



CARSON-NEWMAN UNIVERSITY

Education Department
Student Teacher Handbook
2020-2021

Guidance for university mentors, cooperating teachers and teacher candidates

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Student Teaching Handbook

2020-2021

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The contents of this handbook are subject to change without prior notice and should not be interpreted as a binding contract between Carson-Newman University and students.

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Overview

The professional semester program of student teaching is planned jointly by the university, local school systems, and involves significant input from the principals and Cooperating Teachers. Before a teacher candidate may begin the student teaching placements, he or she must complete all course work, pass all required PRAXIS Tests, and complete other state/university requirements. Teacher candidates complete two placements during the student teaching semester. Three separate courses comprise the student teaching semester. Regardless of the field of specialization and graduate/undergraduate status of the teacher candidates, students are enrolled in a separate course for each placement, as well as a seminar in student teaching. Separate grades are awarded for each course.

The professional semester of student teaching is 17 weeks long, and teacher candidates are expected to be in the schools for the full day, following the same schedule as the Cooperating Teachers. Teacher candidates during placement will follow the holiday leave, in-service, and professional development calendar as scheduled by the school system in which they student teach. For example, teacher candidates will take the spring break of the school system they are placed in, not Carson-Newman's spring break. Teacher candidates are expected to participate in in-service activities and all other activities with the Cooperating Teacher, unless otherwise directed by the Cooperating Teacher and/or principal of the school.

The professional semester provides individual teacher candidates a coherent program of observation and teaching experiences with students who have diverse learning needs and varied backgrounds. The student teaching semester builds upon practicum experiences in the professional education core of the teacher preparation program.

During the professional semester, 10 seminars are held with university faculty to focus on application and analysis of teaching knowledge in the classroom and professional development. Except in rare cases, no other courses are taken by teacher candidates during the student teaching semester. The grade for the seminar in student teaching is determined by attendance at seminar meetings, participation in seminar activities, completion of the student teaching Professional Development Plan and edTPA completion, and successful Praxis II test completion. More specific details about the grade in seminar are distributed in the seminar syllabus.

Each teacher candidate is assigned Cooperating Teachers in two different placements who assume mentor roles and orchestrate the teacher candidate's activities in the classroom. The Cooperating Teachers and University Mentors meet regularly with the teacher candidates to provide instruction, analysis, and feedback on classroom teaching effectiveness.

Cooperating Teachers are selected according to criteria, which include appropriate licensure, evaluation as a highly competent teacher, and willingness to assume the roles expected of a mentor. All must meet minimum requirements set by the state of Tennessee. The university

provides stipends (based on student teaching fees) and other incentives for Cooperating Teachers along with orientation and continued training.

The University Mentors, who are responsible for the teacher candidates, receive training in supervision and serve as a model of effective teaching. Cooperating Teachers and University Mentors cooperatively supervise the experience of teacher candidates with shared responsibility for formative and summative evaluations.

University Mentors assume responsibility for the final grade for student teaching in each placement, based upon significant input from and consultation with Cooperating Teachers. A grade of A, B, C, D, or F will be given to an undergraduate teacher candidate; graduate students receive a grade of either A, B, C, or F.

Sites for placement of teacher candidates in public schools are chosen by the Teacher Education and Graduate Studies Departments according to criteria, which ensure experiences consistent with the goals of the teacher preparation program and licensure standards. Schools are selected that are within a radius of 30-40 miles from Jefferson City to allow for appropriate supervision by Carson-Newman University faculty and University Mentors. The Director of Field Experiences makes these placements with approval by the chair of Education.

Student Teaching Experience: Roles of the Professional Team

Student teaching involves a community of practice. Members of this community include the teacher candidate, University Mentor, Cooperating Teacher, the principal and other support personnel. In addition, Carson-Newman University faculty, department chair and office staff in the Department of Education lend support.

- The teacher candidate is the student enrolled in student teaching.
- The University Mentor works with the teacher candidate, Cooperating Teachers, and the Principal to provide appropriate teaching/learning situations. All teacher candidates have a University Mentor.
- The Cooperating Teacher is the person directly involved with the teacher candidate on a daily basis. His/her function is to serve as a mentor who guides the teacher candidate's development as a practicing teacher.

Details regarding the specific roles and responsibilities of each member of the community are described in detail in the following pages.

