

Outcome #1: Consistently applies important aspects of teaching developed during previous professional education courses including, but not limited to the following (A-M):

<i>Outcome #1</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
A. Professional behavior and ethical conduct	<ul style="list-style-type: none"> * does not comply with school policies *excessive absences * inappropriate dress * frequent tardies * misses required meetings 	<ul style="list-style-type: none"> * incomplete knowledge of school policies * does not seek information pertaining to policies * displays appropriate behavior * attendance as minimally required * spends no time outside school hours 	<ul style="list-style-type: none"> * complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * spends extra time with studies (i.e. tutoring, extra curricular activities) * implements new procedures * seeks opportunities to grow professionally (i.e. attends available professional development opportunities when the are available
NOTATIONS				
Midterm:				
Final:				

<i>Outcome #1</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
B. Effective work with diverse learners	<ul style="list-style-type: none"> * uses only on-level materials with no allowances for individual needs * relies only on the on-level teacher guides 	<ul style="list-style-type: none"> * makes only minimal adaptations for diverse learners * is aware of a need for and adapts materials for diverse learners * rarely uses additional resources 	<ul style="list-style-type: none"> * consistently and appropriately addresses needs of diverse learners * consistently finds and uses alternative resources to work with diverse students 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * knows and utilizes fine distinctions in the needs of diverse learners

NOTATIONS

Midterm:				
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Final:				
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	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
C. Positive and effective classroom management (environment, teaching, behavior)	<p>Environment: * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.)</p> <p>Teaching: * inadequate planning, goal setting, and ability to establish realistically high expectations for learners * ineffective use of materials, transitions, and positive attitude * poor directions/procedures resulting in frequent learner time off task</p> <p>Behavior: * inappropriate responses to behavior that result in frequent interruptions * uses sarcasm, negative reinforcement, and rewards inappropriately</p>	<p>Environment: * adjusts physical room environment only when mentor teacher asks</p> <p>Teaching: * begins to demonstrate thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners * inconsistent effective use of materials, transitions, and positive attitude</p> <p>Behavior: * beginning to respond appropriately to behavior, reducing disruptions * uses limited sarcasm and uses positive rewards and reinforcements inconsistently</p>	<p>Environment: * demonstrates understanding of correlation between physical environment and student learning * consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners</p> <p>Teaching: * consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude * noninstructional duties (attendance, lunch count, etc.) are attended to while learners become engaged with academic tasks * directions and procedures are consistently clear and concise, resulting and concentrating learner time on task</p> <p>Behavior: * consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions * consistently uses positive reinforcements and rewards for all learners</p>	<p>* meets all expectations at the proficient level</p> <p>Environment: * takes initiative to see that the classroom provides a nurturing and safe learning environment for all students</p> <p>Teaching: * independently plans and implements comprehensive lessons for most effective learner time on task * learner motivation and monitoring are built into plans as well as regular classroom expectations</p> <p>Behavior: * actively seeks creative ways to promote learning and self discipline</p>
NOTATIONS				
Midterm:				

Final:				

Outcome #1	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
D. Learning theories and instructional strategies	<ul style="list-style-type: none"> * plans using only published teacher guides * uses only whole class lecture and assessment * uses assessment only for grading purposes 	<ul style="list-style-type: none"> * some creative planning and teaching * consistently depends on mentor teacher for ideas * needs constant guidance for preparation and implementation of lessons and instructional strategies 	<ul style="list-style-type: none"> * frequently uses creative planning and teaching * standards, benchmarks, assessments, and enrichment for learning and reflected in lesson plans * encourages critical thinking * responds to suggestions from mentor teacher and shows ongoing growth * appropriate use of assessment and materials * shows independence in using multiple teaching strategies * works as a facilitator for learning 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * consistently uses creative planning and teaching * independently implements a variety of theories and strategies * creates assessment documents which reflect learning * works as a facilitator for learning beyond expectations
NOTATIONS				
Midterm:				
Final:				

