond what is required in her/his department, school, and district? (FC18)

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

- Does the student teacher involve all stakeholders by engaging them in discussions of the goals of the program? (FC15)

G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m	
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

- Is the student teacher a reflective practitioner? (FC17)

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***Mathematics
Grades 6-8 Licensure
Grades 6-12 Licensure***

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James Madison University

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MSC 6915, HARRISONBURG, VA 22807

EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

REVISED JUNE 2016

BY

***PAM BAILEY, MARY BALDWIN COLLEGE
GEOFF ESTES, HARRISONBURG CITY SCHOOLS
KYLE SCHULTZ, JAMES MADISON UNIVERSITY***

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Does the student teacher document the specific NCTM content standards (9-15) and VA SOL's?
2. Does the student teacher analyze local, state, and national curriculum standards based on his/her knowledge of content and early adolescent development?

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses multiple representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Does the student teacher communicate mathematical thinking orally and in writing to peers, faculty, and others?
2. Does the student teacher use the language of mathematics to express ideas precisely?
3. Does the student teacher organize mathematical thinking through communication?
4. Does the student teacher analyze and evaluate the mathematical thinking and strategies of others?
5. Does the student teacher possess a deep understanding of how students learn mathematics and the pedagogical knowledge specific to mathematics teaching and learning?
6. Does the student teacher know, understand and apply the process of mathematical problem solving?
7. Does the student teacher recognize, use, and make connections between and among mathematical ideas, and in contexts outside mathematics, to build mathematical understanding?
8. Does the student teacher recognize where the content lies in the vertical alignment of all mathematical standards?
9. Does the student teacher make connections within the content, across representations, and between state standards to organize instruction around big ideas?

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

1. Does the student teacher use varied representations of mathematical ideas to support and deepen students' mathematical understanding?
2. Are the same examples used over and over when students need more clarity?
3. Can the student teacher create new examples for further clarification?
4. Are the examples appropriate for the age level and populations?
5. Do the examples represent different modalities?
6. Do the examples relate to diverse needs?
7. Does the student teacher recognize and apply mathematics in context outside of mathematics?
8. Does the student teacher demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole?
9. Does the student teacher engage adolescents in activities related to their interpersonal, community, and societal responsibilities?
10. Does the student teacher consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all adolescents? Does the student teacher demonstrate a comprehensive depth and breadth of knowledge in two content areas that are broad and

- multidisciplinary, and regularly demonstrate the ability to make interdisciplinary connections?
11. What has the student teacher done to find out the students' prior knowledge?
 12. Are examples relevant to the student population?

A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q	
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k	
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Does the student teacher plan lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates?
2. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and is able to articulate his/her criteria for strategy selection?
3. Did the student teacher have a clear assessable objective?
4. Did the student teacher have a purpose and rationale?
5. Did the student teacher understand the needs of diverse learners in the class and plan accordingly?
6. Did the student teacher accommodate learning requirements of ESL, 504, Gifted & Talented, and IEP plans?
7. Did the student teacher "know the audience" and target instruction appropriately?

B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k	
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND... can articulate ways formal and informal assessments should impact future learning activities;
EE	AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

1. Does the student teacher analyze and evaluate the mathematical thinking and strategies of others?
2. Does the student teacher use multiple strategies, including listening to and understanding the ways students think about mathematics to assess students' mathematical knowledge?
3. Does the student teacher check for understanding throughout the lesson?
4. Does the student teacher involve individuals or groups in assessment?
5. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?
6. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources other than the teacher (other students, books, self-checking materials, etc.) to assess students' learning?
7. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?
8. Does the student teacher adjust instruction while in progress, with attention to the teachable moment?

B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l	
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND ...analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

1. Does the student teacher ask various levels of cognitively demanding questions to check for comprehension?
2. Does the student teacher provide timely feedback, verbal and/or written, to students?
3. Is the written feedback provided by the student teacher specific and based on content and strategies used by the students?
4. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?
5. Did the student teacher adapt instruction based on feedback gained?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h,6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher take time to analyze and reflect on student evidence to guide future instruction?
2. Is the student teacher able to connect student assessment evidence to objectives and standards to determine areas of gained knowledge and areas of weaknesses?
3. Is the student teacher able to connect student evidence to their trajectory of learning on the curriculum?
4. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?
5. Is the assessment appropriate to the students in the class? ? How are students of limited English proficiency and students with exceptionalities provided with opportunities to display their knowledge of content?

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

1. Does the student teacher recognize and use connections among mathematical ideas?
2. Does the student teacher demonstrate a comprehensive knowledge of the concepts, principles, theories, and research about adolescent development?
3. Do they use this knowledge to provide all adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous?
4. Did the student teacher create an interest inventory?
5. Did the student teacher use pre-assessment tools?
6. Did the student teacher review student files?
7. Does the student teacher actively seek information with respect to students' interests?
8. Does the student teacher plan/meet with resource personnel such as special ed teachers/ESL teachers/aides/guidance?
9. Is the student teacher able to understand student strengths and weaknesses with respect to the expectations of the state standards?
10. Does the student teacher actively engage students in independent and collaborative inquiry? Do they consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive?

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND... seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Does the student teacher select, use and determine suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs, such as the gifted, challenged, and speakers of other languages?
2. Does the student teacher use knowledge of different types of instructional strategies in planning mathematics lessons?
3. Does the student teacher have appropriate expectations based on students' abilities, skills, and efforts?
4. Does the student teacher plan instruction so that students make connections between various approaches, encouraging students to explain, justify and communicate their knowledge?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND... uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND... uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher plan for the use of multiple strategies, including listening to and understanding the ways students think about mathematics to assess students' mathematical knowledge?
2. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and is able to articulate his/her criteria for strategy selection?
3. How is the plan for assessment aligned with the learning outcomes of the lesson?
4. Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
5. Does the student teacher use varied representations of mathematical ideas to effectively support and deepen students' mathematical understanding?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Does the student teacher develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas?
2. Does the student teacher frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields?
3. Does the instructional technology assist and support meeting all learning styles and levels?
4. Does the student teacher select instructional technology when planning that enables students to use more than one method or strategy during each lesson?
5. Does the student teacher have a backup strategy if needed?

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Does the student teacher plan lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates?
2. Are these goals reflected in the student teacher's plans?
3. Does the student teacher inform the students of the goals before or during the learning experience?
4. Is the student teacher demonstrating how special needs students (IEP goals) are being addressed during instructional activities?
5. Does the student teacher plan higher order thinking questions to enhance student learning?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the student teacher plan transitions in the lesson to minimize down time and maximize instructional time?
2. Does the student teacher plan various portions of the lesson to provide adequate time for student learning and engagement?
3. Does the student teacher provide adequate time for student to investigate and/or discover concept

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

1. Does the student teacher demonstrate attention to equity in supporting a positive disposition toward mathematics?
2. Does the student teacher develop close, mutually respectful supportive learning environments that promote the healthy development of all adolescents?
3. Do they respond positively to the diversity found in adolescents and use that diversity in planning and implementing instruction?
4. To what extent is there a match between the lesson or activity and the furniture or room configuration?
5. Is the space arranged so that all students, including those with special needs, have access to the lesson?
6. How do physical and psychological factors in the environment promote the learning that takes place?

D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

1. Does the student teacher demonstrate attention to equity in supporting a positive disposition toward mathematics in regard to portraying mathematics as a human endeavor not specific to culture and/or ethnicity, race?
2. Does the student teacher create equitable, caring, and productive learning environments?
3. In what ways does the student teacher help students have access to learning?
4. In what ways does the student teacher help the students feel equally valued in the classroom?
5. Are there patterns of exclusion or over attention in the student-teacher interactions?
6. Is the student teacher inappropriately negative in remarks to students?
7. Does the student teacher respond appropriately to stereotyping, demeaning, or other unfair comments by students?
8. Does the student teacher plan and monitor collaboration among the students?

D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

1. Does the student teacher demonstrate effective teaching by establishing and maintaining consistent standards for positive classroom behavior?
2. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
3. Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

1. Does the student teacher demonstrate attention to equity in supporting a positive disposition toward mathematics in regard to portraying mathematics as a human endeavor not specific to culture and/or ethnicity, race?
2. Does the student teacher select, use and determine suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs, such as the gifted, challenged, and speakers of other languages?
3. Does the student teacher value and appreciate all adolescents regardless of family circumstances, community

environment, health, and/or economic conditions?

4. Does the student teacher serve as advocate for all adolescents in the school and in the community?
5. Does the student teacher differentiate strategies and materials for all students or groups when appropriate?
6. Does the student teacher use flexible groups to meet the students' needs?

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j
DN		presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE		provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME		AND ...ensures that all students understand the learning objectives AND can carry out those procedures;
EE		AND ...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Does the student teacher understand, present, and acknowledge the mathematical concepts addressed in the lesson?
2. Does the student teacher check for student understanding based on discourse, monitoring of lesson, and evidence?
3. Does the student teacher acknowledge different student approaches to the lesson concepts?
4. Does the student teacher provide clear discourse, use correct mathematical language, and incorporate sufficient wait time for student responses?
5. Is the student teacher's written communication easy to follow and correctly written?

		E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h
DN		uses ineffective strategies when presenting content to students.
DE		uses effective strategies to present content to students;
ME		AND ...makes content relevant to students' prior experiences;
EE		AND ...continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

1. Does the student teacher use varied representations of mathematical ideas to support and deepen students' mathematical understanding?
2. Does the student teacher embrace technology as an essential tool for teaching and learning mathematics?
3. Does the student teacher select and use appropriate concrete materials for learning mathematics?
4. Does the student teacher demonstrate the ability to lead classes in mathematical problem solving and developing in-depth conceptual understanding to help students develop and test generalizations?
5. Does the student teacher frequently teach in engaging ways that maximize student learning?
6. Does the student teacher actively engage students in independent and collaborative inquiry? Does the student teacher consistently select and lead students in strategies that are challenging, culturally sensitive, and developmentally responsive?
7. Does the student teacher communicate content clearly and accurately?
8. Do lessons as a whole have coherent structure?
9. Does the student teacher recognize and use opportunities to help students extend their thinking?
10. Is the student teacher able to use the mathematical content appropriately as a springboard to independent, creative, or critical thinking?
11. Does the student teacher challenge students' thinking in ways relevant to their background knowledge and experiences?
12. Does the student teacher structure specific learning activities that encourage students to extend their thinking?

		E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g
DN		keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE		attempts to keep students actively involved, but some students are disengaged.
ME		keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE		AND ...keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Does the student teacher know, understand, and apply the process of mathematical problem solving?

- Does the student teacher reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry?
- Does the student teacher use stimulating curricula?
- Does the student teacher frequently incorporate their mathematical knowledge with the ideas, interests, and experiences of students, helping them to understand the integrative nature of knowledge?
- Does the student teacher use higher order questioning?
- Does the student teacher give students a variety of ways to use content?
- Does the student teacher incorporate tasks for multiple entry levels and multiple approaches to a solution?

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND... engages students in learning experiences with technology that is appropriate and challenging;
EE	AND... cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

- Does the student teacher select appropriate technology that will enhance learning?
- Does the student teacher provide students with guidance to use technology successfully?
- Does the student teacher select technology that will promote critical thinking?

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND... assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

- Does the student teacher encourage discourse requiring students to explain and justify their responses?
- Does the student teacher provide guiding questions for student investigation and/or discovery?
- Does the student teacher plan for student discourse (verbal or written) to share thinking?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

- Does the student teacher provide instruction that enables students to approach the content in multiple ways?
- Does the student teacher encourage students to share their knowledge using various representations and strategies?
- Does the student teacher provide alternative approaches or manipulatives that aid learning?
- Does the student teacher provide appropriate scaffolding to meet all students' learning needs?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND... performs non-instructional procedures efficiently.

Questions for Reflection:

1. Does the student teacher pace instruction in such a way that students appear to be on task most of the time?
2. Is there evidence of established routines and procedures that help the student teacher maximize the time available for instruction?
3. If a non-instruction interruption occurs, does the student teacher resume instruction efficiently?
4. Do all students have meaningful work or activities for the entire instructional time?

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND ...ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND ...sets and implements professional goals to improve student learning.

Questions for Reflection:

1. Does the student teacher demonstrate the ability to increase students' knowledge of mathematics?
2. What documentation is the student teacher able to provide?
3. Can the student teacher interpret the documentation?
4. Does the student teacher use the documentation to plan future lessons?
5. Does the student teacher assess learning by recording grades, charting student progress, maintaining portfolios, and/or participation?
6. Does the student teacher use a variety of assessment techniques?
7. Does the student teacher select the most appropriate form of assessment?
8. Did the student teacher clarify the basis for assessment in clear, defined objectives?

F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Did the student teacher adjust or modify the teaching techniques used after reflecting on strengths and weaknesses?
2. Was the student teacher willing to be self-critical?
3. Was the student teacher willing to accept constructive criticism?
4. Does the student teacher identify teacher strengths?
5. Does the student teacher have a growth mind-set for self and students?
6. Does the student teacher support a positive disposition toward mathematical processes and mathematical learning?

	F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

1. Does the student teacher participate in professional mathematical organizations and use their print and online resources?
2. Does the student teacher demonstrate knowledge of research results in the teaching and learning of mathematics?
3. Does the student teacher take leadership roles in promoting and participating in activities designed to extend knowledge in their teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills?
4. Does the student teacher initiate and value collaboration with others to improve instruction and assessment?
5. Does the student teacher comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources?
6. Does the student teacher seek more than one strategy for improvement?
7. Do you see a change in performance based on the strategies sought?
8. Does the student teacher show initiative in seeking professional resources?
9. Does the student teacher take initiative to talk with teacher "specialists" to learn how to work with specific students?
10. Does the student teacher go beyond information in the classroom to add to his/her individual strengths and uniqueness?

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

1. Does the student teacher exhibit professionalism in their actions and discourse with students and other adults in the setting?
2. Can the student teacher identify specific situations that have called for special attention to confidentiality? How have they handled these situations?
3. Does the student teacher adhere to all policies regarding special education?
4. Does the student teacher demonstrate high standards of ethical behavior and professional competence?
5. Does the student teacher's dress distract students from learning?
6. Is the student teacher's dress consistent with school division standards for teachers?
7. Does the student teacher's dress allow for appropriate interaction with students?

	G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND ...practices the new strategies learned to support student learning;
EE	AND ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

1. Does the student teacher attend faculty meetings and professional development sessions?
2. Does the student teacher attend collaborative sessions to discuss planning and instruction?
3. Does the student teacher apply and reflect on strategies learned in meetings and professional development?
4. Does the student teacher demonstrate a commitment to learning with understanding?
5. Does the student teacher model life-long learning and take a leadership role in refining classroom and school practices?

that address the needs of all adolescents, successful practice, and experience?

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND... uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

1. Does the student teacher use the language of mathematics to express ideas precisely?
2. Is the student teacher aware of cultural and language differences within the class?
3. Does the student teacher respond appropriately to those differences?
4. Is the student teacher comfortable with students who speak and write differently?
5. Does the student teacher communicate professionally with parents and administrators?
6. Does the student teacher communicate and collaborate appropriately with professional colleagues?
7. Does the student teacher communicate mathematical thinking orally and in writing to peers, faculty and others?

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

1. Does the student teacher attend school events, parent-teacher conferences, and other meetings to build relationships and encourage/promote student learning?
2. Does the student teacher participate in professional mathematical organizations?
3. Does the student teacher understand the relationships between schools and community organizations and communicate effectively with all stakeholders?
4. Does the student teacher engage in activities that help parents and community members understand the nature of adolescents and the implications for parenting, teaching, and learning?
5. Does the student teacher plan and execute successful parent conferences that involve adolescents as key participants and thoughtfully engage in other school and community activities?
6. Does the student teacher demonstrate a comprehensive understanding of their evolving role as professionals, the importance of their influence on all adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors?
7. Does the student teacher take a leadership role in the larger learning community, accept professional responsibilities that extend beyond the classroom and school (e.g. advisory committees, parent-teacher organizations), and advocate for helping all adolescents become thoughtful, ethical, democratic citizens?