The Teacher Candidate

As the teacher candidate moves into the semester of student teaching, it is expected that he/she will develop into a valued member of the collaborative teaching team. The cooperating teacher will shift the responsibilities as lead teacher to the teacher candidate over time but remain continually engaged with the classroom instruction and meeting student needs. The model of Gradual Release (Fisher & Frey 2013) is the method preferred to be used by the cooperating

teacher to gradually shift responsibility in the planning, organizing, managing, teaching, and evaluating of instruction to the teacher candidate until they assume the roll of lead teacher. Participation in all faculty professional development is expected by the teacher candidate. Parent nights and other activities where there is an expectation of the cooperating teacher's attendance should also extend to the student teacher. Cooperating Teachers have a right to expect teacher candidates who are caring, competent, and called. Teacher candidates should remember that it is a privilege extended by the teacher and the school to serve as a teacher candidate.

All teacher candidates have been accepted into the teacher education program and must have completed a background check that has been reviewed with the candidate being cleared to work in a PK-12 school setting. However, some school systems may have additional requirements. Teacher candidates are responsible for the fees associated with any additional requirements by school districts.

Teaching Responsibilities - Teacher candidates will periodically assume responsibilities for planning, delivering, and evaluating instruction as they collaborate with the cooperating teacher. They will prepare lesson plans for each lesson they teach. If observed by their University Mentor, they will be required to use the Carson-Newman Student Teaching Lesson Plan format (see appendix D) unless a formal lesson plan is required by the school administration. For all other lesson plans, they will use the lesson plan format used by the Cooperating Teacher. When observed, teacher candidates should have their printed lesson plan, a printed copy of the TEAM Educator Observation Form (see appendix F), and their reference copy of the TEAM General Educator Rubric (see appendix E) ready for the observers to use during the observation. Teacher candidates will also complete an edTPA work sample in each placement that includes a unit plan with pre- and post-assessments. Information about the edTPA and the work sample information will be provided in greater detail during student teaching seminar.

Teachers' Meetings and In-Service - Teacher candidates are to take part in the same meetings as their Cooperating Teachers, except when the Cooperating Teacher or principal feels this is not in the best interest of the school or the teacher candidates. Teacher candidates are to attend any PTO, in-service, or faculty meetings to which they are asked to attend by their Cooperating Teachers or principals.

Absences - Absences should be extremely rare. If an unexpected tardy or absence should occur, the teacher candidates must notify the Cooperating Teacher and the University Mentor as far in advance as possible, providing the reason for being tardy or absent. All other absences should be discussed and approved by the Cooperating Teacher, University Mentor, and Director of Field Experiences before approval of absence will be accepted. If the teacher candidate is responsible for the day's lesson, he or she must have written lesson plans in place for the Cooperating Teacher. For all absences, the teacher candidate must complete the Absence Form for Student Teaching (see appendix B), submit the form to the Director of Field Experiences, and keep a copy in the student teaching notebook. Teacher candidates will be required to make up any missed

days. Teacher candidates will work with the Cooperating Teachers, University Mentor, and Director of Field Experiences to determine when and how any missed days will be made up.

School Policies - All teacher candidates are expected to know and adhere to the policies of the school to which they are assigned. Teacher candidates will acquire a copy of school policies and include those policies in their student teaching notebook.

Standards for Professional Attire - Teacher candidates are expected to dress professionally, and they should be familiar with the expectations and policy for dress of the administrators and teachers at the assigned school. Teacher candidates NEVER wear blue jeans to school and maintain professional attire even on casual days. Teacher candidates should also be very knowledgeable of the dress code for students at the school and should never violate that dress code. However, the teacher candidate may participate in special instructional days where faculty participate by wearing attire that enhance instruction (History Days, Literature Days, etc.).

Teacher Candidate-Student Relationships

Teacher candidates must use good judgment in their relationships with students. The teacher candidate should avoid relationships with students under direct supervision beyond their teaching responsibilities and/or outside the school setting and shall avoid excessive informal and social involvement with individual students of the school. Romantic, amorous or sexual relationships, and romantic, amorous or sexual comments or communications in any form between teacher candidate and students are strictly prohibited. This includes unprofessional and inappropriate communication.

Examples of unprofessional and inappropriate communications include, but are not limited to:

1. The teacher candidate fraternizing or communicating with students in a peer to peer or unduly familiar manner;
2. Writing personal letters, e-mailing, texting, contacting through social media, or calling student on their cell phones about subject matter that is beyond the scope of their professional relationship and the instructional curriculum standards of the class;
3. Sending suggestive, lewd or indecent pictures or images to students or inviting students to do the same;
4. Discussing or revealing to a student inappropriate aspect of private lives or inviting students to do the same; being overly familiar, and
5. Engaging in unnecessary and/or non-curricular dialogue concerning topics of a sexual nature.