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	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
E. effective instructional planning and assessment	<ul style="list-style-type: none"> * uses only prepared teacher guide plans * lesson plans are incomplete and/or untimely * assessment for grading purposes only * no apparent connection between planning and assessment 	<ul style="list-style-type: none"> * plans for the short term * plans are ready on time * reflects on effectiveness of the lesson * plans reflect some standards, benchmarks, assessment, correctives, and enrichments * has basic knowledge of planning 	<ul style="list-style-type: none"> * plans reflect standards, benchmarks, assessments, correctives, enrichments * independently plans and creates assessments for benefit of learners * reflects on lesson and implements changes based on reflections * independent preparation requires little input from mentor * cooperative teaching for benefit of learner occurs as needed * open communication that promotes creative planning 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * short term plans are consistently tied to long term goals * uses supplemental materials to make instruction motivational * skillfully manages time for correctives and enrichments
NOTATIONS				
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F. Positive interpersonal relationships	<ul style="list-style-type: none"> * lacks communication skills * shows negative or no response to constructive criticism * unprofessional activities (i.e. gossip inside/outside classroom is evident) 	<ul style="list-style-type: none"> * communication skills with K-12 learners and/or colleagues needs improvement * learns from constructive criticism * demonstrates some change of behavior according to suggestions 	<ul style="list-style-type: none"> * communicates effectively with K-12 learners and colleagues * learns from / acts upon constructive criticism * conducts him/herself in professional manner * actively seeks out positive interaction with K-12 learners and colleagues 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * shares knowledge and skills with colleagues * practices self-evaluation and reflection ; adjustments are positive improvements
NOTATIONS				
Midterm:				
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G. Sensitivity to school, community, and global cultures	* displays no awareness of cultural diversity with respect to culture, school or community through educational input	* identifies needs of some students due to cultural differences * school, community, global cultures are seldom addressed * shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e. bullies, harassment, etc.)	* incorporates multi-cultural information into lessons * demonstrates awareness of diversity or learners' social, emotional, physical needs * respects confidentiality * addresses awareness of school, community, and global cultures * shows awareness of cultural differences in the classroom and takes appropriate actions as needed	* meets all expectations at the proficient level * models sensitivity to cultural differences * seeks to increase own base of knowledge with respect to school, community, global cultures
<i>NOTATIONS</i>				
Midterm:				
Final:				

Outcome #1	Level of Performance:			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
H. Self reflection (journals, dialogue, video tape, critique)	<ul style="list-style-type: none"> * journals sporadically, less than once a week * does not reflect on growth or methods of improvement * uses journal as a negative release of feelings rather than a tool for learning * does not reflect on teaching 	<ul style="list-style-type: none"> * journals only once a week * shows little effort to improve through self reflections * journal only represents a listing of what occurred with no self reflection * has little or no dialogue with mentor related to improvement of teaching 	<ul style="list-style-type: none"> * journals 2 or 3 times a week * uses journal entries and dialogue with mentor for self reflection and evaluation * effort made to use reflective information to improve as an educator * adjusts lessons to show growth that was reflected in journal, dialogues, and critiques 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * independent critical analysis of lesson for strengths and weaknesses through self reflection and journaling * shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching
NOTATIONS				
Midterm:				
Final:				

<i>Outcome #1</i>	<i>Level of Performance</i>			
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I. Consideration of legal and safety rules and emergency situations	<ul style="list-style-type: none"> * displays no knowledge of legal and/or safety rules * relies on mentor to deal with emergency situations 	<ul style="list-style-type: none"> * has a copy of legal and safety rules but inappropriately implements them or doesn't understand them * has a copy of school policies * has a copy of all drills * has a copy of playground and school rules for individual building * participates when dealing with emergency situations, but dependent on mentor 	<ul style="list-style-type: none"> * demonstrates and implements correct safety and legal rules * seeks information when necessary * can identify an emergency situation as defined by school policy and acts appropriately 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * attends policy meetings offered by the school district * seeks further knowledge of learner's health, family, or community
NOTATIONS				
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	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
<p>J. Appropriate use of human and physical resources</p> <p>Human: individuals used in planning, preparing, and teaching of a lesson</p> <p>Physical: items used in planning, preparing, and teaching of a lesson</p>	* seeks no outside human or physical resources which would enhance learning	<ul style="list-style-type: none"> * plans include use of outside resources at the suggestion of the mentor * poor or no follow through which would actively involve outside resources * includes use of outside resources in lesson plans and instructions only at the suggestion of the mentor 	<ul style="list-style-type: none"> * includes use of outside <i>human</i> resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.) * active involvement of outside community <i>human</i> resources (i.e. guest speakers, field trips, etc.) * researches/uses outside <i>physical</i> resources in lesson planning and teaching (i.e. videos, library books, internet uses, etc.) 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * implements the use of <i>human</i> and <i>physical</i> resources effectively * involves students in project research and development using <i>human</i> and <i>physical</i> resources
NOTATIONS				
Midterm:				
Final:				

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K. Adequate knowledge in teaching field and an ability to gather additional content as needed	<ul style="list-style-type: none"> * makes content errors * does not correct content errors of students or self * does not activate knowledge or is unaware of interdisciplinary approaches to planning for appropriate learning 	<ul style="list-style-type: none"> * draws on basic content knowledge only * has problems transferring knowledge to students * demonstrates little incentive to gather additional and/or supplemental content material * draws on interdisciplinary planning 	<ul style="list-style-type: none"> * demonstrates strong content knowledge * ability to activate content knowledge to aid learners in making connections to their lives * makes connections between content and other disciplines * gathers additional content as needed 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * takes initiative consistently to select content that goes beyond traditional texts * challenges students to think critically as they explore ways to connect content to other disciplines
NOTATIONS				
Midterm:				
Final:				