		G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m
DN		demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE		occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME		utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE		AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

1. Does the middle level student teacher demonstrate a comprehensive understanding of and utilize teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve adolescents (e.g. school counselors, social service workers, home-school coordinators), and work as successful members of interdisciplinary teams?
2. Does the student teacher demonstrate a comprehensive knowledge of advisory/advocate theories, skills, and curriculum and regularly serve as advisors, advocates, and mentors of adolescents in various settings?
3. Does the student teacher demonstrate a comprehensive understanding of the skills of research/data based decision making and their service responsibilities to school reform and the greater community?

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

Music PK-12 Licensure

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James Madison University

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EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY, VA 22807
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

REVISED JUNE 2016

BY

HEATHER EBERLY, HARRISONBURG CITY SCHOOLS
LISA MAYNARD, JAMES MADISON UNIVERSITY
GARY RITCHER, JAMES MADISON UNIVERSITY
DAVE STRINGHAM, JAMES MADISON UNIVERSITY
WENDY WHITFORD, SHENANDOAH COUNTY SCHOOLS

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Do plans indicate appropriate standards for each student outcome (VA Music SOL, district curriculum guide identifiers or National Core Arts Standards)?
2. Do planning and instruction cover a comprehensive range of musical understandings and skills such as those found in the national standards?
3. Are the standards appropriate for this level? Can the student teacher explain where the standard fits in the sequence of content standards?
4. Do planning and instruction demonstrate a commitment to the art of music?

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses multiple representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Does the student teacher accurately analyze the music being taught and identify the key terms, understandings and musical skills the students need to master? Are likely problems identified?
2. Are key concepts (e.g. syncopation), skills (e.g. beat competence) or rehearsal themes (e.g. blend) identified in the plan?
3. Are these concepts, skills or themes used to help unify the lesson?
4. Can the student teacher create new examples for further clarification?
5. Are the same examples used over and over when students need more clarity?
6. Are the examples appropriate for the age level and populations?
7. Do the examples represent different modalities?
8. Does the student teacher make effective use of explanation, illustration, modeling (vocal, keyboard, other instruments), conducting, and verbal imagery?
9. Does the student teacher make appropriate use of negative as well as positive examples?

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

1. Do warm-ups have a clear purpose? Are the relationships between any warm-ups and the music being performed made clear?
2. Does the student teacher take steps to determine the characteristics of the students and the community, including their musical tastes, and plan appropriate instruction?
3. Is instruction linked to other areas of the curriculum in a way that benefits both?
4. Are examples relevant to the student population?

	A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Are objectives stated in terms of observable student outcomes?
2. Are objectives appropriate to the developmental level of the class?
3. Does the student teacher modify assessments appropriately for all learners?
4. Does the student teacher provide appropriate accommodations for ESL, 504, Gifted & Talented, and IEP plans?

	B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND... can articulate ways formal and informal assessments should impact future learning activities;
EE	AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

1. Can the student teacher articulate the benefits of both informal and formal assessment?
2. Does the student teacher plan for a variety of informal assessments such as echoing, improvisation, individual and small group performance, and movement/approximations (e.g. air bowing and sing/finger.)
3. Does the student teacher plan for a variety of formal assessments such as check lists, playing/singing tests, written tests and written assignments?
4. Are assessments well-constructed, employing rubrics as appropriate?
5. Does assessment cover the full range of objectives, or is it narrowly focused on knowledge or group performance?
6. How is the plan for assessment aligned with the learning outcomes of the lesson?
7. Is the assessment appropriate to the students in the class? What methods are used? How are students of limited English proficiency and students with exceptionalities provided with opportunities to display their knowledge of content?

	B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND... analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

1. Is the student teacher able to identify and diagnose performance errors quickly and accurately, both aurally and visually?
2. Is feedback encouraging, succinct, specific and honest?

- Does the student teacher check for understanding throughout the lesson?
- Does the student teacher assess both individuals and groups?
- Does the student teacher involve individuals and groups in designing assessment, e.g. developing criteria for performance or composition?
- Does the student teacher recognize culturally specific ways of expressing understanding or confusion?
- Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources (other students, teacher observation, books, self-checking materials, self-assessment, etc.) to assess students' learning?
- Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?
- Does the student teacher adjust instruction while in progress, with attention to the teachable moment?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

- Can the student teacher describe how they will make use of the results of assessment in planning instruction?
- Is the student teacher able to select from among a variety of means for responding to performance errors?
- Can the student teacher articulate the reason for adjustments to instruction made in progress?

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

- Does the student teacher demonstrate the ability to assess the aptitudes, backgrounds, knowledge, skills and learning preferences of individuals and plan appropriate instruction?
- Does the student teacher conduct auditions effectively?
- Does the student teacher use relevant information to inform instruction: e.g. instrument selection, repertoire selection, and voice part assignment?
- Does the student teacher communicate with students during instructional and non-instructional time?
- Does the student teacher plan/meet with instructional specialist such as special ed teachers/ESL teachers/aides/school counselors?

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Can the student teacher arrange music to fit the needs of a diverse population of students?
2. Does the student teacher plan appropriate modifications and accommodations based on students' aptitudes, abilities, skills, and efforts?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Are methods appropriate to the developmental level of the class and consistent with principles of accepted learning theories?
2. Do methods and materials reflect the best current thinking and practice?
3. Is repertoire developmentally appropriate, of good musical quality and reflective of a variety of periods, and traditions?
4. Are a variety of settings, from individual to whole group, employed?
5. Does the instructor anticipate likely performance problems and plan one or more solutions?
6. Do lessons as a whole have a coherent structure including a logical opening and conclusion?
7. Are the number and order of musical selections and experiences developmentally appropriate?
8. Are warm-ups and other preparatory exercises used as appropriate?
9. Are review and preview used to link lessons with previous and subsequent lessons?
10. Do methods meet all learning styles and levels?
11. Does the student teacher consistently plan to use more than one method or strategy during each lesson?
12. Does the student teacher have a back-up strategy if needed?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Can the student teacher identify appropriate instructional technology to support learning outcomes?
2. Can the student teacher articulate rationale for student and or teacher use of technology?
3. Can the student teacher modify and adapt plans based on available technology?
4. Does the student teacher have an alternative plan in case the technology malfunctions?

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Does the student teacher accurately analyze the music being taught and identify the key terms, understandings and musical skills the students need to master? Are likely problems identified?
2. Are key concepts (e.g. syncopation), skills (e.g. beat competence) or rehearsal themes (e.g. blend) identified in the plan?
3. Can the student teacher identify the essential content of the lesson?
4. Does the student teacher employ music from a range of cultures and historical periods and place the music in context?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Do ensemble directors start and stop the ensemble effectively?
2. Are ensemble directors succinct in their comments, maximizing the amount of playing time?
3. Is the length of instructional units (number of minutes or measures) appropriate?
4. Is there evidence of established routines and procedures that help the student teacher maximize the time available for instruction?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

1. Does the student teacher encourage healthy performance practice and show awareness of possible fatigue and the effect of room conditions on performance?
2. Are transitions and activities which involve movement prepared and conducted in a way that will promote students' safety as well as expedite and facilitate instruction?
3. Are musical instruments used and stored appropriately?
4. How much control does the student teacher have over the physical environment? How does the student teacher adapt instruction when they have limited control?
5. Are any safety violations or risks evident?
6. To what extent is there a match between the lesson or activity and the furniture or room configuration?
7. Is the space arranged so that all students, including those with special needs, have access to the lesson?
8. How do physical and psychological factors in the environment reflect the learning that takes place there?
9. Can the student teacher describe aspects of the physical environment that contribute to learning?

D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

1. Does the student teacher attempt to learn students' names as quickly as possible and make effective use of them?
2. Is there a supportive environment for individual performances?
3. Does the student teacher find an appropriate balance between supporting and challenging the students?
4. Is the student teacher fair in interactions with students during the observed class period?
5. In what ways does the student teacher help students achieve agency and ownership?

6. In what ways does the student teacher help the students feel equally valued in the classroom community?
7. Are there patterns of exclusion or over attention in the student-teacher interactions?
8. Is the student teacher inappropriately negative in remarks to students?
9. How do the student teacher's communication and affect demonstrate enthusiasm (E.g. facial expression, vocal inflection, eye contact, gesticulation and proximity)?
10. Does the student teacher foster an environment in which students encourage and treat one other fairly?
11. Does the student teacher respond appropriately to stereotyping, culturally insensitive, demeaning, or other unfair comments by students?

D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

1. Does the student teacher have a variety of developmentally appropriate strategies for management of the music classroom, e.g. self-regulation?
2. Is the student teacher aware of, and making appropriate use of, existing management plans, including those used by the cooperating teacher, classroom or special educators, and building/district policies?
3. Does the student teacher motivate students to do their best and contribute to the success of the group?
4. Does instruction promote the importance of having a musical experience and developing a love of music as well as musical learning?
5. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
6. Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

1. Does the student teacher embrace music from a range of cultures and historical periods, and place the music in context?
2. Is music presented in a culturally authentic way?
3. Is the music used representative of the cultures present in the school and community?

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND... ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND... consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Does the student teacher present instructions clearly, including checking to make sure instructions have been understood?
2. Does the student teacher make clear why a section is being repeated?
3. Does the student teacher clearly convey SOL and IEP goals as appropriate?

4. Does the student teacher inform the students of the goals before or during the learning experience?
5. Does the student teacher adapt or modify goals of students with special needs?

E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND... makes content relevant to students' prior experiences;
EE	AND... continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

1. Does the student teacher sequence content logically?
2. Is the student teacher knowledgeable about the voice, including emerging and changing voice, and able to model effectively and help students improve their singing? Is diction accurate?
3. Does the student teacher make effective use of piano, guitar, or other classroom instruments?
4. Is the student teacher knowledgeable about each instrument in the ensemble and able to model effectively and assist students with their playing?
5. Are conducting, modeling, and the presentation of information clear and accurate?
6. Are the music and the lesson plan sufficiently internalized by the student teacher to allow them to concentrate on students?
7. Are the vocabulary and experiences developmentally appropriate?
8. Does instruction employ a variety of sensory modes, e.g. by ear teaching (aural/auditory), large visuals and movement?
9. Does the student teacher employ complete correction loops as appropriate, isolating and rehearsing problem spots, putting them back in context and evaluating the results?
10. Does the student teacher make judicious use of multiple questioning strategies?
11. In lessons that are not teacher-directed, has the student teacher structured the learning environment or process in a way that enables students to understand the content?
12. Does the student teacher recognize and use opportunities to help students extend their thinking?
13. Does the student teacher challenge students' thinking in ways relevant to their background knowledge and experiences?
14. Does the student teacher structure specific learning activities that encourage students to extend their thinking?

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND... keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Do ensemble directors provide an overview and engage students in preparing for the first reading of a new piece?
2. Do ensemble directors distribute their instruction evenly over the sections in their ensemble and employ strategies to keep all sections engaged
3. Does the student teacher make judicious use of multiple questioning strategies?
4. Does the student teacher encourage the students to identify and solve musical problems?

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND... engages students in learning experiences with technology that is appropriate and challenging;
EE	AND... cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

1. To what extent are students encouraged to use technology in the classroom?
2. Does the student teacher appropriately scaffold students' use of technology?

- Does the student teacher invite students to identify and share technology that might be appropriate to support their learning?

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND ...assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

- Are students treated as musicians? Is the growth of musical independence encouraged?
- Are students given the opportunity to make musical choices to enhance their performances and creations? Do students evaluate their own performance and those of others?
- How are students encouraged to practice higher order thinking (e.g. score marking, alternate fingerings, bowings, interpretive choices)?
- Are students required to practice on their own? Are they given adequate instruction in how to practice?
- Does instruction cover the range of standards, including composition and improvisation?
- Does the student teacher use higher order questioning?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

- Does the student teacher appropriately differentiate strategies and materials?
- Does the student teacher communicate content equitably, e.g. for females and males, students of different ethnic or economic groups, students with exceptionalities, or students of limited English proficiency?
- Does the student teacher use flexible groups to meet the students' needs?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND ...performs non-instructional procedures efficiently.

Questions for Reflection:

- Does the instructor know when to leave a task and move on?
- Does the student teacher effectively plan for and manage students as they take turns participating in music activities?
- If a non-instructional interruption occurs, does the student teacher resume instruction efficiently?
- Do all students have meaningful work or activities for the entire instructional time?
- Does the student teacher pace instruction in such a way that students appear to be on task most of the time?
- Does the student teacher handle announcements and paperwork about outside events such as concerts and fund raising effectively?

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND ...ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l
DN		puts the responsibility of learning on the student.
DE		acknowledges responsibility for student learning.
ME		takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE		AND ...sets and implements professional goals to improve student learning.

Questions for Reflection:

1. Does the student teacher record rehearsals and classroom music performances (audio and video) at different stages to demonstrate progress?
2. What documentation is the student teacher able to provide?
3. Can the student teacher interpret the documentation?
4. Does the student teacher use the documentation to plan future lessons and goals?
5. Does the student teacher assess learning by recording grades, charting student progress, maintaining portfolios, and/or participation?
6. Does the student teacher use a variety of assessment techniques?
7. Does the student teacher select the most appropriate form of assessment?
8. Did the student teacher clarify the basis for assessment in clear, defined objectives?

		F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h
DN		provides unclear evidence to document student learning.
DE		collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME		AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE		AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Does the student teacher adjust or modify his or her plans and/or teaching techniques after reflecting on strengths and weaknesses?
2. Is the student teacher willing to be self-critical?
3. Is the student teacher willing to accept constructive criticism?
4. Does the student teacher identify teacher strengths?
5. Is the student teacher working toward specific short term or long term professional goals?

		F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r
DN		relies solely on own knowledge to improve instruction.
DE		seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME		seeks information from professional resources AND uses it to improve instruction.
EE		seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

1. Does the student teacher belong to professional organizations and/or attend relevant workshops and conferences?
2. Does the student teacher show initiative in seeking professional resources?
3. Can the student teacher describe varied appropriate professional resources?
4. Does the student teacher invite others to reflect on his or her teaching?
5. Does the student teacher take initiative to talk with and observe other professionals?

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o
DN		acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE		inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME		consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE		AND... intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

1. Does the student teacher exhibit behaviors that interfere with student learning?
2. Do the student teacher's professional behaviors actively enhance student learning and the performance of other professional responsibilities?
3. Has the student teacher demonstrated ethical and confidential handling of his/her professional responsibilities?
4. Can the student teacher identify specific situations that have called for special attention to confidentiality? How have they handled these situations?
5. Does the student teacher's dress distract students from learning?
6. Is the student teacher's dress consistent with school division standards for teachers?
7. Does the student teacher's dress allow for appropriate interaction with students?
8. Does the student teacher demonstrate discretion regarding social media?

		G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r
DN		infrequently participates in school-based learning experiences.
DE		takes ownership of professional growth by participating in school-based professional learning experiences;
ME		AND... practices the new strategies learned to support student learning;
EE		AND... actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

1. Does the student teacher assist with and grow in their ability to manage the organizational side of the music program, including such things as the budget, equipment, the music library and travel?
2. Does the student teacher take responsibility for, and steps to address, any professional behaviors that interfere with student learning?
3. What specific areas of professional strength and areas for professional growth has the student teacher identified? What evidence does the student teacher present to support this assessment?
4. Has the student teacher participated in professional growth activities provided by the school, school division, or professional organizations?
5. Has the student teacher developed a tentative long-term plan for professional growth?
6. Does the student teacher continue to grow as a musician? Do they continue to practice and perform?