Teacher candidates must guard against associations with students that are outside the normal scope of the teacher candidate's role and appropriate educator/student relationship. Teacher candidates engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal from the program.

Substituting - Teacher candidates will not be permitted to substitute for a classroom teacher in any class or proctor for any testing.

Corporal Punishment - Under no circumstances may teacher candidates participate in administering corporal punishment to pupils or serve as “witnesses” for staff members administering corporal punishment.

Co-Curricular Activities - Carson-Newman teacher candidates are encouraged to participate in the activities of the resident school within the rules and regulations governing regular teachers of the school and the rules and regulations governing Carson-Newman students.

Field Trips – Teacher candidates may not plan any field trips except in collaboration with the Cooperating Teacher. It is the responsibility of the Cooperating Teacher to complete all documentation and ensure appropriate notification and approval of parents is completed. The Cooperating Teacher must accompany the teacher candidates and the class on the field trip and ensure that district policy and state law is followed concerning the number of chaperones and approval of chaperones.

Campus Activities - It is urged that Carson-Newman University campus activities be confined to a minimum during student teaching. Campus activities (including recitals, athletic events, social activities etc.) should not be allowed to interfere with regular attendance at the resident school or conscientious preparation for student teaching.

Employment - Employment during student teaching is not recommended. If such employment interferes with student teaching performance, the teacher candidates may be asked to discontinue the employment.

Professional Confidentiality – All teacher candidates and university mentors are to be familiar with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). Confidentiality is always an important concern for those who have access to information regarding students in the public schools. Carson-Newman University teacher candidates are expected to protect student confidentiality even as they share their experiences with their University Mentor and peers in conferences and seminar discussions. A confidentiality statement will be signed at the first meeting and retained in the student teaching notebook.

The University Mentor

The University Mentor is an advocate for the teacher candidate and a resource for both the teacher candidate and the Cooperating Teacher. The University Mentor will visit the Cooperating Teacher and the teacher candidate during the first week of the teacher candidate’s placement in the school. During this visit, the University Mentor will conference with the teacher candidate and the Cooperating Teacher, addressing expectations and responsibilities of both parties. It is suggested that the University Mentor schedule this visit. During this visit the University Mentor should initiate a sense of collegiality and teamwork and discuss the student teaching requirements and expectations, along with the role that each person plays in creating a successful student teaching experience.

The University Mentor will assume an active role in orientation, communication, and evaluation. University Mentors objectively critique the performance of teacher candidates and advise them on strategies and tactics that will support them in their development toward becoming highly capable professional educators. The University Mentor also completes a minimum of two lesson observations using the TEAM General Educator Rubric (see appendix E) in each placement, for a minimum of 4 observations completed on the TEAM General Educator Observation Form (see appendix F) by the end of the student teaching experience.

University mentors will provide support to the teacher candidate in the planning of the work sample for each placement and in setting specific measurable goals for each placement.

Conferencing with the teacher candidate should be an aspect of each visit. The following areas should be addressed:

1. University mentor feedback on the lesson observed using the TEAM General Education Rubric.
2. Review of lesson plans in the student teaching notebook.
3. Focus on affirmations, suggestions, and areas of consideration for improvement.
4. Answer questions the teacher candidate considers to be important.

The Cooperating Teacher

It is the goal of student teaching to provide an authentic teaching experience in a supportive environment under the guidance of university and school professionals. The role of the Cooperating Teacher is a critical factor in the successful student teaching experience. The Cooperating Teacher influences the aspiring teacher's growth and development long after student teaching has ended. The degree to which the Cooperating Teacher is willing to share the commitment to the profession, knowledge and teaching skills is a major determinant of success. Based on the assumption that good communities of practice offer the best context for learning to be a teacher, we seek cooperative teachers with the following credentials:

1. Teaching licensure appropriate to the teacher candidate's areas of licensure preparation
2. Three or more years of successful teaching experience
3. TEAM or equivalent evaluations scores of above expectations
4. Up-to-date in their teaching field and committed to career-long professional development
5. Commitment to using a wide variety of teaching methods, techniques, and materials
6. Ability to effectively communicate knowledge and experience and to offer ongoing constructive feedback

The Cooperating Teacher is expected to share information about the school and classroom, including policies and classroom management techniques; share curriculum resources and materials with teacher candidates; guide the teacher candidate in creating lessons; carefully observe the teacher candidate's teaching and developing of lessons, while providing constructive feedback on a regular basis; complete a minimum of two lesson observations using the TEAM General Educator Rubric as a guide (see appendix E) while completing those on the TEAM General Educator Observation Form (see appendix F); and serve as a model of good teaching. It is

important to inform the University Mentor or the Director of Field Experience immediately when problems occur.