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L. Appropriate application of knowledge of human growth and development	* Use inappropriate age-level activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners	* uses appropriate age-level activities and/or assignments * plans appropriate activities and assignments for diverse learners only in consultation with mentor	* uses age appropriate planning and teaching to accommodate diverse learners * uses age appropriate planning and teaching to accommodate the age and interest level of the learners	* meets all expectations at the proficient level * involves students in planning and implementing ideas appropriate to the needs of the learners
NOTATIONS				
Midterm:				
Final:				

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	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
M. Effective oral and written communication skills of the student teacher	<ul style="list-style-type: none"> * uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the grade level * speech is inaudible and/or contains grammatical errors * incorporates little classroom discussion and questioning techniques 	<ul style="list-style-type: none"> * written language is generally correct and appropriate to grade level * occasional errors are not corrected or corrected only when asked * speech is clear and generally grammatically correct * uses low level questions during class discussions 	<ul style="list-style-type: none"> * clear, grammatically correct written language spelled correctly, informally and formally * clear, grammatically correct use of oral language * uses high level questioning techniques during class discussions 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * uses multiple written and oral strategies to challenge students and stimulate their language development * guides students to form high level questions
NOTATIONS				
Midterm:				
Final:				

Outcome #2: Demonstrates competence in aspects of teaching that were not previously developed, including the following (A-B):

Outcome #2	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
A. Working effectively in a variety of ways with parents	<ul style="list-style-type: none"> * makes no effort to involve or to be involved with parents * has no empathy with parental concerns 	<ul style="list-style-type: none"> * Needs guidance and suggestions from mentor on how to talk with parents * makes minimal parent contacts * demonstrates limited ability to show empathy to parental concerns 	<ul style="list-style-type: none"> * teams with mentor for guided experience when working with parents (i.e. conferences, telephone calls) * responds to parental concerns professionally and with sensitivity in consultation with mentor 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * independently handles positive parent contacts * seeks guidance from mentor with difficult parent problems * conveys sincere caring and willingness to listen to parents and engages in open communication
NOTATIONS				
Midterm:				
Final:				

<i>Outcome #2</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
B. Assisting with evaluations and reports (e.g. report cards)	* depends entirely on mentor for evaluation input * does no recording of student progress	* scores and records papers and written work, not always in a timely manner * does limited assessment of instructional goals	* assesses instructional goals consistently * gathers assessment data and with minimal guidance from mentor * scores and records papers and written work accurately and in a timely manner * assists with evaluations, report cards, etc.	* meets all expectations at the proficient level * gathers data and records about learner's progress in multiple ways
NOTATIONS				
Midterm:				
Final:				

Outcome #3: Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities.

<i>Outcome #3</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities	* shows lack of knowledge of school improvement plan * does not become involved with school improvement activities	* seeks information concerning school improvement plan * minimal involvement, if any, with school improvement activities	* demonstrates knowledge of school improvement plan * demonstrates collaborating in school improvement activities * volunteers time for project(s) related to school improvement	* meets all expectations at the proficient level * becomes actively involved and volunteers for extra time and involvement with the school improvement plan
NOTATIONS				
Midterm:				
Final:				

Outcome #4: Demonstrates competence in continuing development as a professional educator.

Outcome #4	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
A. Participates in the professional life of the school and/or district	<ul style="list-style-type: none"> * avoids becoming involved in school or district programs, project, or events * does not participate in meetings, etc. or participates inappropriately 	<ul style="list-style-type: none"> * participates when specifically asked with an appropriate level of participation * demonstrates little or no desire to participate in outside programs or expansion of knowledge 	<ul style="list-style-type: none"> * identifies and visits at least two programs at varying grade levels that either directly or indirectly affect the school culture (e.g. specialty teachers, academic programs other than own, etc.) * participates in meetings such as grade level/department, school-wide faculty meetings, interdisciplinary team meetings * contributes as necessary and appropriate 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * seeks opportunities to make major contributions to activities outside of own classroom or creates enrichment activities to be shared with peers and faculty * uses outside class time to participate in additional programs
NOTATIONS				
Midterm:				
Final:				

Outcome #4	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
B. Demonstrates competence in continuing as a professional educator	<ul style="list-style-type: none"> * is not open to new ideas or programs * does not accept constructive criticism or suggestions for development as a professional educator 	<ul style="list-style-type: none"> * is open to new ideas but takes no initiative to develop or become better prepared as a professional * attends only required meetings 	<ul style="list-style-type: none"> * is open to suggestions for professional development * seeks guidance of ways to continue developing as a professional educator * attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator 	<ul style="list-style-type: none"> * meets all expectations at the proficient level * reflects on areas to develop as a professional * actively seeks outside activities that will help growth * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings * interacts and participates during in-service activities
NOTATIONS				
Midterm:				
Final:				