		G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n
DN		frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE		periodically makes errors in grammar, usage, and spelling in professional contexts.
ME		speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE		AND... uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

1. Does the student teacher use the English language appropriately in speech and writing, e.g. with students, parents, and other professionals?
2. Is the student teacher aware of cultural and language differences within the class?
3. Does the student teacher respond appropriately to those differences?
4. Is the student teacher comfortable with students who speak and write differently?

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

1. Does the student teacher work cooperatively with other teachers, including those in music and the arts?
2. Has the student teacher identified or participated in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching experience?
3. Can the student teacher articulate ways to collaborate with families and communities?

G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m	
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

1. Can the student teacher identify appropriate resources that would provide support for situations requiring special attention?
2. Does the student teacher initiate conversations with the cooperating teacher and other professionals within the building regarding student differences and experiences?

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***Health and Physical Education
PK-12 Licensure***

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James Madison University

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EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY, VA 22807
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

E-MAIL: TEACHER-ED@JMU.EDU
TELEPHONE: 540-568-6274
FAX: 540-568-3342

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BY

SANDY BROWNSCOMBE, EASTERN MENNONITE UNIVERSITY
AMANDA CAMPBELL, BRIDGEWATER COLLEGE
SAMANTHA KULLANDER, HARRISONBURG CITY SCHOOLS
CAROLINE SANDERS, HARRISONBURG CITY SCHOOLS
JACQUELINE WILLIAMS, JAMES MADISON UNIVERSITY

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Did the student teacher document the VA SOL, +SHAPE and/or *NHES content standard in the daily lessons?
2. Does the lesson align with the selected VA SOL, SHAPE and/or NHES content standard?

+Society of Health and Physical Educators *National Health Education Standards

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Does the lesson plan incorporate the developmentally appropriate VA SOL, SHAPE and/or NHES content standard?
2. Is the lesson plan based on psychological and behavioral theories that enhance physical activity and skill development?
3. Does the lesson plan have appropriate content development based on motor learning principles by utilizing appropriate extensions, refinement, and applications to enhance the improvement of performance?

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

1. Does the lesson plan make the link to real life examples?
2. Are examples relevant to the student population?
3. Does the lesson plan reflect scaffolding to students' prior knowledge and/or experiences?
4. Has an attempt been made to link content to other subject areas, including real life examples?

		A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q
DN		presents content without acknowledgement of alternative disciplinary perspectives.
DE		purposefully presents content that acknowledges alternative disciplinary perspectives;
ME		AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE		AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k
DN		sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE		sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME		AND ...sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE		AND ...matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Are lesson objectives measurable and contain criteria for student learning?
2. Are lesson objectives clearly linked to the VA SOL, SHAPE and/or NHES Standards?
3. Are lesson objectives developmentally appropriate?
4. Do lesson objectives cover multiple domains of learning
5. Are assessments aligned with lesson objectives?

		B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k
DN		uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE		uses appropriate formal and informal assessments that are linked to learning outcomes;
ME		AND ...can articulate ways formal and informal assessments should impact future learning activities;
EE		AND ...has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

Does the student teacher:

1. link assessments to lesson and unit plan objectives?
2. use assessments that are developmentally appropriate for students?
3. provide a variety of formative and summative assessments (authentic and traditional) in the lesson plan?
4. use assessment techniques that provide information about student performance, appropriate feedback, and communicate student progress?

		B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l
DN		makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE		monitors student comprehension of content AND provides students with limited feedback.
ME		uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE		AND ...analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

Does the student teacher:

1. use appropriate assessment techniques to inform instruction, provide feedback, communicate progress, and determine grades?
2. use ongoing health and physical education assessment practices that measure learning in all applicable domains (i.e., psychomotor, cognitive, health related fitness, and affective)?
3. check for understanding throughout the lesson?
4. use a variety of assessment strategies (verbal, nonverbal, written, performance, authentic, alternative, etc.) to assess students' learning?
5. give frequent meaningful, substantive, and specific congruent feedback?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND... systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND... uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

Does the student teacher:

- utilize the results of assessment in the development of future lessons?
- modify his/her teaching techniques, after reflecting on assessment data?
- accurately describe his/her strengths and areas of growth as a teacher?

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND... uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

Does the student teacher:

- determine students' prior knowledge and/or skill level?
- articulate the differences amongst students?
- develop a lesson that is relevant, meaningful, and developmentally appropriate for all students?
- plan/meet with resource personnel such as special education teachers/ELL teachers/aides/ guidance?

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND... seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

Does the student teacher:

- communicate in a variety of ways (demonstration, verbally, visually, technology)?
- plan appropriate modifications or accommodations for individual students (skilled, unskilled, overweight, developmentally delayed)?
- plan differentiated instruction, including developmentally appropriate extensions and challenges for higher and lower skilled students?
- plan to group students in a fair and equitable manner?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

Does the student teacher:

1. consistently plan a variety of instructional strategies that are appropriate for the content of the lesson and the developmental level of the students?
2. align learning activities with stated learning outcomes and assessment data?
3. use instructional strategies that maximize practice opportunities?
4. consistently develop appropriate skill practice environments (open and closed) for students?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

Does the student teacher:

1. integrate available technology appropriately to enhance student learning?
2. use technology to motivate and engage students in the learning process?
3. use technology appropriately for the content of the lesson and the developmental level of the students
4. have alternative plans in the event that technology fails?

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Does the content of the lesson align with the grade-level standards and learning outcomes?
2. Do learning activities address the objectives?
3. Does the lesson plan have appropriate content development based on motor learning principles by utilizing appropriate extensions, refinements, and applications to enhance the improvement of performance?
4. Does the student teacher effectively apply physiological and biomechanical principles in addressing the lesson objectives?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

Does the student teacher:

1. organize, allocate, and manage resources to provide active and equitable learning experiences (time, space,

- equipment, activities, and teacher attention)?
2. design appropriate and consistent protocols to maximize active learning time?
3. create transitions between activities that are smooth and time efficient?
4. provide meaningful learning activities for the entire instructional time?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k
DN		maintains an unsafe physical and psychological environment.
DE		attempts to maintain a safe physical and psychological environment.
ME		effectively creates a safe physical and psychological environment;
EE		AND explains the purpose for these choices to all students.

Questions for Reflection:

Does the student teacher:

1. promote a positive learning environment through positive verbal communication with students?
2. promote positive student-to-student communication?
3. maintain consistent expectations for positive classroom behavior?
4. demonstrate awareness of and respect for student differences?
5. plan to group students in a fair and equitable manner?
6. set up the gym or classroom space in a manner that ensures student safety (e.g. equipment is appropriate for the age and developmental level of the students)?

		D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q
DN		ignores evidence that a climate of trust and teamwork is lacking.
DE		by being enthusiastic, fair, caring, and respectful to all students;
ME		AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE		AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

Does the student teacher:

1. interact positively with all students to create a fair and inclusive environment?
2. help all students feel equally valued in the classroom?
3. encourage students to treat each other fairly?
4. respond appropriately to stereotyping, demeaning, or other unfair comments by students?
5. utilize a variety of teaching strategies that enhances inclusion, cooperation, and fair play?
6. plan a lesson that promotes an environment that encourages physical activity and responsible personal and social behavior?

		D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c
DN		ignores students' needs and behavior.
DE		attempts to maintain positive classroom behavior.
ME		responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE		demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

Does the student teacher:

1. consistently reinforce classroom expectations and routines?
2. implement appropriate and efficient management protocols and classroom behavior strategies?
3. articulate several different classroom management strategies?
4. demonstrate the ability to problem-solve and implement behavior management strategies while continuing with classroom instruction?

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

Does the student teacher:

1. communicate content equitably for students of different gender, race, ethnicity, SES, ELL, sexual orientation, fitness levels, and learning differences?
2. differentiate strategies and materials for all students or groups appropriately?

E. INSTRUCTIONAL DELIVERY The student teacher ...

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✓ E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND... ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND... consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

Does the student teacher:

1. provide clear and concise instructions and demonstrations?
2. communicate outcomes clearly?
3. create a coherent lesson and structure to the lesson?
4. ask specific questions to check for understanding?

E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND... makes content relevant to students' prior experiences;
EE	AND... continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

Does the student teacher:

1. provide clear and concise instructions and demonstrations?
2. actively engage students during instruction?
3. communicate clearly and accurately?
4. present content in an appropriate progression with coherent structure?

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND... keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

Does the student teacher:

1. actively engage students during instruction?
2. provide opportunities to practice and apply the skill or concept?

- effectively utilize different teaching styles (guided discovery, peer teaching, cooperative learning, child design, modified games/activities)?
- modify learning activities by varying the space, equipment, and number of participants, technology, and/or rules?
- use higher order questioning and structure specific learning activities that encourage students to extend their thinking?
- provide students with extension choices throughout the lesson?

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND ...engages students in learning experiences with technology that is appropriate and challenging;
EE	AND ...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

Does the student teacher:

- use available technology to present content, provide feedback and enhance student learning?
- incorporate technology to provide feedback to students to enhance learning?
- use available technology to enhance and maximize practice opportunities to promote learning?

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND ...assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

Does the student teacher:

- use higher order questioning?
- structure specific learning activities that encourage students to extend their thinking?
- apply the content through different teaching methods (guided discovery, peer teaching, cooperative learning, child design, modified games/activities)?
- design learning activities by varying the space, equipment, and number of participants, technology, and/or rules in order to challenge students to think critically?
- provide students with extension choices throughout the lesson?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

Does the student teacher

- provide additional challenges or remediation for individual students (skilled, unskilled, overweight, developmentally delayed)?
- communicate content equitably for students of different gender, race, ethnicity, SES, ELL, sexual orientation, fitness levels, and learning differences?
- appropriately differentiates strategies and materials for all students or groups?
- sequence the lesson logically while accommodating all students?
- modify learning activities by varying the space, equipment, and number of participants, technology, and/or rules?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND ...performs non-instructional procedures efficiently.

Questions for Reflection:

Does the student teacher:

1. implement efficient and appropriate learning experiences?
2. organize, allocate, and manage resources to provide active learning experiences?
3. implement appropriate, efficient, and consistent protocols?
4. implement smooth and time efficient transitions between activities?
5. pace instruction in such a way that students are on-task most of the time?
6. provide meaningful learning activities for the entire instructional time?

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND ...ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND ...sets and implements professional goals to improve student learning.

Questions for Reflection:

Does the student teacher:

1. articulate and document student learning for each applicable domain (i.e., psychomotor, cognitive, health related fitness, and affective)?
2. interpret and reflect upon collected assessment data?
3. utilize the assessment data to plan future lessons?
4. use a variety of appropriate assessment techniques?
5. document student progress in an accessible system (i.e., spreadsheet, iPad/tablet, or fitness related app)?

F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

Does the student teacher

1. accept constructive feedback?
2. accurately describe his/her strengths and areas of growth as a teacher?
3. reflect on strengths and areas of growth, and modify his/her delivery?

	F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

Does the student teacher:

1. show initiative and effectively utilize available resources (professionals, literature, websites, colleagues) to gather information for professional growth?
2. show evidence of implementing constructive feedback?
3. take initiative to talk with teacher “specialists” to gain knowledge about specific student needs?
4. have a plan for continued professional growth?
5. describe alternate strategies and/or resources to improve instruction?

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

Does the student teacher:

1. exhibit professional behaviors that promote student learning?
2. take responsibility for, and steps to address, any professional behaviors that interfere with student learning?
3. demonstrate ethical and confidential handling of his/her professional responsibilities?
4. identify specific situations that call for special attention to confidentiality and handle these professionally?
5. dress consistent with school division and college/university standards for teachers?
6. meet professional deadlines for submission of plans and reports?
7. demonstrate professional attendance (arriving and leaving on time)?

	G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND ...practices the new strategies learned to support student learning;
EE	AND ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

Does the student teacher:

1. exhibit professional behaviors that promote student learning?
2. take responsibility for, and steps to address, any professional behaviors that interfere with student learning?
3. demonstrate ethical and confidential handling of his/her professional responsibilities?
4. participate in professional growth activities provided by the school or school division?
5. identify or participate in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching experience?

	G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND... uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

Does the student teacher:

1. demonstrate appropriate and effective oral communication skills?
2. demonstrate appropriate and effective written communication skills?

	G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

	G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

Does the student teacher:

1. work well with co-teachers and administrators?
2. adapt well to working within the school community?
3. become involved in out-of-class and/or school community events?

	G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

Does the student teacher:

1. participate in professional growth activities that address issues of diversity?
2. integrate and acknowledge resources available within the community to enhance instruction?
3. challenge students' thinking in ways relevant to their background knowledge and experience?
5. plan/meet with resource personnel such as special education teachers/ELL teachers/aides/ guidance?
6. communicate content equitably for students of different gender, race, ethnicity, SES, ELL, sexual orientation, fitness levels, and learning differences?

Profile of Student Teaching Performance:
A Continuum for Professional Development

A Reference Guide

*for Observing and Assessing
Student Teachers*

*Science
Grades 6-8 Licensure
Grades 6-12 Licensure*

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James Madison University

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EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

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BY

MARK METCALFE, AUGUSTA COUNTY SCHOOLS
DAVID SLYKHUIS, JAMES MADISON UNIVERSITY

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Did the student teacher document the specific SOL addressed for daily lessons?
2. How is this lesson related to a specific SOL?
3. What content is required by the SOL at this level?
4. Does the student teacher understand content in the National Generation Science Standards (NGSS)?
5. Does the student teacher convey the content of the NGSS to the students?
6. Does the student teacher understand the curricular recommendation of the NGSS?
7. Does the student teacher analyze local, state, and national curriculum standards based on his or her knowledge of content and early adolescent development?

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Does the lesson clearly identify what the student teacher is teaching?
2. Do the questions, activities, and assessments relate to the lesson content?
3. Does the student teacher understand the content and correctly convey the concepts to the students?
4. Does the student teacher display facility in conveying the subject to students?
5. Does the student teacher display a consistent ability to adjust the content, its form, level or complexity to the needs and abilities of students?
6. Does the student teacher understand the nature of science?
7. Does the student teacher lead students in investigating the nature of science?
8. Does the student teacher effectively merge NGSS content with the ability of the learner?
9. Do grades 6-8 licensure student teachers demonstrate a comprehensive depth and breadth of knowledge in two content areas that are broad and multidisciplinary and regularly demonstrate the ability to make interdisciplinary connections?

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

1. What has the student teacher done to find out the students' prior knowledge?
2. Has an attempt been made to link content to other subject areas, including real life examples?
3. Are examples relevant to the student population?
4. Does the student teacher understand the content and correctly convey the concepts to the students?
5. Does the student teacher use student interests as springboard for scientific discussion?
6. Does the student teacher involve students in local issues relating to science?
7. Does the student teacher engage adolescents in activities related to their interpersonal, community, and societal responsibilities?
8. Does the student teacher consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all adolescents?

9. Do grades 6-8 licensure student teachers demonstrate a comprehensive depth and breadth of knowledge in two content areas that are broad and multidisciplinary and regularly demonstrate the ability to make interdisciplinary connections?
10. Are the same examples used over and over when students need more clarity?
11. Can the student teacher create new examples for further clarification?
12. Are the examples appropriate for the age level and populations?
13. Do the examples represent different modalities?
14. Do the examples relate to diverse needs?
15. Does the student teacher understand the historical developments in his or her field?
16. Does the student teacher relate science to the community and promote scientific literacy?
17. Does the student teacher involve students to show how science works in the community?

A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q	
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k	
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Did the student teacher have a clear objective?
2. Did the student teacher have a purpose and rationale?
3. Did the student teacher understand the needs of diverse learners in the class?
4. Did the student teacher accommodate learning requirements of ESL, 504, Gifted & Talented, and IEP plans?
5. Did the student teacher "know the audience" and target appropriately?
6. Does the student teacher understand the historical developments in his or her field?
7. Does the student teacher effectively merge NGSS content with the ability of the learner?
8. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and is s/he able to articulate criteria for strategy selection?