Suggested Schedule for Student Teaching

The suggested general student teaching schedule below is provided to help Cooperating Teachers, University Mentors, and teacher candidates structure the way in which teacher candidates assume teaching responsibilities in each placement. Each teacher candidate, University Mentor, and Cooperating Teacher will design a schedule that is appropriate for the teacher candidate, as well as the students in the classroom to which the teacher candidate is assigned. Teacher candidates are expected to assume the Cooperating Teacher's full load of teaching for a minimum of one week in each placement. The Cooperating Teacher may leave the room during the time a teacher candidate is assuming full responsibility for the class, but the Cooperating Teacher should be nearby and available to assist with supervision of students. The teacher candidate is encouraged to assume as much responsibility, as quickly as possible, to maximize the student teaching experience.

At the beginning of the placement, the teacher candidate needs to become familiar with the school - its students, policies, and procedures. The teacher candidate and Cooperating Teacher need to agree upon the schedule of classes to teach and possible extracurricular activities. The teacher candidates will begin planning for their edTPA work sample. They should assist their Cooperating Teacher in grading and record keeping, and supporting instruction with small group work and discussions, tutoring, and other routine tasks. This is also the time for teacher candidates to observe some classes of other teachers in the school and to conference with administrators, librarians, counselors, and others.

Now that the teacher candidate is familiar with the school and classroom, the teacher candidate and Cooperating Teacher should form a teaching team. Team teaching is encouraged and is characterized by cooperative planning, mutual support when the team members are together, shared supervision of students, shared presentation, discussion, coaching, and monitoring of student work, and cooperative evaluation of the effectiveness of classroom instruction upon student learning. Students should benefit from the presence of both Cooperating Teacher and teacher candidate in the classroom. Teacher candidates should observe their Cooperating Teacher present lessons, and then the teacher candidate should "mirror teach" the lessons to another class when possible. During this time the teacher candidate, the Cooperating Teacher, and University Mentor should develop a schedule of when observations will take place. At least one observation from the University Mentor and Cooperating Teacher should have taken place by the end of the second week.

As the placement progresses, teacher candidates should be given responsibility to gradually assume the instructional roles of the lead teacher. This means that the teacher candidate takes responsibility to plan instruction gradually releases the responsibilities for preparing materials including study guides, handouts, quizzes and exams; gathering resources; and delivering and

assessing instruction while still assisted by the Cooperating Teacher. In addition, the teacher candidate will participate in all school activities and meetings that the Cooperating Teacher must attend. The teacher candidate may assist in extracurricular activities as well. During this time, the final two Cooperating Teacher and University Mentor observations should have taken place.

In the last week of the placement, the teacher candidate begins to relinquish responsibility as the lead teacher. Teacher candidates can continue to mirror teach and assist their Cooperating Teacher. The Educator Disposition Assessment (see appendix H) and final conference should be completed with the teacher candidate, Cooperating Teacher, and University Mentor during this time.

Student Teaching Notebook

The student teaching notebook will be created by the teacher candidate. It is the source of information and record keeping tool to be used daily during the student teaching experience. The student teaching notebook will be available for examination by the University Mentor and the Cooperating Teacher at any point during the student teaching semester and during all seminar meetings. The student teaching notebook should contain the following:

- Student Teaching Handbook
- Daily Schedule (see appendix A)
- Absent/tardy forms
- Observation Reflections
- Lesson Plans (All previous taught lessons and current week)
- edTPA work sample

Videotaped Instruction

One of the most effective ways that teacher candidates can develop the skills to analyze their own teaching is the use of videotaping. Teacher candidates will videotape themselves teaching as part of the edTPA. Each videotape should only be used for edTPA and for reflection upon their own practice.

Teacher candidates must follow appropriate procedures for obtaining permission to videotape in each classroom. Teacher candidates should discuss this requirement with the Cooperating Teacher and follow any school policies pertaining to videotaping. Many schools have a blanket policy that allows taping if the tape is being used for educational purposes; if this is the case, then no permission is needed. Other schools may have their own permission form, and some will have no form or policy. A sample video permission form is provided (see appendix G). Use this form if one is not provided by the school but is required.

Evaluation of Student Teaching

Based on recommendations from the Tennessee State Board and Department of Education, Carson-Newman University has adopted the Tennessee Educator Acceleration Model (TEAM), which is used to evaluate teachers who work in the public schools in Tennessee. These are the same forms that Cooperating Teachers and University Mentors will use to complete observations. (appendix E & F).