B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k	
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND... can articulate ways formal and informal assessments should impact future learning activities;
EE	AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l	
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND ...analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

1. Does the student teacher check for understanding throughout the lesson?
2. Does the student teacher involve individuals or groups in assessment?
3. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?
4. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources other than the teacher (other students, books, self-checking materials, etc.) to assess students' learning?
5. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?
6. Does the student teacher adjust instruction while in progress, with attention to the teachable moment?
7. Does the student teacher use a variety of appropriate assessment strategies?
8. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future instruction?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

1. Did the student teacher create an interest inventory?
2. Did the student teacher use pre-assessment tools?
3. Did the student teacher review student files?
4. Does the student teacher communicate with students during instructional and non-instructional time?
5. Does the student teacher plan/meet with resource personnel such as special education teachers/ESL teachers/

aides/guidance?

6. Does the student teacher demonstrate a comprehensive knowledge of the concepts, principles, theories, and research about adolescent development? Does s/he use this knowledge to provide all adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous?

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Has the student teacher planned for and implemented a variety of activities which reflect differentiation?
2. Does the student teacher have appropriate expectations based on students' abilities, skills, and efforts?
3. Does the student teacher lead students in appropriate activities for applying scientific principles?
4. Does the student teacher use a variety of strategies to convey science concepts?
5. Does the student teacher promote science learning for all students?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Is the plan for assessment aligned with the learning outcomes of the lesson?
2. Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
3. Is the assessment appropriate to the students in the class? What methods are used? How are students of limited English proficiency and students with exceptionalities provided with opportunities to display their knowledge of content?
4. Can the student teacher describe how they will use the results of the assessment in planning future instruction?
5. Does the student teacher use a variety of appropriate assessment strategies?
6. Does the student teacher use assessment results to guide instruction?
7. Does the student teacher use assessment results for student reflection on their own learning?
8. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and can s/he articulate criteria for strategy selection?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Do methods meet all learning styles and levels?
2. Is technology consistently used to present content and/or allow student use of technology?
3. Are the strategies and methods used effectively?
4. Does the student teacher consistently plan to use more than one method or strategy during each lesson?
5. Does the student teacher have a backup strategy if needed?
6. Does the student teacher display strong personal content knowledge and a consistent ability to adjust its form, level or complexity to the needs and abilities of students?
7. Does the student teacher understand the application of math to science?
8. Does the student teacher successfully integrate technology?

9. Does the student teacher actively engage students in independent and collaborative inquiry? Do they consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive?

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the student teacher pace instruction in such a way that students appear to be on task most of the time?
2. Is there evidence of established routines and procedures that help the student teacher maximize the time available for instruction?
3. If a non-instruction interruption occurs, does the student teacher resume instruction efficiently?
4. Do all students have meaningful work or activities for the entire instructional time?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

1. How much control does the student teacher have over the physical environment? How does the student teacher adapt instruction when they have limited control?
2. Are any safety violations or risks evident?
3. To what extent is there a match between the lesson or activity and the furniture or room configuration?
4. Is the space arranged so that all students, including those with special needs, have access to the lesson?
5. How do physical and psychological factors in the environment reflect the learning that takes place there?
6. Does the student teacher understand the legal and ethical responsibilities of science teachers?
7. Does the student teacher practices safe storage and disposal of materials?
8. Does the student teacher follow appropriate safety guidelines?
9. Does the student teacher treat all living organisms used in class ethically?
10. Does the student teacher develop close, mutually respectful supportive learning environments that promote the healthy development of all adolescents?

D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND ... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND ...fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

1. Does the student teacher create equitable, caring, and productive learning environments?
2. Is the student teacher fair in interactions with students during the observed class period?
3. In what ways does the student teacher help students have access to learning?
4. In what ways does the student teacher help the students feel equally valued in the classroom?
5. Are there patterns of exclusion or over attention in the student-teacher interactions?
6. Is the student teacher inappropriately negative in remarks to students?
7. Do students treat each other fairly?
8. Does the student teacher respond appropriately to stereotyping, demeaning, or other unfair comments by students?

D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

1. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
2. Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:**E. INSTRUCTIONAL DELIVERY** The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND... ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND... consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Is the student teacher aware of the SOL and IEP goals?
2. Are these goals reflected in the student teacher's plans?
3. Does the student teacher inform the students of the goals before or during the learning experience?
4. Is the student teacher demonstrating how special needs students (IEP goals) are being addressed during instructional activities?

E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND... makes content relevant to students' prior experiences;
EE	AND... continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

1. Does the student teacher communicate content clearly and accurately?
2. In lessons that are not teacher-directed, has the student teacher structured the learning environment or process in a way that enables students to understand the content?
3. Are students engaged with the content?
4. Do lessons as a whole have coherent structure?
5. Does the student teacher recognize and use opportunities to help students extend their thinking?
6. Is the student teacher able to use the current content appropriately as a springboard to independent, creative, or critical thinking?
7. Does the student teacher challenge students' thinking in ways relevant to their background knowledge and experiences?
8. Does the student teacher structure specific learning activities that encourage students to extend their thinking?
9. Does the student teacher understand the nature of scientific inquiry?
10. Does the student teacher frequently teach in engaging ways that maximize student learning?

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND... keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND... engages students in learning experiences with technology that is appropriate and challenging;
EE	AND... cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND... assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

1. Does the student teacher use higher order questioning?
2. Does the student teacher give students a variety of ways to use content?
3. Does the student teacher understand the proper design of scientific experimentation?
4. Does the student teacher understand the application of math to science?
5. Does the student teacher lead students in investigating the nature of science?
6. Does the student teacher understand the nature of scientific inquiry?

7. Does the student teacher lead students in appropriate activities for applying scientific principles?
8. Does the student teacher understand the social impact and connection of current events to science?
9. Does the student teacher engage students in activities to relate science, citizenship, and cost?
10. Does the student teacher connect science to the community and promotes scientific literacy?
11. Does the student teacher frequently incorporate his or her content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrative nature of knowledge?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

1. Does the student teacher communicate content equitably for females and males, students of different ethnic or economic groups, students with exceptionalities, or students of limited English proficiency?
2. Does the student teacher differentiate strategies and materials for all students or groups when appropriate?
3. Does the student teacher use flexible groups to meet the students' needs?
4. Does the student teacher lead students in appropriate activities for applying scientific principles?
5. Does the student teacher promote science learning for all students?
6. Does the student teacher value and appreciate all adolescents regardless of family circumstances, community environment, health, and /or economic conditions?
7. Does the student teacher serve as advocate for all adolescents in the school and in the community?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND ...performs non-instructional procedures efficiently.

Questions for Reflection:

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND ...ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND ...sets and implements professional goals to improve student learning.

Questions for Reflection:

1. What documentation is the student teacher able to provide?
2. Can the student teacher interpret the documentation?
3. Does the student teacher use the documentation to plan future lessons?
4. Does the student teacher assess learning by recording grades, charting student progress, maintaining portfolios, and/or participation?
5. Does the student teacher use a variety of assessment techniques?
6. Does the student teacher select the most appropriate form of assessment?
7. Did the student teacher clarify the basis for assessment in clear, defined objectives?
8. Does the student teacher use assessment results to guide instruction?

F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Did the student teacher adjust or modify the teaching techniques used after reflecting on strengths and weaknesses?
2. Was the student teacher willing to be self-critical?
3. Was the student teacher willing to accept constructive criticism?
4. Does the student teacher identify teacher strengths?
5. Does the student teacher use assessment results for student reflection on their own learning?
6. Does the student teacher use feedback to guide improvements to instruction?

F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r	
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

1. Does the student teacher have more than one strategy for improvement?
2. Do you see a change in performance based on the strategies?
3. Does the student teacher show initiative in seeking professional resources?
4. Does the student teacher engage in continual professional development to stay in current in the field?
5. Does the student teacher use feedback to guide improvements to instruction?
6. Does the student teacher take leadership roles in promoting and participating in activities designed to extend knowledge in their teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills?
7. Does the student teacher initiate and value collaboration with others to improve instruction and assessment?
8. Does the student teacher comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources?
9. Does the student teacher take initiative to talk with teacher "specialists" to learn how to work with specific students?
10. Does the student teacher go beyond information in the classroom to add to his/her individual strengths and uniqueness?
11. Does the student teacher use assessment results to guide instruction?
12. Does the student teacher use personal reflection as a guide to professional growth?
13. Does the student teacher use feedback to guide improvements to instruction?

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o
DN		acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE		inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME		consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE		AND... intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

		G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r
DN		infrequently participates in school-based learning experiences.
DE		takes ownership of professional growth by participating in school-based professional learning experiences;
ME		AND... practices the new strategies learned to support student learning;
EE		AND... actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

		G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n
DN		frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE		periodically makes errors in grammar, usage, and spelling in professional contexts.
ME		speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE		AND... uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

1. Does the student teacher model appropriate language usage either orally or in writing?
2. Is the student teacher aware of cultural and language differences within the class?
3. Does the student teacher respond appropriately to those differences?
4. Is the student teacher comfortable with students who speak and write differently?
5. Does the student teacher make few or no mistakes and display facility in conveying the subject to students?

		G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q
DN		uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE		consults with colleagues and specialists about stakeholder communication needs;
ME		AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE		AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.
G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m	
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

- Does the student teacher exhibit professional behaviors that interfere with student learning?
- Does the student teacher take responsibility for, and steps to address, any professional behaviors that interfere with student learning?
- Do the student teacher's professional behaviors actively enhance student learning and the performance of other professional responsibilities?
- In general, has the student teacher demonstrated ethical and confidential handling of his/her professional responsibilities?
- Can the student teacher identify specific situations that have called for special attention to confidentiality? How has s/he handled these situations?
- Can the student teacher identify appropriate resources that would provide support for situations requiring special attention?
- What specific areas of professional strength and areas for professional growth has the student teacher identified? What evidence does the student teacher present to support this assessment?
- Has the student teacher participated in professional growth activities provided by the school or school division?
- Has the student teacher developed a tentative long-term plan for professional growth?
- Has the student teacher identified or participated in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching experience?
- Does the student teacher's dress distract students from learning?
- Is the student teacher's dress consistent with school division standards for teachers?
- Does the student teacher's dress allow for appropriate interaction with students?
- Does the student teacher interact with students, parents, and administrators in an ethical and professional manner?
- Does the student teacher engage in activities that help parents and community members understand the nature of adolescents and the implications for parenting, teaching, and learning? Does the student teacher plan and execute successful parent conferences that involve adolescents as key participants and thoughtfully engage in other school and community activities?
- Does the student teacher demonstrate a comprehensive understanding of his or her evolving role as a professional, the importance of his or her influence on all adolescents, and his or her responsibility for upholding high professional standards and modeling appropriate behaviors?
- Does the grades 6-8 licensure student teacher demonstrate a comprehensive understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve adolescents (e.g. school counselors, social service workers, home-school coordinators), and work as successful members of interdisciplinary teams?
- Does the grades 6-8 licensure student teacher demonstrate a comprehensive knowledge of advisory/advocate theories, skills, and curriculum and regularly serve as advisors, advocates, and mentors of adolescents in various settings?
- Does the student teacher take a leadership role in the larger learning community, accept professional responsibilities that extend beyond the classroom and school (e.g. advisory committees, parent-teacher organizations), and advocate for helping all adolescents become thoughtful, ethical, democratic citizens?
- Does the student teacher model life-long learning and take a leadership role in refining classroom and school practices that address the needs of all adolescents, successful, practice, and experience?

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***Social Studies
Grades 6-8 Licensure
Grades 6-12 Licensure***

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James Madison University

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EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

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BY

***MICHELLE CUDE, JAMES MADISON UNIVERSITY
ASHLEY TAYLOR JAFFEE, JAMES MADISON UNIVERSITY
JUSTIN KING, ROCKINGHAM COUNTY SCHOOLS
PAUL YODER, EASTERN MENNONITE UNIVERSITY***

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Does the student teacher document the specific SOL/NCSS standard addressed for daily lessons?
2. How is this lesson related to a specific SOL?
3. Does the student teacher analyze state and national curriculum standards based on his or her knowledge of content and adolescent development? [suggested reflection question for EE rating]
4. Does the student teacher organize and sequence the SOL standards in a way that scaffolds upon prior knowledge and connect to a larger story or class theme?
5. How did the student teacher chunk SOL standards into lessons that make a unit around a broader theme?

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Does the student teacher demonstrate knowledge of at least two NCSS themes (see "Addenda: NCSS Themes" for reference).
2. Does the grades 6-8 student teacher demonstrate a comprehensive depth and breadth of knowledge in two content areas that are broad and multidisciplinary and regularly demonstrate the ability to make interdisciplinary connections? [suggested reflection question for EE rating]

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

Regarding the Use of Content Examples-

1. Does the student teacher provide developmentally appropriate examples for the social studies content being taught?
 - a. Does the student teacher use the same examples when students need more clarity or create new examples for further clarification?
 - b. Are the examples appropriate for the age level and populations?

Regarding the Use of Students' Past and Future Learning Experiences-

2. Does the student teacher access and use students' prior knowledge?
3. Has an attempt been made to link content to other subject areas AND use real life examples?
4. Does the student teacher engage adolescents in activities related to their interpersonal, community, and societal responsibilities?
5. Does the student teacher consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all adolescents?

A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q	
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k	
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Does the student teacher demonstrate designing appropriate learning outcomes that support social studies **content** mastery?
2. Does the student teacher demonstrate designing appropriate learning outcomes that support social studies **skills** development?
3. Does the student teacher articulate appropriate expectations based on students' abilities, skills, and efforts?

B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k	
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND... can articulate ways formal and informal assessments should impact future learning activities;
EE	AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

1. Does the student teacher demonstrate a plan for implementing various assessments aligned with the learning outcomes for the lesson?
 - a. Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
 - b. Is the assessment plan appropriate to the students in the class?
 - c. How are linguistically diverse students and students with exceptionalities provided with opportunities to display their knowledge of social studies content? [suggested reflection question for EE rating]
2. Does the student teacher plan for multiple types of assessment to support differentiation?

B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l	
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND... analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

1. Does the student teacher check for understanding in diverse ways throughout the lesson?
2. Does the student teacher involve individuals or groups in assessment?
3. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?

4. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources other than the teacher (other students, books, self-checking materials, etc.) to assess students' learning?
5. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?
2. Can the student teacher describe how they will use the results of the assessment in planning future instruction?
3. Does the student teacher effectively use assessment evidence to implement various strategies for differentiation?
4. If assessment results demonstrate a lack of understanding, what strategies did the student teacher use?
5. How will the student teacher adjust the pacing of the class material if assessment results showed a lack of understanding?

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

1. Does the student teacher articulate having used strategies to get know students' prior to lesson planning?
 - a. Did the student teacher create an interest inventory?
 - b. Did the student teacher use pre-assessment tools to get to know students?
 - c. Did the student teacher review student files?
2. Does the student teacher demonstrate evidence in instructional planning that they have incorporated the students' cultural, linguistic, social, geographic, civic background, knowledge, interest, experiences, and skills?

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Has the student teacher planned for and implemented a variety of activities which reflect differentiation?
2. Does the student teacher have appropriate expectations based on students' abilities, skills, and efforts?
3. Does the student teacher accommodate learning requirements of ESL, 504, Gifted & Talented, and IEP plans?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b, 7i	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher have clear objectives that drive instruction?
2. Does the student teacher plan instruction that reflects all learning styles uses multiple methods or strategies during each lesson?
3. Does the student teacher have a backup strategy to use if needed?
4. Does the student teacher incorporate developmentally appropriate instructional strategies specific to social studies such as inquiry, cooperative learning, and Socratic discussion?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Is technology consistently used to present content and/or allow student use of technology?
2. Does the student teacher frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields?
3. Does the student teacher use technology to access appropriate primary sources, historical documents, and/or maps for social studies instruction?
4. Does the student teacher use technology to analyze sources?
5. Does the student teacher have a backup plan in the scenario that the technology does not work?

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Does the student teacher incorporate developmentally appropriate social studies skills including: historical methodologies; map skills, interpretation of charts and graphs, utilization of primary sources, cause and effect; chronological thinking?
2. Does the student teacher incorporate developmentally appropriate research and analysis skills, the ability to interpret a variety of theoretical approaches and then synthesize information in written and oral presentation?
3. Does the student teacher actively engage students in independent and collaborative inquiry? Do they consistently apply content elements that are challenging, culturally relevant, and developmentally responsive?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the student teacher pace instruction in such a way that students appear to be on task/actively engaged most of the time?
2. Is there evidence of established routines and procedures that help the student teacher maximize the time available for instruction? Does the student teacher adjust instruction while in progress, with attention to the teachable moment?
3. Do all students have meaningful intellectual work or activities for the entire instructional time?
4. Do students have a planned opportunity to stand up, talk, move around, or stretch during a 90 minute block?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

1. How much control does the student teacher have over the physical environment? How does the student teacher adapt instruction when they have limited control?
2. How does the physical environment reflect/encourage practice of democratic citizenship?
3. To what extent is there a match between the lesson or activity and the furniture or room configuration?
4. Is the space arranged so that all students, including those with special needs, have access to the lesson?
5. Does the student teacher respond appropriately to stereotyping, demeaning, or other unfair comments by students?
6. Do student teachers develop mutually respectful, supportive learning environments that promote the healthy development of all adolescents?
7. Does the student teacher move around the entire classroom and use proximity control or similar strategies that further engage learners and create a more safe and attentive learning environment?

D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

1. How does the student teacher create equitable, caring, and collaborative learning environments?
2. Is the student teacher fair in interactions with students during the observed class period?
3. Are there patterns of exclusion or over attention in the student-teacher interactions?
4. Is the student teacher inappropriately negative in remarks to students?
5. Does the teacher set a community learning environment where members are expected to treat each other with respect? Does the student teacher reinforce that expectation as needed?
6. Does the student teacher value and appreciate all adolescents regardless of family circumstances, community environment, health, and /or economic conditions?
7. Does the student teacher serve as advocate for all adolescents in the school and in the community? [suggested reflection question for EE rating]
8. Does the teacher build a positive relationship with each student?

D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

(Quotes taken from NCSS "Vision of Powerful Teaching and Learning in the Social Studies")

1. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
2. Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?
3. Does the student teacher recognize that "students do not become responsible, participating citizens automatically?" What evidence is there to demonstrate this?
4. Does the student teacher reflect the values in his/her classroom which form the basis of our democratic government: "commitment to justice, equality, and freedom of thought and speech?"

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND ... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND ... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

1. Does the student teacher demonstrate an appreciation of diversity?
2. Does the student teacher communicate to his or her students that they value a diversity of backgrounds and opinion?
3. Does the teacher engage the students in experiences that "develop fair-mindedness, and encourage recognition and serious consideration of opposing points of view, sensitivity to cultural similarities and differences, and a commitment to individual and social responsibility?"

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND ...ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND ...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Does the student teacher have a viable plan with expected pacing?
2. Is this plan communicated to the students prior to or during the lesson (advanced organizer)?
3. Does the student teacher inform the students of the learning goals before or during the learning experience?
4. Does the student teacher give clear instructions and check for student understanding of those instructions in multiple ways?

		E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h
DN		uses ineffective strategies when presenting content to students.
DE		uses effective strategies to present content to students;
ME		AND... makes content relevant to students' prior experiences;
EE		AND... continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

1. Does the student teacher communicate content clearly and accurately?
2. Does the student teacher make clear the meaningfulness and connections of the content to local, national, and global contexts as appropriate?
3. Has the student teacher structured the lesson in a way that enables students to understand the content and demonstrate their understanding?
4. Are students engaged with the content?
5. Do lessons as a whole have coherent structure?
6. Does the student teacher recognize and use opportunities to help students extend their thinking?
7. Is the student teacher able to use the current content appropriately as a springboard to independent, creative, or critical thinking?
8. Does the student teacher challenge students' thinking in ways relevant to their background knowledge and experiences?
9. Does the student teacher structure specific learning activities that encourage students to extend their thinking?
10. Does the student teacher frequently teach in engaging ways that maximize student learning?
11. Does the student teacher clearly emphasize the importance of history, civics and government, economics; and geography and their integration?
12. Does the teacher provide cohesive, inclusive narratives with examples from primary sources delivered through diverse methods?
13. Does the student teacher encourage students to construct meaning that is facilitated by clear explanation, modeling, and interactive discourse?
14. Does the student teacher seek to "expand his/her "repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes?"
15. Is the student teacher demonstrating the priority of depth over "coverage" as outlined by NCSS: "Disciplined inquiry, in turn, includes the teaching of sophisticated concepts and ideas, and in-depth investigation of fewer rather than more topics, with deep processing and detailed study of each topic"? [suggested reflection question for EE rating]

		E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g
DN		keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE		attempts to keep students actively involved, but some students are disengaged.
ME		keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE		AND... keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Does the student teacher adjust instruction while in progress, with attention to the teachable moment?
2. Does the student teacher give students a variety of ways to apply skills and content to solve real world problems or "apply that learning to authentic situations"? How has the student teacher moved students beyond the receptive posture?
3. Does the student teacher provide opportunities for student to conduct inquiry, develop and display data, synthesize findings, and make judgments?
4. Does the student teacher promote students to work individually and collaboratively, "to solve the challenges facing our diverse nation in an increasingly interdependent world"?
5. Does the student teacher frequently incorporate his or her content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrative nature of knowledge? [suggested reflection question for EE rating]
6. Does the student teacher provide an example of an energetic, excited, or passionate life-long learner?

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND ...engages students in learning experiences with technology that is appropriate and challenging;
EE	AND ...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

1. Does the student teacher actively teach information and critical media literacy skills [see NCSS "media literacy" position statement]?
2. How does the student teacher lead students to a critical stance in evaluating online sources?
3. Does the student teacher integrate the use of technology to engage in collaborative activities that support communication, reading/writing skills, and democratic participation?
4. Does the student teacher model and teach the effective and ethical use of media and technology?

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND ...assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

1. Does the student teacher use higher order questioning?
2. Does the student teacher provide evidence for supporting disciplinary inquiry rather than fact-based recall?
3. Does the student teacher encourage students to discuss or debate implications, and participate in compelling projects that call for critical thinking & problem solving?
4. How are the students encouraged to develop their own questions and seek answers, to become life-long learners?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

1. Does the student teacher differentiate strategies and materials for all students or groups when appropriate?
2. Does the student teacher communicate content equitably for females and males, students of different ethnic or economic groups, students with exceptionalities, or students with diverse linguistic abilities?
3. Does the student teacher use groups to meet the students' needs?
4. Is the student teacher aware of culture, language, and other diverse needs of students within the class?
 - a. Does the student teacher respond appropriately to those differences?
 - b. Does the student teacher support and encourage students who speak and write differently?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND ...performs non-instructional procedures efficiently.

Questions for Reflection:

1. Does the student teacher use effective wait time?

- Does the student teacher use transition time productively that relates to the content and continually engages students?
- Does the student teacher incorporate opportunities for movement breaks that support student learning?

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND...ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND...sets and implements professional goals to improve student learning.

Questions for Reflection:

- What documentation is the student teacher able to provide related to student learning?
- Can the student teacher interpret the documentation?
- Does the student teacher use the documentation to plan future lessons or during the lesson?
- Does the student teacher assess learning by recording grades, charting student progress, maintaining portfolios, and/or participation?
- Does the student teacher communicate student academic progress to parents/guardians?
- Does the student teacher recognize that communication with parents/guardians should be positive and should include an approach of working alongside parents/guardians with the best interest of the student in mind?

F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

- Did the student teacher adjust or modify the teaching techniques used after reflecting on strengths and weaknesses?
- Was the student teacher willing to be self-critical?
- Was the student teacher willing to accept constructive criticism?
- Does the student teacher identify teacher strengths?
- How did the student teacher motivate students? What worked well? What strategies did not work?

F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r	
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

- Does the student teacher have more than one strategy for improvement?
- Do you see a change in performance based on the strategies?
- Does the student teacher show initiative in seeking professional resources?

4. Does the student teacher initiate and value collaboration with others to improve instruction and assessment?
5. Does the student teacher comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources?
6. Does the student teacher take initiative to talk with teacher “specialists” to learn how to work with specific students?
7. Does the student teacher take leadership roles in promoting and participating in activities designed to extend knowledge in his or her teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills? [suggested for EE category]

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o	
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND... intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

1. Does the student teacher model high standards of ethical behavior and professional competence and collegiality as part of their professional practice?
2. Do the student teacher's professional behaviors actively promote student learning and the performance of other professional responsibilities?
3. In general, has the student teacher demonstrated ethical and confidential handling of his/her professional responsibilities?
4. Does student teacher's dress demonstrate the necessary professional attire for teachers and allow for appropriate interaction with students?
5. Does the student teacher demonstrate a comprehensive understanding of their evolving role as education professionals, the importance of their influence on all adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors?
6. Does the student teacher have a school appropriate social media presence?

G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND... practices the new strategies learned to support student learning;
EE	AND... actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

1. Has the student teacher participated in professional growth activities provided by the school or school division?
2. Has the student teacher developed a tentative long-term plan for professional growth?
3. Has the student teacher identified or participated in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching experience?

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND... uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

1. Does the student teacher understand the relationships between schools and community organizations and communicate effectively with all stakeholders?
2. Does the student teacher engage in activities that support a link between schools and the community?
3. Does the student teacher demonstrate a comprehensive understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve adolescents (e.g. school counselors, social service workers, home-school coordinators), and work as successful members of a team?

G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m	
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

1. Does the student teacher take initiative to gain an understanding of the larger learning community, accept professional responsibilities that extend beyond the classroom and school, and advocate for helping all adolescents become thoughtful, ethical, democratic citizens?
2. Does the student teacher model life-long learning and take a leadership role in refining classroom and school practices that address the needs of all adolescents, successful, practice, and experience?
3. Does the student teacher demonstrate an interest, willingness, and initiative in further developing their cultural competencies?

**Addenda:
NCSS Themes**

NCSS Theme	Emerging Student teachers demonstrate minimal level of social studies content relevant to this theme and VA SOL in conformance with the expectations of the scoring anchors in the teacher reference guide areas of assessment.	Adequate Student teacher demonstrates an acceptable level of social studies content and skills relevant to this theme and VA SOL in conformance with the expectations of the scoring anchors of the teacher reference guide areas of assessment.	Exemplary Student teacher demonstrates a high level of content knowledge, understandings and skills relevant to this NCSS theme and VA SOL and in conformance with the expectation of the scoring anchors of the teacher reference guide areas of assessment.
I. Culture and Cultural Diversity			
II. Time, Continuity and Change			
III. People, Place and Environment			
IV. Individual Development and Identity			
V. Individuals, Groups and Institutions			
VI. Power, Authority and Governance			
VII. Production, Consumption and Distribution			
VIII. Science, Technology and Society			
IX. Global Connections			
X. Civic Ideals and Practices			

NOTE: Student teachers will cover different themes in different lessons and placements. Only evaluate those themes directly observed. By completion of the JMU program, student teachers must achieve at least an exemplary level of performance in Themes II; III; VI; VII; IX and X and an adequate level of performance in Themes I; IV; V; VIII.

The Ten Themes Explanation

The ten themes that form the framework of the social studies standards are:

I Culture

The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

II Time, Continuity and Change

Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

III People, Places and Environments

The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

IV Individual Development and Identity

Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

V Individuals, Groups and Institutions

Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

VI Power, Authority and Governance

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

VII Production, Distribution and Consumption

Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

VIII Science, Technology and Society

Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

IX Global Connections

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

X Civic Ideals and Practices

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***Special Education
K-12 Licensure***

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James Madison University

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EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

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BY

SHARON BLATZ, JAMES MADISON UNIVERSITY
LAUREN HEBERLING, AUGUSTA COUNTY SCHOOLS
LORI LEAMAN, EASTERN MENNONITE UNIVERSITY
LORI WALL, MARY BALDWIN COLLEGE
JENNIFER WRIGHT, HARRISONBURG CITY SCHOOLS

NOTES:

1. Questions for Reflection are used to help define the ME and EE levels for the performance indicators. The questions that are specifically for EE are noted with [EE] at the beginning of the question. Not every indicator has questions specific to the EE question.
2. Some questions may be geared to those student teachers who are in inclusion settings versus self-contained/resource settings. If you have questions about a specific indicator and how to evaluate the student teacher, please speak to the college/university consultant/supervisor.

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Does the student teacher document specific SOLs and/or special curriculum objectives in lesson plans (IE ASOLs, IEP goals, etc.)?
2. Does the student teacher use the SOL/ASOL (and/or IEP annual goals) as the anchor for all instruction/activities/assessments?
3. If applicable, do the activities follow the division pacing guides?
4. Is content age- and ability-appropriate for student(s) with disabilities?
5. [EE] Does the teacher have a *deep* knowledge of student content standards and *learning progressions* in the discipline s/he teaches? (InTASC 4n)

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Do the instructional materials, activities, tools of inquiry and assessments support understanding of the basic structures and relationships within and across curricula (for example, graphic organizers or content maps) to create meaningful progressions in the curriculum for individuals with exceptionalities? (CEC 3.1)
2. Does the student teacher explicitly identify and provide linkages for essential vocabulary and concepts (big ideas)
3. [EE] Does the teacher provide multiple representations with strategies that specifically support the type of exceptionalities represented in the classroom (e.g visual representations)?

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

1. Does the student teacher plan in order to stimulate learner reflection on prior content knowledge, link concepts to familiar concepts and make connections to the learners' experiences? (modified InTASC 4d)
 - a. Has the student teacher found out the students' prior knowledge specific to this lesson?
 - b. Has an attempt been made to link content to prior lessons in this subject area, other subject areas, and possible applications to the transition plan (if applicable)?
2. [EE] Does the student teacher link content to real life examples and **provide a meaningful reason for learning the skill?**

A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q	
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k	
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Does the student teacher develop objectives for academic, social-emotional, communication, behavioral, and/or life skills as appropriate for the exceptional learning needs based on baseline data? (VA teacher standards 7.1)
2. Does the student teacher task analyze a skill to determine objectives which are appropriate in scope and sequence?
3. Does the student teacher use IEP or State standards and/or pre-assessments in order to develop goals?
4. Are the observable and measurable objectives created then noted on the lesson plan?
5. Are learning outcomes essential to the curriculum and appropriate for students' needs?
6. [EE] Is a plan for measuring progress noted on the lesson plans, and is prior assessment data utilized to create objectives on a consistent basis?