During each placement, teacher candidates will be evaluated using two forms: the TEAM General Educator Observation Form and the TEAM Professionalism rubric. Teacher candidates' teaching is observed a minimum of two times by both their Cooperating Teacher and University Mentor (in each placement). At the end of their student teaching semester, a total of four formal lesson observations will be completed in each placement. For each observed lesson, the teacher candidates will upload the lesson plan to Canvas (for lessons observed by University Mentor, be sure to use the Carson-Newman Student Teacher Lesson Plan Format) the day BEFORE the scheduled observation. University mentors should have the opportunity to read the lesson plan prior to coming. If this is not possible then the university mentor may reschedule the observation. If uploading the lesson plan for Cooperating Teacher, choose CT observation, if uploading the lesson plan for University Mentor, choose UM observation.

Cooperating Teachers and University Mentors will use scripting notes to record the events of each lesson, consult the TEAM General Educator Rubric for performance level, and then complete TEAM General Educator Observation Form the for each observed lesson. They will use the TEAM General Education Rubric to guide the discussion with the teacher candidates in a post-lesson observation conference. The University Mentors will enter each TEAM General Educator Observation Form results into Canvas for both the Cooperating Teacher and University Mentor's lesson observations.

Midway through each placement, a conference should be scheduled, during which the Cooperating Teacher, University Mentor, and teacher candidate discuss the teacher candidate's progress. At the end of each placement, another conference should be scheduled to discuss the the student's professional dispositions and summative performance scores, including a refinement and reinforcement. for the placement. The University Mentor and the Cooperating Teacher will each complete the Educator Disposition Assessment (EDA) sent electronically to both the University Mentor and Cooperating Teacher. The EDA must be completed prior to the conference.

The University Mentor is responsible for ensuring that observations and EDA rubrics are entered in Canvas prior to the deadline for submission for grades set by the Director of Field Experiences.

References

Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility* (2nd ed.). Alexandria, VA: ASCD.

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Daily Schedule

Place completed daily schedule in your student teaching notebook and also give a copy to your University Mentor within a week of beginning each placement.

Name of Teacher Candidate _____ Phone Number _____

E-Mail _____

Name of School _____ School Phone Number _____

Name of Cooperating Teacher _____ Phone Number _____

E-Mail _____

Be sure to include where you will be located each period of the day. Include any alterations to the regular schedule (such as for music, art, and physical education) below or on the back of the form.

Time and Period	Subject	Room Number	

Absence and Tardy Form for Student Teaching

Absences should be extremely rare. If an unexpected tardy or absence should occur, the teacher candidate must notify the cooperating teacher and the university mentor as far in advance as possible, providing the reason for being tardy or absent. All other absences should be discussed and approved by the cooperating teacher, university mentor, and director of field experiences before approval of absence will be accepted. If the teacher candidate is responsible for the day's lesson, he or she must have written lesson plans in place for the cooperating teacher. For all absences, the teacher candidate must complete the Absence Form for Student Teaching, submit the form to the Director of Field Experiences, and keep a copy in the student teaching notebook. The teacher candidate will be required to make up any missed days. The teacher candidate will work with the cooperating teachers, university mentor, and director of field experiences to determine when and how any missed days will be made up.

Name _____

Reason for absence:

Teacher Candidate _____

Date _____

Cooperating Teacher _____

Date _____

University Mentor _____

Date _____

Director of Field Experiences _____

Date _____

Absence without approval is considered to be unprofessional and will be considered in the final evaluation of the student teacher.

**CONFIDENTIALITY AGREEMENT
FOR FIELD PLACEMENT AND STUDENT TEACHING ASSIGNMENTS**

Several federal and state laws protect the privacy rights of students and families. Yet, for university students, as pre-service teachers, there are many instances in which confidential information is discussed in order to better understand students and how to help them. As a pre-service teacher, you may share confidential student information only in discussions and assignments that are an integral part of your clinical training. Even within this restricted use, student names and other identifying characteristics should always be masked. If, at any time, the terms of confidentiality are violated, termination of the placement may occur.

As a pre-service teacher:

- I realize that I am subject to the code of ethics of the public school in which I am placed.
- I will keep confidential matters private.
 - I understand that field and student teaching placements are a privilege and not a right. The school's principal and/or university supervisor reserve the right to deny or remove any preservice teacher who violates confidentiality or other district policy.

By signing this agreement, I am stating that I will not divulge information about any student or family to any person other than those for the restricted use defined above.