B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k	
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND... can articulate ways formal and informal assessments should impact future learning activities;
EE	AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

1. Does the student teacher plan informal/formal assessment(s) for each lesson?
2. Does the student teacher plan to use informal individual and/or group assessments appropriately within the setting?
3. Does the student teacher plan methods to assist the student in learning to check for his/her own understanding (metacognition) throughout the lesson (use of rubrics, cueing strategies, etc.)?
4. Does the student teacher balance the use of formative and summative assessments as appropriate to support, verify, and document learning (InTASC 6a)?
5. Does the student teacher have a realistic strategy for collecting data on student performance?
6. Does the lesson plan(s) reflect timing and placement of the assessment to support the pace, rather than interrupt the flow, of the lesson and overall unit?
7. [EE] Does the student teacher design assessments that will provide frequent meaningful, substantive, and specific feedback for all students both during and after the lesson (graded work)?
8. [EE] Does the assessment plan allow for flexible timing of the assessment and/or alternative assessment to meet the differentiated needs of individuals, including the use of technology when appropriate? (CEC 5.2)

B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l	
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND ...analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

1. Does the student teacher use a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population? (VA 4.3)
2. Does the student teacher engage learners in multiple ways of demonstrating knowledge and skill as part of the instructional process? If a student cannot show knowledge expressively, can the student teacher create a receptive assessment?
3. Does the student teacher plan to assess social/behavior, communication, and functional skills as needed, providing timely feedback to students?
4. Is there evidence that the student teacher uses curriculum-based measurement or informal assessment to effectively inform instruction?
5. Does the student teacher give specific feedback that helps the student see specific subskills that are strong and also points to specific skills for growth (error analysis)?
6. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?
7. [EE] Does the student teacher frequently analyze data on a group and individual basis to understand the student's comprehension level?
8. [EE] Does the student teacher provide all students with substantive and specific feedback frequently within a meaningful timeframe? Does the student teacher adapt instruction based on the data analysis, as necessary?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h,6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher use pre-assessment data to identify expectations for students? (VA 4.1)
2. Does the student teacher use assessment data to differentiate instruction and to document learning? (VA 4.1)
3. Does the student teacher use data and information from other professionals, the student, and the family to adjust instruction?
4. [EE] Based on the assessment data, does the student teacher utilize flexible grouping (homogeneous, heterogeneous, random), when appropriate?
5. [EE] Does the student teacher regularly differentiate based on content, process, and/or product?
6. [EE]: Does the student teacher utilize assessment data to adjust instruction *and* to provide feedback to the student so he can also adjust his own performance (CEC 4)?

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n
DN		is unfamiliar with the background, experiences, and skill level of most students in the class.
DE		is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME		AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE		demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

1. Does the instructional plan reflect the student teacher's knowledge of the student's background from the IFSP or IEP?
2. Does the student teacher understand the strengths and needs of the individual learners and how to plan instruction that is responsive to these strengths and needs? (InTASC 7j)
3. Does the student teacher respect students' diverse strengths and needs and is the student teacher committed to using this information to plan effective instruction? (InTASC 7n)
4. Does the instructional plan reflect the student teacher's attempts to use information from the individual, the family and other professionals, if possible, to honor the strengths, language, culture, and family background of students with exceptionalities in the learning process (CEC 1)?
5. Did the student teacher consider the need for functional/transition skills, if applicable, that are relevant to the community, personal living, and employment?
6. [EE] Did the student teacher use individualized assessment strategies (pre-assessment) to gather relevant background knowledge?
7. [EE] Does the student teacher utilize specific strategies that fulfill student needs related not only to developmental levels but to multiple characteristics that influence learning (learning readiness, ability, exceptionality strong interests, behaviors that serve as alternative means for communicating, student choice, student belonging/role)?

		C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b
DN		plans undifferentiated instruction.
DE		plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME		effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE		AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Does the student teacher use knowledge of general curriculum and specialized interventions to individualize learning for individuals with exceptionalities (CEC 3)?
2. Does the student teacher plan how to achieve each student's learning goals, choosing the appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners? (InTASC 7b)
3. Does the student teacher consider the student's present level of functioning across all areas (ie. ability, achievement, social skills, interests, etc.) when designing differentiated instruction? (CEC 5.1, InTASC 1b)
4. Is the differentiated instruction plan culturally responsive and meets communication/language needs?
5. Does the student teacher prepare materials/lesson plan for paraprofessionals to provide instructional support when appropriate?
6. [EE] Does the student teacher plan collaboratively with professionals who have specialized expertise (e.g., content experts, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs? (CEC 2, 5.5; InTASC 7e)

		C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b, 7l
DN		plans ineffective methods and activities to meet the learning outcomes.
DE		plans effective methods and activities to meet the learning outcomes;
ME		AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE		AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher plan to teach learning strategies and study skills as needed?
2. Is the need for social skills instruction addressed?
3. Do methods foster transitions skills such as independence, self-motivation, and self-advocacy of individuals with exceptional learning needs (CEC 5.5)?
4. Does the student teacher plan for the use of assistive technology to support individual student learning and communication needs as applicable (CEC 5.2, 5.3) ?
5. Does the student teacher use strategies to enhance literacy and communication skills of individual students (CEC 5.4)?
6. Do the learning and instructional strategies maximize the amount of time for “active student response” or active student participation/engagement to promote mastery and generalization for individual students (CEC 5.6)?
7. Does the student teacher reinforce learning goals consistently throughout the lesson as an anchor for student learning? (VA 3.4)
8. [EE] Does the student teacher plan for instruction based on formative and summative assessment data, prior learning knowledge and learner interest? (InTASC 7c)
9. [EE] Does the student teacher develop appropriate long- and short-range plans and adapt plans when needed? (VA 2.5)

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND... integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Does the student teacher include a range of evidence-based instructional strategies, resources, and technological tools in the lesson plan to effectively meet the learning outcomes for individual students (InTASC 7k; VA 3.5; CEC 5.2)
2. Does the student teacher understand how to operate/program assistive technology devices and plans to teach their students how to use assistive technology devices to aid in participation, communication and access to their environment and learning needs, as appropriate?
3. [EE] Is the student teacher committed to exploring how the use of new and emerging technologies can support and promote student learning? Does the student teacher incorporate these new technologies (if available)? (InTASC 8r)

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND... planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Does the student teacher effectively integrate the content and content standards (SOL, ASOL, IEP), how these are organized in the curriculum, and clearly identifies the essential content and skills in the learning objective? (InTASC 7g)
2. Does the student teacher break down the standard into essential skills and content (task analyze) in order to plan for effective modeling and to guide student learning?
3. Does the student teacher include essential underlying/prerequisite skills when necessary based on individual student needs and data?
4. Does the student teacher clearly align the instructional presentation, student engagement activities, and assessments with the appropriate standards and the students learning needs? (VA 2.4)
5. [EE] Does the integration of essential content/skills result in a *meaningful* progression for individuals with exceptionalities across lessons/unit (CEC 3)?
6. [EE] If in a collaborative setting, does the student teacher regularly communicate items 1-3 with the general education teacher and/or relevant specialists?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the student teacher plan for pacing in such a way that students will likely be engaged with the learning task most of the time?
2. Is there evidence in the lesson plan of established routines and procedures that help students to monitor their own learning and maximize the time engaged in learning?
3. Does the student teacher plan roles and responsibilities of the paraprofessional (if applicable) related to instruction to maximize learning and use of instructional time?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

1. Are medical and health conditions considered in developing the physical/learning environment?
2. Does the student teacher use universal precautions?
3. Can the student teacher identify barriers to physical/environmental accessibility for individuals with disabilities?
4. Does the student teacher consider culture and values to create a psychologically safe environment?
5. Does the student teacher know how to intervene safely and appropriately with individuals with exceptionalities in crisis? (CEC 2.3)
6. Does the student teacher promote the active involvement and voice of individuals in creating learning environments that include them in meaningful ways and promote their well-being (CEC 7, InTASC 3k)?
7. [EE] Is the student teacher able to explain why the classroom is arranged and its relation to providing a safe environment? (modified VA 5.1)
8. [EE] Does the student teacher collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry? (InTASC 3a)

D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

1. In what ways does the student teacher create an environment that prepares students to live harmoniously in diverse world and effectively mediate controversial intercultural issues if they arise?? (CEC 6.3?)
2. Does the student teacher demonstrate care and respect by fostering learner self-advocacy and independence for all members of the learning community? (InTASC 3q, VA 5.4)
3. Is the student teacher able to provide students with what they need while articulating the differences to other students, professionals, and families (respecting confidentiality)?
4. [EE] Does the student teacher help learners work productively and cooperatively with each other to achieve learning goals? (InTASC 3j) Does the student teacher use instructional methods that promote interdependence and teamwork during classroom and promoting appropriate social skills development?
5. [EE] Does the student teacher involve students with exceptional learning needs in developing and maintaining instructional routines?

D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

1. Does the student teacher identify realistic expectations for each student's personal and social behavior in various settings, incorporating the "voice" of the student with regard to his own needs and motivations, as often as possible (CEC 7, VA 5.2)? If classroom rules and expectations are pre-determined, can they explain why those are the expectations?
2. Does the student teacher draw from a repertoire of effective and varied behavior management strategies, selecting first from the least to most intensive strategy consistent with the needs of the student?
3. Are a variety of non-aversive and/or restorative techniques used to assist students in choosing behaviors that increase their learning engagement and positive social interactions?
4. Can the student teacher develop (when the setting allows) and implement appropriate individualized behavior management programs that foster emotional well-being, positive social interactions, and self-determination as warranted?
5. Can the student teacher multitask and monitor several groups of students at one time?
6. Does the student teacher make decisions and reinforce appropriate behaviors?
7. [EE] Are the student and/or family involved in setting behavioral/engagement/social goals, positive growth strategies, and methods to monitor progress that are responsive to the student's language, culture, and family values (CEC 1)?
8. [EE] Following misbehavior, does the student teacher take time to identify antecedents? (e.g. Hunger, incident on the bus or at home, etc.)
9. [EE] Does the student teacher collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work? (InTASC 3c)

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND ... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND ... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

1. Does the student teacher demonstrate *awareness* of and respect for students' diversity, including language, culture, race, gender, and special needs? (VA 5.6)
2. Can the student teacher communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and/or differing perspectives learners bring to the learning environment? (InTASC 3f)
3. Does the student teacher understand how learner diversity can affect communication and knows how to communicate effectively in differing environments? (InTASC 3L)
4. [EE] Does the student teacher recognize behavior and nonverbal language as a means by which some students communicate needs, and respond with strategies that meet student needs?
5. [EE] Does the student teacher use questioning strategies that are culturally responsive, honor divergent thinking, and draw on the social/linguistic capital of their students? (e.g. utilizing questions that connect to a wide variety of personal experiences)
6. [EE] Does the student teacher promote cultural sensitivity by effectively designing instruction and classroom management techniques that are culturally and linguistically responsive?? (VA 5.5)

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND ...ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND ...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Are students guided in identifying and organizing critical (vs. less essential) content to be learned so that they clearly target the objectives to be learned?
2. After establishing classroom routine, does the student teacher provide organizational cues and modify the pace of instruction if needed by students who need re-teaching or extension activities?
3. Does the student teacher provide clear directions and check for student understanding using a variety of methods (formal and informal)? (VA standard 3.7) Are the students able to carry out the procedures?
4. [EE] Does the student teacher provide modeling accompanied by strong "think-aloud" to clarify how a task or objective can be carried out?
5. [EE] Does the student teacher ask questions to stimulate discussion that serves different purposes (e.g. probing for learner understanding, helping learners articulate their ideas and thinking processes, etc.)? (InTASC 8i)

E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND ...makes content relevant to students' prior experiences;
EE	AND ...continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

1. Does the student teacher demonstrate accurate knowledge and skills that are relevant to the subject matter (VA 1.4 and 1.5 (CEC 5.7)?
2. Are specialized methods used to teach basic skills (CEC 3.3 and 5.1)?
3. Does the student teacher explicitly describe and model the content?
4. Does the student teacher provide cues to focus the student's attention on key concepts/relationships between ideas, providing prompts when necessary?
5. Are evidence-based teaching methods and/or cognitive strategies used to effectively present the content? (E.g. mnemonics, repetition, visual representations, etc.)
6. Is appropriate content vocabulary taught and consistently used with strategies to enhance language and communication skills (CEC 5.4)?
7. Does the student teacher use strategies to facilitate maintenance and generalization of skills within and across settings (CEC 5.6)?
8. Does the student teacher simulate learning reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to learners' experiences (InTASC 4d)?
9. [EE] Does the student teacher use well-chosen examples, multiple representations and explanations that capture key ideas/concepts, guide learners through the learning progressions, and promote each learner's achievement of the content standards/objectives? (InTASC 4a; CEC 3.1)

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND ...keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Does the student teacher call on a variety of students?
2. Does the student teacher appropriately match the level of question to the varying abilities of students to increase student engagement?

3. When one student is answering, does the student teacher plan for the engagement of other students? (CEC 2.2)
4. Does the student teacher create learning environments that facilitate active learning and positive social interactions? (CEC 2.0)?
5. [EE] Does the student teacher challenge/engage students in learning experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives (as appropriate) so they can master the content? (InTASC 4b) (CEC 2.1)
6. [EE] Does the student teacher engage learners in applying methods of inquiry in the discipline/content area? (InTASC 4c)

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND ...engages students in learning experiences with technology that is appropriate and challenging;
EE	AND ...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

1. Does the student teacher use digital and interactive technologies for efficiently and effectively achieving specific learning goals and to engage and enhance student learning (InTASC 5l and 8n; VA 3.6, CEC 5.2)?
2. Is assistive technology incorporated as needed to support student learning?
3. [EE] Does the use of technology help the students access, interpret, evaluate and apply information? (InTASC 8g; CEC 5.2; CEC 4.4?)

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND ...assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

1. Is the student teacher using a taxonomy of thinking skills (e.g. lower to higher order) in order to ask strategic questions during the lesson, taking into consideration the development of individual learning needs (CEC 1; VA 1.2)?
2. [EE] Does the student teacher engage students in developing higher order questioning skills and metacognitive processes to facilitate their own learning? (InTASC 8f)

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

1. Does the student teacher design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways? (VA 3.3; InTASC 8a, 2a; CEC 5.0)
2. Does the student teacher use flexible grouping (e.g. readiness, interests, etc.) to meet the students' needs, as appropriate?
3. Does the student teacher make appropriate and timely provisions (e.g., pacing, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs and make provisions so all students are engaged in responding? (InTASC 2b)
4. Does the student teacher select, adapt, and use effective and specialized instructional methods to strengthen and compensate for various learning needs based on the IEP (goals, accommodations, modifications)? (VA 3.5)
5. Does the student teacher identify and provide supports needed for integration into various program placements including augmentative and alternative communication systems where appropriate?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND... performs non-instructional procedures efficiently.

Questions for Reflection:

1. Does the student teacher plan realistic timeframes for pacing, content mastery, and transitions based on students' needs, individual and whole group? (VA 2.2)
2. Does the student teacher provide individually appropriate activities (e.g. bellringers, anchor activities, etc.) to students before and after primary instruction begins, to increase content mastery?
3. Does the student teacher use the majority of time for instructional activities to demonstrate their commitment to working towards each learner's mastery of disciplinary content and skills? (InTASC 4r)
4. Does the student teacher continuously monitor student learning, engaging learners in assessing their progress, and adjust instruction in response to student learning needs? (InTASC 8b)
5. [EE] Does the student teacher meet deadlines as set/agreed upon between the team?
6. [EE] Does the student teacher efficiently provide guidance, direction and when appropriate specific plans to enhance the effectiveness of para-educators, specialists, or volunteers in the classroom? (CEC 6.6)
7. [EE] If a non-instruction interruption occurs, does the student teacher resume instruction efficiently?

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND... ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND... sets and implements professional goals to improve student learning.

Questions for Reflection:

1. What meaningful documentation is the student teacher able to provide to demonstrate progress/mastery in content, social/behavior, and IFSP/IEP goals? (VA 7.2)
2. Is evidence collected kept in an organized manner to allow for timely grading, completion of progress reports, and developing IEPs (if applicable)? Can the student create their own system of data collection?
3. Can the student teacher interpret and explain the data used as documentation?
4. Does the student teacher provide evidence of progress or that goals have been met, including the state-provided growth measures (ASOLs/SOLs) when available as well as other multiple measures of student growth? (VA 7.3, InTASC 6o)
5. [EE] Does the student teacher use the documentation to plan future lessons that reflect student learning need through differentiated learning experiences (InTASC 6g CEC 4.2)
6. [EE] Does the student teacher use a variety of formative and summative assessment techniques to support, verify and document student learning (InTASC 6a, 6t)? Can they explain his or her assessment choice including technical soundness/bias/etc.?