Signature of Pre-Service Teacher

Date

Carson-Newman University Student Teacher Lesson Plan Format

Name:

Lesson Title:

Grade and Subject Area:

Lesson Duration:

Objectives and State Standards:

Objectives focus the lesson. They include only the concepts that will be taught and assessed in the lesson. While other ideas may be discussed or reviewed, the objectives are the things that will be assessed. There will be very few of these.

Related Standard. For each objective there should be a state curriculum standard that is the basis for the objective. It should be stated and include the number from the state curriculum standard.

Note: Some professors may require essential questions or “I can” statements.

Lesson Assessment

This section describes any techniques used to determine what the students learned about the lesson after the lesson is completed. You should also include here how you will differentiate your assessment.

Materials:

Here should be listed in detail all the materials that will be used including the texts that will be used. Complete copies of worksheets or assessments used during the lesson should be listed here and attached to the lesson plan.

You need to include any materials you will use to differentiate for reading material, interest, and learning profile.

Procedures:




This section provides a step by step plan of what will take place during the lesson. This section should be written in a list format of some kind. Any directions the teacher gives and any questions that the teacher will use should be written out word for word. Other things like a lecture or an explanation of a concept can be written as an outline. It will include information about how the teacher will group students, manage student interactions and movement, and distribute materials.

Formative Assessment should take place during the lesson. In your lesson plan you will need to **highlight** (in color) each time you check for understanding during the lesson. This will happen several times during the lesson and should happen at least once for each separate activity. You should describe how you will monitor student responses to the formative assessment.



In your step by step plan you will need to show you will differentiate your lesson by:

- Content (how you will change the level of the content for low achievers as well as gifted students)
- Process (how you are teaching and assessing the material to meet different learning profiles) After each instance of differentiation, write in the lesson plan in italics either *Differentiation by Content* or *Differentiation by Process*.



General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> All learning objectives are clearly and explicitly communicated, connected to state standards, and referenced throughout lesson. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 	<ul style="list-style-type: none"> Most learning objectives are communicated, connected to state standards, and referenced throughout lesson. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 	<ul style="list-style-type: none"> Few learning objectives are communicated, connected to state standards, and referenced throughout lesson. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.
Motivating Students 	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content 	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and relevant, coherent, or essential information.




General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Lesson Structure and Pacing 	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • The lesson includes time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions. 	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> • The lesson does not start promptly. • The lesson has a structure, but it may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.
Activities and Materials 	<ul style="list-style-type: none"> • Activities and materials include all of the following: <ul style="list-style-type: none"> ○ support the lesson objectives, ○ are challenging, ○ sustain students' attention, ○ elicit a variety of thinking, ○ provide time for reflection, ○ are relevant to students' lives, ○ provide opportunities for student-to-student interaction, ○ induce student curiosity and suspense, ○ provide students with choices, ○ incorporate multimedia and technology, and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. <ul style="list-style-type: none"> ○ The preponderance of activities demand complex thinking and analysis. ○ Texts and tasks are appropriately complex. 	<ul style="list-style-type: none"> • Activities and materials include most of the following: <ul style="list-style-type: none"> ○ support the lesson objectives, ○ are challenging, ○ sustain students' attention, ○ elicit a variety of thinking, ○ provide time for reflection, ○ are relevant to students' lives, ○ provide opportunities for student-to-student interaction, ○ induce student curiosity and suspense; ○ provide students with choices, ○ incorporate multimedia and technology, and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). ○ Texts and tasks are appropriately complex. 	<ul style="list-style-type: none"> • Activities and materials include few of the following: <ul style="list-style-type: none"> ○ support the lesson objectives, ○ are challenging, ○ sustain students' attention, ○ elicit a variety of thinking, ○ provide time for reflection, ○ are relevant to students' lives, ○ provide opportunities for student to student interaction, ○ induce student curiosity and suspense, ○ provide students with choices, ○ incorporate multimedia and technology, and ○ incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).




General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Questioning 	<ul style="list-style-type: none"> Teacher questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions require students to regularly cite evidence throughout lesson. Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is consistently provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. Students generate questions that lead to further inquiry and self-directed learning. Questions regularly assess and advance student understanding. When text is involved, majority of questions are text-based. 	<ul style="list-style-type: none"> Teacher questions are varied and high quality providing for some, but not all, question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions usually require students to cite evidence. Questions are usually purposeful and coherent. A moderate frequency of questions asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is sometimes provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. When text is involved, majority of questions are text-based. 	<ul style="list-style-type: none"> Teacher questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions are random and lack coherence. A low frequency of questions is asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is inconsistently provided. The teacher mostly calls on volunteers and high-ability students.
Academic Feedback 	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, high quality and references expectations. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement, and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.





General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Grouping Students 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) most of the time to best accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge 	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in a disconnected manner.
Teacher Knowledge of Students 	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.

General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans 	Instructional plans include: <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and provide appropriate time for student work, student reflection, and lesson unit and closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners; and evidence that the plan provides regular opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, and provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners; and evidence that the plan provides some opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> few goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards, are rarely logically sequenced, rarely build on prior student knowledge, and inconsistently provide time for student work, and lesson and unit closure; and little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work 	Assignments require students to: <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it, draw conclusions, make generalizations, and produce arguments that are supported through extended writing, and connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	Assignments require students to: <ul style="list-style-type: none"> interpret information rather than reproduce it, draw conclusions and support them through writing, and connect what they are learning to prior learning and some life experiences. 	Assignments require students to: <ul style="list-style-type: none"> mostly reproduce information, rarely draw conclusions and support them through writing, and rarely connect what they are learning to prior learning or life experiences.
Assessment 	Assessment plans: <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction. 	Assessment plans: <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year. 	Assessment plans: <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear.

General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior 	<ul style="list-style-type: none"> Students are consistently well behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but at other times, stops the lesson to address it. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes all members and guests, is organized and understandable to all students, supplies, equipment, and resources are all easily and readily accessible, displays student work that frequently changes, and is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes most members and guests, is organized and understandable to most students, supplies, equipment, and resources are accessible, displays student work, and is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting, is not well organized and understandable to students, supplies, equipment, and resources are difficult to access, does not display student work, and is not arranged to promote group learning.
Respectful Culture 	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.

TEAM Educator Observation Form

Observer _____

 Announced Unannounced

Teacher Observed _____

School Name _____

Observation Number _____

Date: ___/___/___

Time: _____

Designing and Planning Instruction	Observer Score	Self Score
Instructional Plans (IP)		
Student Work (SW)		
Assessment (AS)		
Learning Environment	Observer Score	Self Score
Expectations (EX)		
Managing Student Behavior (MSB)		
Environment (ENV)		
Respectful Culture (RC)		
Instruction	Observer Score	Self Score
Standards and Objectives ((SO)		
Motivating Students (MS)		
Presenting Instructional Content (PIC)		
Lesson Structure and Pacing ((LS)		
Activities and Materials (ACT)		
Questioning (QU)		
Academic Feedback (FEED)		
Grouping Students (GRP)		
Teacher Content Knowledge (TCK)		
Teacher Knowledge of Students (TKS)		
Thinking (TH)		
Problem Solving (PS)		

Reinforcement Objective:
Indicator: _____

Notes:
Refinement Objective:
Indicator: _____

Notes:

Observer Reflection on Observation (Optional):

Teacher Reflection on Observation (Optional):

Adapted from National Institute for Excellence in Teaching. Do not duplicate without permission.

Observer Signature _____

Date _____

Teacher Signature _____

Date _____

The following is a sample permission form. Before videotaping, the student teacher should secure permission from the cooperating teacher and principal prior to contacting parents for permission to video tape. The student teacher should also use the forms provided by the school if available.

Permission to Video Tape

Date _____

I, _____, give permission for my child,
(signature of parent)

_____, to be included in a class in which the
student teacher, _____, is videotaping his/her lesson. I
understand that the videotapes will be used only for the student teacher, cooperating
teacher, and University Mentor to help the student teacher to improve the effectiveness of
his/her teaching.

Please score the C-N teacher candidate on the following 9 dispositions by circling 0, 1, or 2 for each. It looks like a long survey, but there are only 9 dispositions to mark. We are listing all items in the rubric for your convenience, but we just need for you to circle 0, 1, or 2 at the top of each set of boxes.

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

- 0-Needs Improvement: minimal evidence of understanding and commitment to the disposition*
- 1-Developing: some evidence of understanding and commitment to the disposition*
- 2-Meets Expectations: considerable evidence of understanding and commitment to the disposition*

It is important to understand the criteria for each disposition and what the numbers actually mean in terms of how we view these ratings for our teacher candidates.

A score of '0' on any criteria could lead to a Dispositions Warning. A Dispositions Warning is given to any student for violating the expectations outlined in this Educator Disposition Assessment. Warnings are intended to be instructional, and not punitive, in nature as C-N nurtures and guides our teacher candidates through the program; however, three warnings result in dismissal from the program. A score of "1" on any criteria is appropriate early-on but less so as the teacher candidate nears graduation and licensure. If a teacher candidate is in student teaching, scores of "1" should be few and far between; however, if it is warranted, do not hesitate to assign a "1" so that C-N can address any issues prior to recommending a teacher candidate for licensure.