	F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Does the student teacher identify his/her strengths in relation to student learning?
2. Is the student teacher able to identify areas for self-improvement in relation to student learning?
3. Is the student teacher willing to accept constructive criticism?
4. Is the student teacher adjust or modify the teaching techniques used after reflecting on his/her strengths and weaknesses?
5. Does the student teacher adjust instruction in order to promote mastery and generalization of learning (CEC 5.6)?
6. Does the student teacher use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice? (InTASC 9c)
7. [EE] Does the student teacher have a plan for improvement and continuing professional growth?
8. [EE] Does the student teacher understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and plan for adaptations/adjustments? (InTASC 9g)

	F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

1. Does the student seek information from professional resources? (ME=at least **one** resource example below; EE=uses **multiple** examples to effectively improve instruction):
 - a. Does the student teacher actively seek professional, community and technological resources, within and outside the school, as supports for analysis, reflection and problem-solving? (InTASC 9d; VA 6.5)
 - b. Does the student teacher incorporate learning from professional growth opportunities, provided by the school or sought out individually, into instructional practice? (VA 6.3; CEC 6.4)
 - c. Does the student teacher work with school colleagues to build ongoing connections with community resources to enhance student learning? (InTASC 10e; CEC 7.0)
 - d. Does the student teacher take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning? (InTASC 10r)
2. If applicable, does the student teacher co-plan regularly and effectively with general education teachers, related service providers, and/or specialists?
3. If applicable, does the student teacher co-teach with general educators? Are a variety of co-teaching models used based on the needs of the students?

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

1. In general, has the student teacher demonstrated ethical and confidential handling of his or her professional responsibilities?
2. Is the student teacher's dress consistent with school division standards for teachers, paying careful attention not to

- distract students from learning?
- Does the student teacher understand the expectations of the profession including codes of ethics, professional standards or practice, school/district policies, and relevant special education law and policy (InTASC 9o)?
 - Does the student teacher advocate for individuals with exceptionalities including self-determination? (CEC 7.1)
 - [EE] Does the student teacher understand and adhere to federal and state laws, school and division policies, and ethical guidelines related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse*)? (InTASC 9j) (VA 6.2)

*If child abuse is suspected, the student teacher follows school policy and reports the abuse to the school employee who is supervising them.

G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND ...practices the new strategies learned to support student learning;
EE	AND ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

- Has the student teacher attended and incorporated learning from professional growth opportunities provided, into instructional practice? (VA 6.3, 6.5)
- Does the student teacher serve as a contributing member of the school's professional learning community (e.g. grade level teams, etc.) through collaboration with teachers and colleagues to support student learning? (VA 6.8)
- [EE] Does the student teacher engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards, with his/her own needs, and the needs of the learners, school, and systems? (InTASC 9a,b)?
- [EE] Does the student teacher see himself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice? (InTASC 9n CEC 6.2)

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND ...uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

- Does the student teacher demonstrate consistent mastery of standard oral and written English in all communication? (VA 6.9)
- Does the student teacher choose the most effective means of communication for the situation (e.g. phone call, email, in-person meeting) and uses professional language?

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND ... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND ... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND ...communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

1. Does the student teacher work in a collegial and collaborative manner with families, other educators, related service providers, individuals with exceptionalities, paraeducators, and personnel from community agencies to provide effective services and learning environments, as appropriate? (VA 6.6; CEC 7.3)
2. Does the student teacher build positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress? (VA 6.7)
3. Does the student teacher regularly provide guidance (including mini lesson plans with objectives) and direction to paraeducators, tutors and volunteers who work with individuals with exceptionalities (CEC 6.6)
4. Does the student teacher work collaboratively with learners and their families, if appropriate, to establish mutual expectations and ongoing communication to support learner development and achievement with all stakeholders? (InTASC 10d)
5. [EE] Does the student teacher work with school colleagues to build ongoing connections with community resources to enhance student learning and well-being? (InTASC 10e)
6. [EE] Does the student teacher work with other school professionals to plan and jointly facilitate learning/professional development to colleagues/community members on how to meet diverse needs of learners? (InTASC 10b; CEC 7.2)

G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m	
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	AND ... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

1. Does the student teacher promote cultural sensitivity and responsive instruction? (VA 5.5; CEC 1.1; CEC 2.1)
2. Does the student teacher access information, or seeks assistance to access information, about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction? (InTASC 2k; CEC 1.1)
3. Does the student teacher reflect on their own personal biases and access resources to deepen his/her understanding of cultural, ethnic, gender, and learning differences to build stronger relations and create more relevant learning experiences? (InTASC 9e; CEC 1.1)
4. Do the student teacher's behaviors demonstrate a commitment to deepening his/her understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knows), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families? (InTASC 9m;CEC 1.1)

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***English as a Second Language
PK-12 Licensure***

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James Madison University

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EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

REVISED JUNE 2016

BY

PATTY BAER, HARRISONBURG CITY SCHOOLS
LAURA FEICHTINGER-MCGRATH, HARRISONBURG CITY SCHOOLS
KATYA KOUBEK, JAMES MADISON UNIVERSITY
STEPHANIE SEBOLT, MARY BALDWIN COLLEGE

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

- Does the candidate demonstrate knowledge of Virginia Standards of Learning and ELD standards?
 - Does the candidate recognize language as an integrative system (phonology, morphology, syntax, pragmatics, and semantics)?
 - Can the candidate use the components of language and language as an integrative system to create instructional plans for ELs?
- Does the candidate use instructional strategies and classroom activities that align with both sets of standards?
 - Does the candidate develop a variety of instructional techniques to assist ELs in developing and using vocabulary and L2 literacy appropriately?
 - Does the candidate support ELs in communicating effectively for social and academic purposes by enhancing aural/oral skills?

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

- Do the questions, activities, and assessments relate to the lesson content?
- Do lessons clearly identify what the candidate is teaching?
- Does the candidate have a good understanding of second language acquisition and teaching English Learners?
 - Do lessons reflect sociolinguistic variations of the target language to expose students to authentic language?
 - Does the candidate recognize that students acquire proficiency over time and that the equation between what is taught and what is learned is imperfect (i.e., students' performances provide evidence of different rates of acquisition)?
- Does the candidate use his/her understanding of language acquisition theory and research to provide optimal learning environments for his/her ELs and to conduct theory-based research in his/her own classroom?

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

- Does the candidate activate the students' prior knowledge and make explicit links between past learning and new concepts?
- Does the candidate create opportunities for students to engage in negotiation of meaning and meaningful interaction?
- Does the candidate link new content to other subject areas, including real life experiences and applications?

	A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

- Does the candidate recognize, plan, and implement key elements of EL lesson design, which include:
 - content and language objectives to further English language development;
 - scaffolding/supports (use of L1, graphic organizers, bilingual dictionaries, modeling, etc.)
 - activating and building on prior knowledge;
 - using formative and summative assessments; and
 - using academic and social interaction at the English language proficiency level of the student, specifically in the domains of listening, speaking, reading and writing?
- Does the candidate engage students in critical thinking and problem solving?
- Does the candidate effectively differentiate lessons to accommodate learning requirements of Virginia Standards of Learning; through the ELD Standards, and Can-Do descriptors in relation to the continuum of proficiency levels?

	B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND... can articulate ways formal and informal assessments should impact future learning activities;
EE	AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

- Does the candidate's plan for assessment align with the learning outcomes of the lesson and the students' levels of English language development?
 - Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
 - Is the assessment appropriate to the students in the class?
 - Can the candidate describe how they will use the results of the assessment in planning future instruction?
 - Does the candidate use both formative and summative models of assessment to evaluate learning?
- Does the candidate identify and use multiple assessment resources and measures appropriate to the ELD standards of the educational setting including research, native language evaluation, WIDA English Language Development Standards, Virginia Standards of Learning and WIDA ACCESS for ELs performance rubrics to make informed decisions regarding the progress of ELs?
 - Can the candidate create ESL language assessments that measure student performances in an integrated context?
 - Does the candidate apply appropriate testing practices for English learners on a continual basis including determination of the validity and reliability of tests to make assessment-related decisions; knowledge and application of alternate and multiple assessment measures to ascertain what ELs know and can do; appropriate interpretation and use of data to support ELs; and assessment of ELs' test-taking challenges and creation of strategies and scaffolding techniques to address their challenges.

B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l	
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND ...analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

- Does the candidate conduct assessments of student comprehension and learning of all lesson objectives throughout the lesson?
 - Does the candidate use a variety of assessment techniques (verbal, nonverbal, written, formal, informal, etc.)?
 - Does the candidate analyze and use his/her findings to modify instruction and enhance student learning?
- Does the candidate provide regular and specific feedback to students on their output?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND ...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

- Does the candidate use evidence from formal and informal assessments to improve instruction?
 - Does the candidate engage students in communicative and engaging activities and tasks to evaluate their performance?
 - Does the candidate use questioning strategies and task-based instruction to assess student learning?
 - Does the candidate teach his/her students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task?
 - Does the candidate involve individuals or groups in assessment?
- Does the candidate adjust instruction while in progress, with attention to the teachable moment?

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

- Does the candidate have knowledge of the background, experiences, and skill levels of all students in the class? (L1 proficiency, L2 proficiency, prior schooling, etc.)

- Does the candidate provide a range of learning opportunities for learners of various ages, developmental and linguistic levels, language backgrounds, and learning styles?
2. Does the candidate use age-appropriate materials valued by the culture that represent literature, film, and media to expand the repertoire of texts they use in instruction?

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Does the candidate plan for and implement a variety of activities that reflect differentiation?
 - Does the candidate recognize cultural bias in curriculum and materials and use a range of resources to deliver instruction?
 - Does the candidate create a supportive classroom environment that is reflective of students' needs?
 - Does the candidate demonstrate an understanding of the physical, cognitive, emotional, and social development of ELs at all levels of instruction?
 - Does the candidate adapt language instruction to address EL students' multiple ways of learning and to meet their special needs?
 - Does the candidate integrate diverse ways of learning and multiple cultural perspectives, including building on ELs' strengths, into the planning/adapting of curriculum and instructional methods?
2. Does the candidate plan/meet with resource personnel such as special education teachers, literacy specialists, EL teachers, aides, and guidance counselor?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b, 7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the candidate plan effective lessons in all domains (reading, writing, speaking, listening) using a variety of materials, texts, activities, strategies and assessments appropriately based on consideration of learners' differing English language proficiency levels including L1 literacy?
2. Does the candidate select, analyze and adapt a variety of authentic sources and tools to meet the learning outcomes?
3. Does the candidate use data to effectively plan lessons?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Does the candidate incorporate instructional technology into the lessons?
 - Does the instructional technology chosen enhance the lesson and student learning?
 - Does the candidate provide opportunities for students to engage in technology use?
 - Can the candidate use technological resources (e.g., web, software, computers, and related devices) to enhance language and content area instruction for ELs?
2. Does the candidate have a plan in the event that technology does not work properly?

	C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND... planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Does the candidate integrate Virginia Standards of Learning and ELD standards into lessons?
2. Does the candidate have a full understanding of Virginia SOLs for the grade level taught?
3. Does the candidate have a full understanding of the CAN DO descriptors based on the ELD standards for the students being instructed?

	C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the candidate provide appropriate wait time?
2. Does the candidate chunk material to enhance learning?
3. Does the candidate provide opportunities to master the material?
4. Does the candidate pace the lesson and provide transitions appropriately based on the students' language levels?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

1. Does the candidate create a community of learners within the classroom, in which the teacher and learners work together to acquire new information?
 - Does the candidate offer students encouragement and affirmation of their progress in language?
 - Does the candidate encourage students to take risks in using language?
2. Given the space provided, to what extent does the candidate create a match between the lesson or activity and the furniture or room configuration?
 - Is the space arranged so that all students, including those with special needs, have access to full participation in the lesson?
 - How do physical and psychological factors in the environment reflect the learning that takes place?

	D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

1. Does the candidate foster a climate of trust in the classroom?

- Is the candidate fair in interactions with all students?
 - In what ways does the candidate help the students feel equally valued in the classroom?
 - Do students treat each other fairly?
 - Does the candidate respond appropriately to stereotyping, demeaning, or other unfair comments by students?
 - Does the candidate encourage all students to meaningfully participate during the lesson?
2. Does the candidate provide regular opportunities for students to work collaboratively in pairs and small-groups?
- Does grouping configuration support language and content objectives?
 - Is there a balanced approach between teacher presentation and productive group work?
 - Does the candidate regularly change grouping structures?

D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

1. Does the classroom interaction reflect engaging contexts that are personalized to the interests of students and reflect curricular goals?
2. Does the candidate have a role as a facilitator of learning in the language classroom?
3. Does the candidate identify when they changed classroom management techniques due to changes in students' behavior?
4. Does the candidate demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

1. Does the candidate incorporate principles of culturally responsive pedagogy into his/her lessons?
 - Does the candidate model and promote respect for different cultures?
 - Does the candidate avoid practices that are offensive for particular cultures?
 - Did the candidate research the cultures of his/her students to gain an understanding of cultural differences?

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND... ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND... consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Does the candidate clearly define, display, and review content and language objectives with the students?
2. Does the candidate clearly explain instructional activities to the students?
3. Does the candidate explain how students will be assessed?

	E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND ...makes content relevant to students' prior experiences;
EE	AND ...continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

1. Does the candidate connect content and examples to students' prior experiences?
2. Does the candidate communicate content clearly and accurately?
3. Is the candidate able to use the current content appropriately as a springboard to independent, creative, or critical thinking?

	E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND ...keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Does the candidate use hands-on, active learning in the lesson?
2. Are all students actively engaged in the lesson?
3. Is the material in the lesson challenging for all learners?
4. Does the candidate prepare ELs to collaborate with peers?

	E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND ...engages students in learning experiences with technology that is appropriate and challenging;
EE	AND ...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

1. Does the candidate provide opportunities for students to use technology?
 - Is the technology aligned with the learning goals?
2. Do the students explain the ground rules for using technology to the students?
3. Does the candidate provide students with opportunities to collaborate when using technology?

	E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND ...assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

1. Does the candidate create activities and questions that promote higher level thinking and critical thinking skills?
2. Does the candidate create activities that intentionally incorporate student discussion?
3. Does the candidate group students to optimize content learning and language development?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

1. Does the candidate plan for and implement a variety of instructional models and strategies that accommodate different ways of learning?
2. Does the candidate plan for enrichment and remediation for whole and small groups?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND... performs non-instructional procedures efficiently.

Questions for Reflection:

1. Does the candidate pace the lesson and provide transitions appropriately based on the students' language levels?
2. Is there evidence of established routines and procedures that help the candidate maximize the time available for instruction?
3. If a non-instruction interruption occurs, does the candidate resume instruction efficiently?
4. Do all students have meaningful work or activities for the entire instructional time?

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND... ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND... sets and implements professional goals to improve student learning.

Questions for Reflection:

1. Does the candidate involve students in self-assessment to encourage independent interpretation of performance?
2. Does the candidate design assessments for which the results can be used to improve teaching and track student learning?
3. Does the candidate use and interpret data to plan future lessons?
4. Does the student teacher clarify the basis for assessment in clear, defined objectives?

	F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Does the candidate systematically engage in a reflective process for analyzing student work and planning for future instruction?
2. Does the candidate adjust or modify the teaching techniques used after reflecting on strengths and weaknesses?

	F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

1. Does the candidate collaborate with other teachers in the school or school district?
2. Does the candidate demonstrate evidence that they have initiated efforts to collaborate with colleagues and other stakeholders to advocate for ELs' learning?
3. Does the candidate reflect on instruction for the purpose of improvement?
4. Does the candidate show initiative in seeking professional resources without overreliance on those resources?

G. PROFESSIONALISM The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

1. Do the candidate's professional behaviors actively promote student learning and the performance of other professional responsibilities?
2. Does the candidate demonstrate ethical and confidential handling of his/her professional responsibilities?
3. Does the candidate model the use of culturally and linguistically responsive techniques and dispositions, so as to support the learning of other school professionals working with ELs?
4. Can the candidate identify specific situations that have called for special attention to confidentiality? How have they handled these situations?
5. Has the candidate identified or participated in professional growth activities that include and extend beyond the school or school division, or that extend beyond the student teaching experience?

	G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND ...practices the new strategies learned to support student learning;
EE	AND ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

1. Does the candidate engage in professional growth?
2. Does the candidate take an active role in his/her professional association(s)?
3. Does the candidate engage in a continuous cycle of EL professional development that is informed by his/her instructional reflection and analysis?

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND ...uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

1. Does the candidate serve as a good model of English for ELs and as a good model for the L1 where possible?

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND ... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND ... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND ...communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

1. Does the candidate reach out to the families of the students and other community members?
 - Does the candidate include family funds of knowledge in lessons?
 - Does the candidate build a respectful relationship with parents, community members, and/or colleagues in the school?
 - Does the candidate find ways to include the community in his/her classroom?
2. Does the candidate engage in collaborative teaching and/or reflecting in general education, content area, special education and gifted classrooms?

G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m	
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	AND ... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

1. Does the candidate seek to understand the background of his/her learners?

2. Does the candidate take into consideration cultural, ethnic, gender, and learning differences in order to create relevant learning experiences for all learners?

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***Theatre Education
PK-12 Licensure***

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James Madison University

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EDUCATION SUPPORT CENTER
JAMES MADISON UNIVERSITY
7230 MEMORIAL HALL
MSC 6915, HARRISONBURG, VA 22807

TELEPHONE: 540-568-6274
FAX: 540-568-3342
E-MAIL: TEACHER-ED@JMU.EDU

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BY

***LEAH KIRKPATRICK, JAMES MADISON UNIVERSITY
JENNIFER PAYNE, SHENANDOAH COUNTY SCHOOLS***

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

1. Does the student teacher document the specific NSTE/AATE and VA SOL standards on the lesson plan?
2. Does the student teacher utilize the National Core Arts Standards framework as a guide for designing learning?

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

1. Does the student teacher identify lesson content required by appropriate SOL?
2. Does the student teacher map specific lesson content from one of the following areas of emphasis:
 - script writing
 - acting
 - designing
 - directing
 - dramatic literature
 - dramatizations from theatre, film, television, and electronic media
3. Does the student teacher align questions, activities, and assessments to lesson content?
4. Does the student teacher demonstrate the ability to make interdisciplinary connections?

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE		references content to EITHER the students' past and future learning experiences OR related subject areas.
ME		references content to BOTH the students' past and future learning experiences AND related subject areas;
EE		AND... references content to real world experiences and applications.

Questions for Reflection:

1. Does the student teacher develop content examples that support Theater lesson content?
2. Does the student teacher develop content examples that sequence and scaffold learning appropriately?
3. Does the student teacher develop content examples that address individual differences (such as age, culture, abilities, learning styles including linguistic abilities) appropriately?
4. Has the student teacher made an attempt to link content to other subject areas, including real life examples?
5. Can the student teacher integrate assessment of prior content knowledge consistently to design and develop connections across learning?
6. Can the student teacher link theater arts content with culture and society including other disciplines and modes of expression?
7. Does the student teacher engage adolescents in activities related to their interpersonal, community, and societal responsibilities?

		A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q
DN		presents content without acknowledgement of alternative disciplinary perspectives.
DE		purposefully presents content that acknowledges alternative disciplinary perspectives;
ME		AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE		AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k
DN		sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE		sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME		AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE		AND... matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Does the student teacher develop a clear lesson purpose and rationale?
2. Does the student teacher develop clear objectives?
3. Does the student teacher align objectives, strategies, and assessments?
4. Does the student teacher use his or her knowledge of the concepts, principles, theories, and research about adolescent development to provide all adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous?

		B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k
DN		uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE		uses appropriate formal and informal assessments that are linked to learning outcomes;
ME		AND... can articulate ways formal and informal assessments should impact future learning activities;
EE		AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

1. Is the plan for assessment aligned with the learning outcomes of the lesson?
2. Does the student teacher develop strategies for assessment that allow all students to understand what they know and can do?
3. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and can s/he articulate the criteria for strategy selection?
4. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?
5. Does the student teacher assess student achievement in context to the continued development of the National Standards for Theater Education and the VA SOLs?
6. Does the student teacher plan for assessment of the National Core Arts Standards, particularly in the areas of creating, performing, presenting, producing, responding, and connecting?
7. Can the student teacher describe how they will use the results of the assessment in planning future instruction?
8. Can the student teacher articulate how they will assess artistic expression, creativity, movement, voice, and/or artistic growth?

		B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l
DN		makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE		monitors student comprehension of content AND provides students with limited feedback.
ME		uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE		AND... analyzes individual and group comprehension of the content, AND gives all students substantive and specific feedback.

Questions for Reflection:

1. Does the student teacher check for understanding throughout the lesson?
2. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources other than the teacher (individual or group peer review, books, self-checking materials, etc.) to assess students' learning?
3. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?

B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h, 6k, 6l, 6t, 6u	
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND... systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND... uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?
2. Does the student teacher adjust instruction while in progress, with attention to the teachable moment?
3. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?

B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u	
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

C. INSTRUCTIONAL PLANNING The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n	
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	AND... uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

1. Does the student teacher use pre-assessment tools to create and sustain an inclusive and supportive learning environment?
2. Does the student teacher use personal interaction with students to advance instruction?
3. Does the student teacher demonstrate a comprehensive knowledge of the concepts, principles, theories, and research about adolescent development?

C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b	
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE	AND... seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Does the student teacher identify appropriate expectations for student work based on an understanding of individual student differences?
2. Does the student teacher differentiate instruction to accommodate individual differences?
3. Does the student teacher accommodate learning requirements of ESL, 504, Gifted and Talented, and IEP Plans?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l	
DN	plans ineffective methods and activities to meet the learning outcomes.
DE	plans effective methods and activities to meet the learning outcomes;
ME	AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE	AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

1. Does the student teacher select appropriate resources?
2. Does the student teacher align curriculum goals and strategies with the classroom environment and experiences?
3. Does the student teacher integrate interdisciplinary teaching strategies and materials?
4. Does the student teacher create environments that respect individual differences?
5. Does the student teacher plan for meaningful and interpretative discussions?
6. Does the student teacher plan for student opportunities develop skills in analyzing descriptions, dialogue, and actions to create characters?
7. Does the student teacher plan for opportunities that students can lead small groups in planning visual and aural elements?
8. Does the student teacher actively engage students in independent and collaborative inquiry? Do they consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r	
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Does the student teacher plan for critical media and technology analysis?
2. Does the student teacher frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields?

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Does the student teacher articulate the essential content overtly to students in the context of the lesson?
2. Does the student teacher differentiate between essential content and the select use of nonessential performance material and theater exercises as the instructional vehicles for that content?
3. Does the student teacher draw cross curricular connections to essential content of other subject areas?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the student teacher allow for appropriate response time in their planning?
2. Does the student-teacher prepare alternative exercises and enrichment material in case students master content more readily than anticipated?
3. Does the student teacher employ established procedures to foster consistent transition time?

- Does the student teacher plan for transition times which allow for students to productively digest material?
- Does the student teacher pace differentiated instruction so that students of all learning abilities are appropriately challenged and engaged?

D. LEARNING ENVIRONMENT The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k
DN		maintains an unsafe physical and psychological environment.
DE		attempts to maintain a safe physical and psychological environment.
ME		effectively creates a safe physical and psychological environment;
EE		AND explains the purpose for these choices to all students.

Questions for Reflection:

- Does the student teacher create a supportive and inclusive learning environment that promotes the healthy development of all adolescents?
- Does the student teacher avoid the use of criticism and sarcasm to create a safe psychological environment?
- Does the student teacher arrange space so all students, including those with special needs, engage in the learning?
- Does the student teacher respond positively to the diversity found in children and adolescents and use that diversity in planning and implementing instruction?
- Does the student teacher create a physical safe environment for developing movement and use of physical space?
- Does the student teacher plan for peer critique that esteems students attempts and efforts?

		D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q
DN		ignores evidence that a climate of trust and teamwork is lacking.
DE		by being enthusiastic, fair, caring, and respectful to all students;
ME		AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE		AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

- Does the student teacher help students become more familiar with their own and others' cultures?
- Does the student teacher create and maintain an environment that respects individual differences and that allows students to feel equally valued?
- Does the student teacher create equitable, caring, and productive learning environments without patterns of exclusion/attention?
- Does the student teacher create equitable, caring, and productive learning environments without inappropriately negative remarks to students?
- Does the student teacher create equitable, caring, and productive learning environments without stereotyping, demeaning, or unfair comments by students?

		D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c
DN		ignores students' needs and behavior.
DE		attempts to maintain positive classroom behavior.
ME		responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE		demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

- Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
- Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?
- Does the student teacher intervene appropriately to maintain on-task student behavior?
- Does the student teacher have policies and procedures in place for use when student behavior interrupts instruction?
- Does the student teacher effectively enforce class policies and procedures as needed?

D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l	
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

1. Does the student teacher acknowledge and respect varied cultures of students in the learning environment by proposing scripted material which accounts for and represents their cultural backgrounds?
2. Does the student teacher employ the theatrical process as a tool for fostering empathy and tolerance within its participants?
3. Does the student-teacher provide opportunities for the development of the student as a versatile actor, director, designer, and playwright while also encouraging the exploration and discovery of the student's own distinct voice and aesthetic?

E. INSTRUCTIONAL DELIVERY The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j	
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND... ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND... consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Does the student teacher clearly explain the required steps of assignments?
2. Does the student teacher provide students with an opportunity to ask questions to clarify assignments?
3. Does the student teacher ask students to repeat back the learning objectives and/ or steps of the assignment to confirm comprehension?
4. Does the student teacher provide students with lesson objectives in written form either on the board or on a handout?

E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND... makes content relevant to students' prior experiences;
EE	AND... continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

1. Does the student teacher frequently teach in engaging ways that maximize student learning?
2. Does the student teacher actively engage students in independent and collaborative inquiry?
3. Does the student teacher consistently implement instructional strategies that are challenging, culturally sensitive, and developmentally responsive?
4. Does the student teacher present content so that students:
 - develop theater literacy
 - engage in script writing through improvisation and scripted scenes
 - develop basic acting skills
 - learn and explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup
 - analyze a variety of texts from cultural and historical perspectives
 - develop skills in designing and producing
 - develop directing skills

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND... keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Does the student teacher structure lessons to be student-centered rather than teacher-centered when possible?
2. Does the student teacher encourage students to express their ideas with relation to the lesson content?
3. Does the student teacher use embodied learning techniques to actively engage students in learning?
4. Does the student teacher use arts integration techniques to engage students in learning?

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	AND... engages students in learning experiences with technology that is appropriate and challenging;
EE	AND... cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

1. Does the student teacher design assignments that incorporate technology as a tool for research?
2. Does the student teacher map out the logical progression of research using technology?
3. Does the student teacher provide clear, age appropriate boundaries for acceptable use of the internet?
4. Does the student teacher identify and use apps that support and enhance student learning?
5. Does the student teacher observe acceptable use regulations when sharing media with the class?

E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f	
DN	instruction includes only lower level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND... assesses their growth and development in use of higher level thinking skills.

Questions for Reflection:

1. Does the student teacher demonstrate familiarity with Bloom's Taxonomy?
2. Does the student teacher elicit higher level thinking through asking questions requiring students to analyze and synthesize presented material?
3. Does the student teacher ask questions which allow students to express a variety of responses to the material, rather than the "right" response predetermined by the teacher?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

1. Does the student teacher demonstrate respect for individual differences of ethnicity, race, language, culture, gender, and ability?
2. Does the student teacher use varied strategies, materials, and assessments to accommodate diverse learners?
3. Does the student teacher value and appreciate all children and adolescents regardless of family circumstances, community environment, health, and/or economic conditions?
4. Does the student teacher serve as advocate for children and adolescents in the school and in the community?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND ...performs non-instructional procedures efficiently.

Questions for Reflection:

1. Does the student teacher keep students plan enough work to fill an entire class period?
2. Does the student teacher have extra activities planned in case the class completes their work early?
3. Does the student teacher have a clearly established set of procedures that students know and follow?
4. Does the student teacher re-teach procedures when students do not follow them?
5. Does the student teacher anticipate and plan a response to potential disruptions to instructional time?

E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p	
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND ...ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher ...

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✓ F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND ...sets and implements professional goals to improve student learning.

Questions for Reflection:

1. Does the student teacher collect data in various forms that show levels of learning?
2. Does the student teacher use collected data to plan future lessons?

F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h	
DN	provides unclear evidence to document student learning.
DE	collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE	AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Does the student teacher demonstrate reflective practice and use the results to improve instruction?
2. Does the student teacher identify his or her instructional strengths?
3. Does the student teacher identify his or her instructional weaknesses?
4. Does the student teacher adjust or modify teaching techniques after reflecting on strengths and weaknesses?
5. Does the student teacher accept constructive criticism?

F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r	
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME	seeks information from professional resources AND uses it to improve instruction.
EE	seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

1. Does the student teacher show initiative in seeking professional resources?
2. Does the student teacher show initiative in talking with teacher specialists to learn how to work with specific students?
3. Does the student teacher take leadership roles in promoting and participating in activities designed to extend knowledge in his or her teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills?
4. Does the student teacher initiate and value collaboration with others to improve instruction and assessment?
5. Does the student teacher comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources?

G. PROFESSIONALISM The student teacher ...

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✓ G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o	
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

1. In general, has the student teacher demonstrated ethical and confidential handling of his or her professional responsibilities?
2. Can the student teacher identify specific situations that have called for special attention to confidentiality? How has s/he handled these situations?
3. Can the student teacher identify appropriate resources that would provide support for situations requiring special attention?
4. Does the student teacher's dress distract students from learning?
5. Is the student teacher's dress consistent with school division standards for teachers?
6. Does the student teacher's dress allow for appropriate interaction with students?

G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	AND ...practices the new strategies learned to support student learning;
EE	AND ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

1. Has the student teacher developed a tentative long-term plan for professional growth?
2. Has the student teacher identified or participated in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching experience?

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND ...uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

1. Does the student teacher understand the relationships between schools and community organizations and communicate effectively with all stakeholders?
2. Does the student teacher demonstrate understanding and consistent usage of professional language in both verbal and written correspondence?

G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q	
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	AND... communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

1. Does the student teacher demonstrate a comprehensive understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve adolescents (e.g. school counselors, social service workers, home-school coordinators), and work as a successful member of interdisciplinary teams?
2. Does the student teacher foster professional relationships with local businesses and members of the community with the objective of directly enhancing student opportunity and growth?

G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m	
DN	demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE	occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

1. Does the student teacher actively seek out opportunities and resources for learning more about cultural, ethnic, gender and learning differences?
2. Does the student teacher mobilize drama as a tool for teaching tolerance, empathy, and respect?
3. Does the student teacher select performance pieces based on the needs of the community?
4. Does the student teacher call upon the unique experiences of their students to deepen textual analysis, interpretation, and discussion of theatrical pieces?
5. Does the student teacher allow space for and encourage student proposal of material which represents the student's cultural, ethnic, gender, and learning differences?