We appreciate your careful consideration of each set of criteria and your guidance of our teacher candidates as they near licensure and teaching in a classroom of their own.

1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
(Competent)	<ul style="list-style-type: none"> ● Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major errors</i> in language, grammar, and word choice ● Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation ● Choice of vocabulary is either too difficult or too simplistic 	<ul style="list-style-type: none"> ● Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors ● Strives to vary oral communication as evidenced of some students demonstrating a lack of participation ● Occasionally uses vocabulary that is either too difficult or too simplistic 	<ul style="list-style-type: none"> ● Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment ● Varies oral communication as evidenced by encouraging participatory behaviors ● Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
(Competent)	<ul style="list-style-type: none"> Communicates in tones that are harsh or negative as evidenced by fostering negative responses Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes 	<ul style="list-style-type: none"> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses Demonstrates <i>common</i> errors in spelling and grammar 	<ul style="list-style-type: none"> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses Demonstrates precise spelling and grammar

3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
(Caring)	<ul style="list-style-type: none"> Does not respond to <i>communications</i> and does not submit all assignments Fails to exhibit punctuality and/or attendance Crosses <i>major</i> boundaries of ethical standards of practice Divulges <i>inappropriate</i> personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others Functions as a group member with no participation 	<ul style="list-style-type: none"> Delayed response to <i>communications</i> and late submission of assignments Not consistently punctual and/or has absences Crosses <i>minor</i> boundaries of ethical standards of practice Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation 	<ul style="list-style-type: none"> Responds promptly to <i>communications</i> and submits all assignments Consistently exhibits punctuality and attendance Maintains professional boundaries of ethical standards of practice Keeps <i>inappropriate</i> personal life issues out of classroom/workplace Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
(Called, Caring)	<ul style="list-style-type: none"> • Often complains when encountering problems and rarely offers solutions • Resists change and appears offended when suggestions are made to try new ideas/activities • Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions 	<ul style="list-style-type: none"> • Seeks solutions to problems with prompting • May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed • Overlooks opportunities to demonstrate positive affect 	<ul style="list-style-type: none"> • Actively seeks solutions to problems without prompting or complaining • Tries new ideas/activities that are suggested • Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
(Competent)	<ul style="list-style-type: none"> • Rejects constructive feedback as evidenced by no implementation of feedback • Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve • Comes to class unplanned and without needed materials • Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed 	<ul style="list-style-type: none"> • Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions • Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement • Comes to class with some plans and most needed materials • Aware that lesson is not working but does not know how to alter plans to adjust 	<ul style="list-style-type: none"> • Accepts constructive feedback as evidenced by implementation of feedback as needed • Learns and adjusts from experience and reflection as evidenced by improvements in performance • Comes to class planned and with all needed materials • Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(g)	Needs Improvement 0	Developing 1	Meets Expectations 2
(Called, Caring, Competent)	<ul style="list-style-type: none"> ● Demonstrates inequitable embracement of all <i>diversities</i> ● Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students 	<ul style="list-style-type: none"> ● Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> ● Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task 	<ul style="list-style-type: none"> ● Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> ● Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors

7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
(Called, Caring, Competent)	<ul style="list-style-type: none"> ● Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus ● Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others ● Rarely collaborates or shares strategies and ideas even when prompted 	<ul style="list-style-type: none"> ● Demonstrates some flexibility ● Maintains a respectful tone in most circumstances but is not consistent ● Shares teaching strategies as evidenced by some effort towards collaboration 	<ul style="list-style-type: none"> ● Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus ● Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others ● Proactively shares teaching strategies as evidenced by productive collaboration

8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
(Called, Caring, Competent)	<ul style="list-style-type: none"> ● Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support ● Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work 	<ul style="list-style-type: none"> ● Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth ● Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles 	<ul style="list-style-type: none"> ● Recognizes own weaknesses as evidenced by seeking solutions before asking for support ● Researches and implements most effective teaching styles as evidenced by citing works submitted

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
(Caring, Competent)	<ul style="list-style-type: none"> ● Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues ● Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily ● Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness 	<ul style="list-style-type: none"> ● Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues ● Demonstrates perseverance and resilience (grit) most of the time ● Demonstrates sensitivity to feelings of others most of the time 	<ul style="list-style-type: none"> ● Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues ● Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations ● Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

COMMENTS: