Mentor Handbook for Students in Residency

BA and BAS Secondary Education

2024-2025

UNIVERSITY OF WYOMING

College of Education
School of
Teacher Education

Contents

Welcome

Thank you for working with our University of Wyoming student teacher! The College of Education deeply appreciates our classroom teachers who give of their time and expertise to nurture new teacher professionals. You provide a great service to your districts, the UW College of Education, the State of Wyoming, and the profession.

This handbook provides critical information on a range of topics, from key contacts and dates to evaluation criteria. Please take time to carefully read all the information presented in this handbook. Much of the information has been updated to reflect changes in the program and to address frequently asked questions and updated policy changes.

Important Dates

Fall 2024 UW Secondary Student Teaching Dates

Starting Date: UW Student Teachers are required to begin their student teaching semester when their Mentor Teacher reports to school in August prior to the first day of school for students. Please find out when teachers are required to be in schools in your assigned district and write that date below.

My student will arrive: _____

Midterm Evaluation due:	October 11, 2024 (Friday)
Final Evaluation due:	December 4, 2024 (Wednesday)
Last Day of Student Teaching:	ecember 6, 2024 (Friday)

Due date for submission of edTPA: Thursday, November 7, 2024

PLEASE NOTE: The last day of student teaching may be adjusted depending on a Student Teacher's start date for the semester and/or an unusual number of absences. Any deviations from this schedule must be reviewed and approved in advance by the Director of Student Teaching.

Student Teachers are to adhere to the District Calendar for breaks and holidays, not the UW academic calendar.
- Student Teachers should not arrange for other vacation days (e.g., UW breaks or holidays)
- Student Teachers should not Request different/additional vacation days from Mentor Teachers except in cases of unusual circumstances, and then only with permission from their UW supervisor and Mentor Teacher. NOTE: A purchased ticket does not qualify as an unusual circumstance.

UW – Laramie Commencement: Commencement is typically the Saturday after finals week. Please reference http://www.uwyo.edu/commencement/for up-to-date information.

<u>Spring 2025 UW Secondary Student Teaching Dates</u>

Starting Date: UW Student Teachers are required to begin their student teaching semester when their Mentor Teacher reports to school in January after the winter break. Please communicate with your student teacher when your January report date is set.

My student will arrive: _____

Midterm Evaluation due: February 28, 2025 (Friday)
Final Evaluation due: April 30, 2025 (Wednesday)
Last Day of Student Teaching: May 2, 2025 (Friday)

Due date for submission of edTPA: Thursday, April 3, 2025.

<u>PLEASE NOTE:</u> The last day of student teaching may be adjusted depending on a Student Teacher's start date for the semester and/or an unusual number of absences. Any deviations from this schedule must be reviewed and approved in advance by the Director of Student Teaching.

Student Teachers are to adhere to the District Calendar for breaks and holidays, not the UW academic calendar.
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Key Contact Information

UW Faculty or Supervisor
      Name _____
      Telephone _____   e-mail _____

Mentor Teacher(s)
      Name _____
      Telephone _____   e-mail _____

      Name _____
      Telephone _____   e-mail _____

District Facilitator (if applicable)
      Name _____
      Telephone _____   e-mail _____

School Principal
      Name _____
      Telephone _____   Fax _____

Additional Contacts

Director of Student Teaching
      Elizabeth McMahan   307.766.6385   emcmaha2@uwyo.edu

Director, School of Teacher Education
      Scott Chamberlin   307.766.3468   Scott@uwyo.edu

Assistant Dean for Student Success
      Christi Thompson   307.766.2230   christi.thompson@uwyo.edu

Academic Advisor Professional, Sr.
      Jody Evans   307.766.2230   jody.evans@uwyo.edu

College of Education Placement Coordinator
      Sarah Rundall   307.766.2230   sarahla@uwyo.edu

UW College of Education web address: http://www.uwyo.edu/education/

Mentor Teachers

The College of Education deeply appreciates our classroom teachers who give of their time and expertise to nurture new teacher professionals. You provide a great service to your districts, the UW College of Education, the State of Wyoming, and the profession. This section provides critical information on your responsibilities and will help you have a successful mentor teacher experience.

Mentor Teacher Roles and Responsibilities

Expectations for Mentor Teachers include:
- Reviewing the applicable online modules for mentor teachers. Additional details will be shared by email.
- Attending the preparation meeting along with Student Teachers (typically mid-late in the semester prior to student teaching).
- Serving as a role model and coach for Student Teachers.
- Assisting the Student Teachers in planning and preparing lessons, teaching, and assessing student learning.
- Debriefing and providing feedback on lesson plans, teaching, assessment, professionalism, and classroom management practices.
- Providing continuous coaching (including praise and constructive criticism) that supports the professional growth of the Student Teachers through the entire student teaching experience.
- Providing time and support for Student Teachers as they complete the edTPA (a teacher performance assessment – see below for additional info).
- Helping the Student Teachers gain an appreciation for the values and expectations of the schools and the communities they serve.
- Informing parents of the UW Student teaching program.
- **Contacting the UW Faculty/Supervisor with any questions or concerns at any time during the semester.**
  - **Create a documentation of efforts to address all student teacher difficulties along with mentor teacher attempts at remediation of these concerns.**

Documenting Outcomes/Evaluations:
- Accepting primary responsibility for **classroom supervision** and **evaluation** of the daily performance of Student Teachers by
  - Making notations on the Student Teacher's rubric to document completion of outcomes.
  - Completing the midterm evaluation growth plan in collaboration with Student Teachers and implementing the growth during the second half of the semester.
  - Completing final evaluation and narrative statement.

- Evaluations are required at midterm and semester end. ***Please see the calendar at the beginning of this Handbook for due dates.***
- Mentor Teachers will submit all evaluation forms online. Information and directions will be e-mailed to all Mentor Teachers.
  - Evaluation links are emailed the week prior to the due date. Please check your spam/junk folders before contacting the Director of Student Teaching.
- The narrative statement portion of the final evaluation may take the form of a letter of recommendation for the Student Teacher.
  - If you choose to write a letter of recommendation or would like to provide a longer narrative than what evaluation space allows, please include the documentation as an attachment.

  The narrative should include:
- Brief description of the context of the setting in which mentor worked with the Student Teacher.
- Description of the specific classroom responsibilities that the Student Teacher had and commentary on how well they met those responsibilities.
- Description of any extra duties in which the Student Teacher was involved.
- Description of the Student Teacher's involvement (type and extent) with parents and colleagues.

If Difficulties Arise
- Discuss the problem(s) **immediately** with the Student Teacher if appropriate. ***Always*** contact UW Faculty/Supervisor.

- Mentor Teachers and Student Teachers are **strongly encouraged** to share any and all concerns regarding the student teaching experience **at the first sign of difficulty**. Experience tells us that waiting to discuss any concerns results in escalation of the problem. The call to the UW Faculty/Supervisor may come from the Student Teacher, the Mentor Teacher, or a District Facilitator.

- In the following districts Mentor Teachers/Student Teachers may contact the District Facilitator as the liaison with UW Faculty/Supervisor:
  - Albany #1
  - Denver Public Schools
  - Fremont Districts
  - Laramie #1
  - Natrona #1
  - Sheridan #2
  - Southwestern Region (Sweetwater #1 & #2, Carbon #1 & #2, Uinta)

If Mentor Teachers believe concerns are serious enough that the Student Teacher may not successfully complete the student teaching experience, then the UW Faculty/Supervisor and the Director of Student Teaching must be notified as soon as possible to have time to resolve any problems.

Co-Teaching Model

The UW College of Education expects that student teaching will be a co-teaching experience with both Mentor Teacher and resident sharing responsibility for planning, instruction, and students' learning.
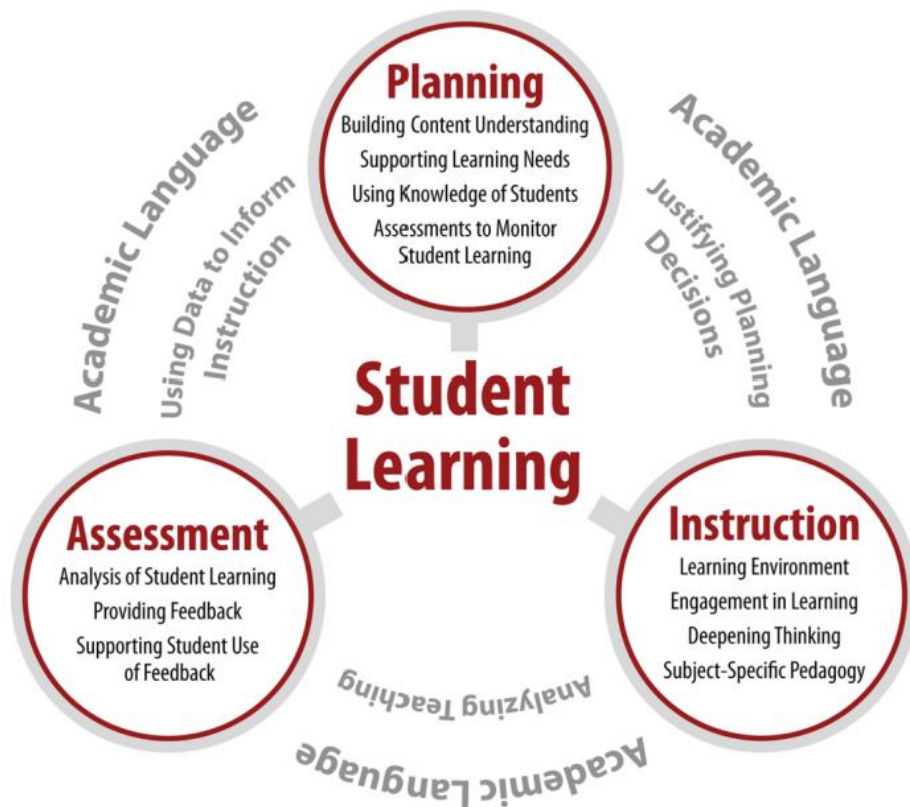
Student Teachers gradually assume increasing responsibilities in their assigned classroom(s), experiencing the excitement of teaching and learning as well as meeting the challenges of complex professional expectations. During this semester, Student Teachers will demonstrate for the other members of the educational team that the outcomes listed in evaluation rubrics have been met.

- Student Teachers will collaborate closely with their Mentor Teachers to plan the student teaching semester based on levels of preparedness and the unique contexts of Mentor Teachers' students and classroom.
- It is expected each Student Teacher, at different times and in different parts of the semester, may be expected to take a secondary role, the lead role, or team-teach with the Mentor Teacher, keeping in mind that, above all, the students in these classrooms are the focus of every effort.
- The Student Teacher should become more independent as the semester continues and will ultimately, at times, assume full teaching responsibility to assure that all outcomes are met.
- The Mentor Teacher coaches, provides opportunities for reflection, and provides consistent feedback throughout the entire semester, including those times when the Student Teacher takes the lead instructional role.

**We strongly encourage the Mentor Teachers to explore all opportunities for team teaching and collaborative pedagogies during the student teaching semester.

Teacher Performance Assessment

The University of Wyoming is part of a multi-state consortium using the edTPA, a teacher performance assessment. This assessment is designed to measure a set of core teaching skills that support student learning.

Planning
Building Content Understanding
Supporting Learning Needs
Using Knowledge of Students
Assessments to Monitor
Student Learning

Academic Language

Using Data to Inform Instruction

Academic Language

Justifying Planning Decisions

Student Learning

Assessment
Analysis of Student Learning
Providing Feedback
Supporting Student Use
of Feedback

Instruction
Learning Environment
Engagement in Learning
Deepening Thinking
Subject-Specific Pedagogy

Analyzing Teaching

Academic Language

For the edTPA student teachers plan and teach a learning segment of 3-5 connected lessons, videotape all or portions of this teaching, assess their students' work, provide feedback to support continued student progress, and reflect on the effectiveness of their teaching practices throughout. Trained evaluators then score these assessments.

Mentors will receive information about the edTPA from Student Teachers, UW faculty, and/or Partner District Facilitators. Additional information about the edTPA for the mentor teacher is available in the online mentor modules and the Director of Student Teaching.

Potential Student Teaching Experiences
This list includes experiences for which most Student Teachers will be responsible. Experiences will vary according to the subject matter, Mentor Teacher expertise, and contextual constraints. Student Teacher participation in these experiences help to fulfill desired outcomes on their midterm and final evaluations. This list is provided as examples of experiences. Other reasonable and appropriate opportunities may be provided to fulfill and/or enhance the Student Teacher's experience. The Mentor Teacher could ask the Student Teacher to:

- Participate with the Mentor Teacher in all assigned duties.
- Plan daily, weekly, and unit lessons.

- Discuss with the Mentor Teacher and employ a variety of teaching methods.
- Discuss individual student needs with the Mentor Teacher and other appropriate support personnel.
- Plan and guide class discussions.
- Use maps, charts, and other instructional media to support instruction.
- Prepare supplementary teaching materials for lessons as needed, e.g. videos, web links, activities.
- Locate available visual, reference, and other teaching materials.
- Use technology to support or extend student learning in the classroom.
- Participate in an IEP meeting.
- Attend faculty meetings.
- Participate in the resolution of disciplinary problems.
- Provide or assist in interventions for students who are having difficulties.
- Learn school policies: attendance, discipline, emergencies, accidents, signing in/out of the building, etc.
- Become familiar with cumulative records and federal privacy laws for children.
- Become familiar with school improvement goals.
- Become aware of the agencies in the school district and community that provide specialized services for students.
- Learn the referral process for students needing help in speech, special education, reading, math, etc.
- Construct, administer, grade, and provide feedback for a variety of student assessments.
- Develop rubrics for the assessment of student projects.
- Grade student work in a timely manner and provide appropriate feedback.
- Keep records of homework and grades using digital options whenever possible.
- Analyze sets of assignments to make decisions about adjusting instruction.
- Discuss assessment results with students as a group, as individuals, and with parents.
- Write brief narrative reports of student progress.
- Assist with reporting grades.
- Participate in parent conferences.
- Help plan a field trip.
- Work with faculty and/or parent committees.
- Attend PTA/PTO meetings.
- Attend a school board meeting.
- Attend a professional organization meeting (WEA, IRA, NCTM, etc.).

**During the semester, your Student Teacher is encouraged and permitted to visit other classrooms, programs, and schools to meet the required outcomes. Since time away from the classroom must be carefully planned to ensure effective teaching and learning for the students in the classroom(s), Student Teachers need to communicate with you to schedule these arrangements.

Student teaching is a full-time job and Student Teachers will be expected to participate in before and after school activities that you have as part of your regular duties (e.g.,

staff meetings, parent conferences, professional development workshops, school nights, etc.).

Ultimately, it is the responsibility of the Student Teacher to be aware of and meet all evaluation criteria and deadlines. *Your role as a Mentor Teacher is to provide the opportunities and guidance to participate in a variety of professional educator activities.*

Mentor Teacher Semester Checklist

Before the Student Teacher Arrives
- Review the online mentor modules. Details to be emailed to Mentor Teachers.
- Participate in the required regional Mentor Teacher/Student Teacher meeting with your Student Teacher.
- Arrange a suitable workspace for the Student Teacher.
- Become familiar with the *Mentor Teacher Handbook.*
- Review and be familiar with the outcomes rubric/student teaching evaluation forms (included in this handbook).
- Clarify questions of responsibility or expectation with the UW Director of Student Teaching.
- Enter important deadlines on calendars (e.g., midterm due date, final due date, etc.).

Early in the Student Teaching Semester
- Have a conversation with the Student Teacher to ensure they understand your classroom expectations.
- Have a conversation with the Student Teacher to ensure that both of you understand evaluation processes, requirements, responsibilities, and deadlines.
- Discuss the outcomes rubric/student teaching evaluation forms (included in this handbook).
- Prepare questions for the UW Faculty/Supervisor visit.
- Develop a tentative semester plan with the Student Teacher, including times to teach required edTPA lessons.
- Clarify and discuss your school calendar, expectations for participation in before/after school activities, and important school district dates.
- Discuss with the Student Teacher any unique needs/situations of children in this class.

Throughout the Semester
- Continue to review the outcomes with the Student Teacher on a regular basis.
- Make notations on the rubric throughout the semester.
- Provide lesson planning support and feedback; facilitate videotaping the selected lesson.
- Debrief the lessons, lesson plans, and written critique with the Student Teacher.
- Inquire as to progress on edTPA and other required assignments.
- Help the Student Teacher schedule a mock interview.
- Complete the midterm evaluation and midterm growth plan with the Student Teacher and provide feedback focused on professional growth and improvement. (submit via the online system. Directions will be e-mailed.)
- Save/print a copy of the midterm evaluation and midterm growth plan for your files.

End of the Semester
- Complete the final evaluation with the Student Teacher (record and submit in the online system).

Final Weeks of Student teaching
- Verify that all loaned teaching materials have been returned.
- Verify that all keys have been returned.
- Collect student grades and/or evaluations.

- Assist Student Teacher in scheduling observations of other classrooms, programs, and schools.

Policies and Procedures

Attendance

- Student teachers are expected to report to their assigned classrooms according to your district's academic calendar.

  Student teachers should check with their mentor teachers well in advance to determine the start date for their assigned districts.

  Please let your Student Teacher know if there are in-service or other professional activities planned before classes convene. Student Teachers are expected to participate in those activities with you.

  Student teachers are to adhere to the District Calendar for breaks and holidays, not the UW academic calendar.

- Student teachers should not arrange for other vacation days (e.g., UW breaks or holidays)
- Student teachers should not request different/additional vacation days from mentor teachers except in cases of unusual circumstances, and then only with permission from the UW Director of Student Teaching, the UW supervisor and you.
  - NOTE: A purchased ticket does not qualify as an unusual circumstance.

- Daily on-time attendance is expected during student teaching except during illness or an emergency. You and the UW Supervisor must be informed of all illnesses and emergencies in a timely fashion.
- **Student teachers are allowed up to four (4) sick/personal days during student teaching. Any days beyond that may be required to be made up at the end of the semester.**
- When an absence occurs, lesson plans and accompanying materials must be sent to the school and you prior to the start of the school day (as if student teachers are the teacher of record for that classroom preparing for a substitute).

Substituting, Coaching, Tutoring, and Other Employment During Student Teaching

These policy statements are intended to maximize focus on the educational aspects of the student teaching semester. Additionally, it clarifies the criteria and process for considering requests related to opportunities that result in monetary gain paid by a district to a student teacher during the student teaching semester. Student teachers, school administrators, mentor teachers, clinical faculty, UW Supervisors, UW faculty, and staff in the College of Education Student Success Center are expected to abide by these policies.

Substituting

There may be occasions when you will be absent, and the student teacher is asked to assume responsibility for the classroom as a paid substitute. Student teachers may be considered for substitute teaching under the following conditions:

- The substitute assignment is in the student teacher's assigned classroom.
- You recommend the student teacher for the substitute responsibility.
- The student teacher has a valid Wyoming substitute permit.
- Another faculty member (or building administrator) with close physical proximity to the student teachers' classroom assumes supervision of the student teacher.
- The student teacher receives pay according to the standard rate.

The student teacher has the prerogative to decline the substitute opportunity without penalty.

The maximum number of days substituting does not exceed ten (10). Exceptional circumstances may warrant additional days but can only be granted through an additional approval process (see below).

It is the student teachers' responsibility to notify their UW Supervisor immediately when they accept a substitute assignment, regardless of its length.

Request for an extended term as a substitute under extraordinary circumstances:

If emergency circumstances arise <u>and there is no qualified substitute available in the district</u>, the district may apply for an extension beyond the allowable ten days under this additional policy:

- The building principal must submit a written request for approval (emails are acceptable) to the Director of Student Teaching, Elizabeth McMahan (emcmaha2@uwyo.edu).
- The request must include:
    a. the anticipated term of the requested extension;
    b. statement of who will assume supervision of the student teacher and how often that supervision will occur;
    c. acknowledgement that the student teacher agrees that they are comfortable with the revised supervision plan;
    d. acknowledgement that the "substitute supervisor" is responsible for completing all UW evaluation and observation responsibilities in lieu of the mentor teacher until they return; and
    e. signature/e-signature of the building principal verifying district approval of the request.

Such requests should be submitted as much in advance as possible. **All requests are subject to review for approval.** The Director of Student Teaching will notify the principal, the student teacher, relevant district placement personnel, and the UW Faculty/Supervisor of the approval or denial of the request.

Coaching, Tutoring, and Other Employment

The student teacher is expected to devote total focus and responsibility to teaching during the student teaching semester. This means other college classes, jobs, as well as extracurricular activities that interfere with successful completion of student teaching are discouraged. There may be occasions when student teachers are asked to engage in school-related activities that might constitute employment for a district employee (e.g., coaching, tutoring, club sponsorship, etc.). The keys to determining appropriate employment are the following:

a. The experience should **DIRECTLY** relate to the student teaching assignment and level.
b. The experience may not involve any time out of the school day and/or consistent obligations that would interfere with the next day's classroom preparation.
c. The experience may not involve a designated title and/or contract that would put a student teacher in conflict between working for the district and the student teaching expectations.
d. The experience may not involve sole responsibility for the students with whom the student teacher is working. A designated faculty supervisor must be in the vicinity at all times.

Overall, we expect the student teachers to be prepared to participate in such school activities as a *volunteer*. No student teacher may be engaged in any paid opportunities without a specific request from the district and written approval from the Director of Student Teaching.

Employment Status During Student Teaching

"The Student Teacher, during his/her field experience, is an employee of the district…for the purpose of workman's compensation and liability insurance as provided for other district employees" (The Education Laws of Wyoming Annotated, 2005, Chapter 21-21-104, p. 607).

Failure to Follow these Policies and Procedures

The intent of these policies is to find a balance between the unusual circumstances that sometimes befall largely rural school districts and the need to assure a quality, mentored experience for student teachers as they prepare to enter the teaching profession. Districts, teachers, and/or student teachers who fail to comply with these policies may be sanctioned with a probationary period for future mentor teacher assignments or the withholding of the Institutional Recommendation for licensure.

District Facilitator Roles and Responsibilities

Some of the placement districts have a person designated as the District Facilitator. These people are employed by the UW College of Education with primary responsibility to serve as a liaison between the School of Teacher Education and district administration and faculty.

In general, these personnel support the College of Education's teacher preparation programs in these ways:
- Convene meetings (as appropriate) to ensure broad communication.
- Make classroom visits to complement UW faculty/supervisor visits.
- Act as the "point of contact" for mentor teachers and student teachers to provide first level mediation and communicate with appropriate UW Supervisor and district administration on all matters.
- Arrange for regular meetings/seminars with student teachers at that site as requested/needed.
- Collect assessment/evaluation data or other student teacher data as requested.
- Prepare newsletters and/or periodic updates that will be shared across the district and the College of Education regarding student teaching activities and accomplishments.
- Be knowledgeable of existing agreements between the district and the College of Education and impartial in interpreting those agreements.
- Be knowledgeable and supportive of the College of Education's teacher preparation programs including the unique aspects of the elementary, elementary/special education, and secondary education programs.
- Provide support for logistics of all district site activities.

Supervisor Roles and Responsibilities

The UW Supervisor has the responsibility of coordination between the School of Teacher Education and the placement school in all matters that involve the UW Student Teacher and the assigned Mentor Teacher. They are responsible to the College of Education for the overall success of the student teaching experience and for assignment of course credit upon successful completion of the student teaching by the student teacher. Some of our UW Supervisors are not faculty members at the university. Supervisors who are not faculty members are retired master teachers and administrators from districts across the state.

Additionally, UW faculty supervisors will:
- Clarify university expectations for the roles of the student teacher, mentor teacher, principal, and Supervisor as appropriate.
- Support the student teacher in completion of edTPA.
- Visit the mentor teacher and student teacher either in person or by electronic means to check in, conduct observations, or address concerns.
- Create a log of brief written summaries of these observations and conferences with the student teacher and/or the mentor
- Review lessons and lesson plans as requested.
- Maintain communication throughout the semester between the student teacher, the mentor teacher, and the College of Education.
- Assist the student teacher in improving skills in any area(s) identified (e.g., planning, classroom management, professional behaviors, schedule conflicts, etc.).
- Answer questions or make referrals in a timely fashion.
- Visit as soon as possible if an emergency arises.
- Review the midterm evaluation and midterm growth plan, and final evaluation.
- Assign the final grade for the completion of EDEL 4500.

Wyoming Teacher Job Fair

The Advising Career Services Exploratory Studies (ACES) Center sponsors the UW Teacher Fair each Spring semester. This opportunity provides our student teachers access to hundreds of job opportunities with most of the Wyoming school districts, as well as districts and schools from other states.

You may want to plan some time to work with your student teacher to assist them in developing appropriate resumes and other job search materials. Opportunities, such as job preparation seminars or mock interviews with school district personnel, may be provided for them during residency. If such opportunities do arise, please encourage your student to attend.

Student Teachers are provided with up to two professional development days to attend the Teacher Fair depending on their travel situation. In addition, students can use additional professional development days to attend job interviews. These days need to be pre-approved by their UW Supervisor.

Evaluation

Midterm Evaluation Rubric and Growth Plan for Secondary Education

At the halfway point of student teaching, you will complete the midterm assessment for your student teacher. The purpose of the midterm is to determine where students are experiencing success, and where they might be having difficulties.

The guiding presupposition of this midterm is that ALL student teachers can continue to demonstrate growth throughout the entirety of student teaching. This rubric lists the outcomes the student teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance.

MIDTERM RATINGS:
There are two levels of performance, 1) Unsatisfactory and 2) Basic/Beyond. The N/A option is available for skills/behaviors that have yet to be observed, e.g., participating in parent-teacher conferences.

> At the midpoint of the semester, it is common for students to be at the Basic level in multiple outcomes.
>
> If your student teacher is "Unsatisfactory" in any category it is critical for you to mark this rating and identify the areas for growth. Marking any outcome as Unsatisfactory will trigger an email with the Director of Student Teaching so that steps can be determined to support you as a mentor in working toward success with your student teacher. This may include remediating and/or intervening through a formal Student Success Plan.

There are three steps to the midterm:
1) Complete the rubric using either "Unsatisfactory" or "Basic and Beyond" or "N/A".
   - If the student is meeting the "Basic and Beyond" descriptor as written, the mentor teacher will click on the box for "Basic and Beyond."
   - If the student is not meeting the outcome as written, please assess the student as "Unsatisfactory." Any assessment of "Unsatisfactory" must be accompanied by comments to explain the existing issues.
   - If the student teacher has not yet had the opportunity to perform on a specific category, the mentor teacher should choose "N/A."

2) Create Growth Goals. For this section, in collaboration with the student teacher, you will choose 3-5 specific categories that will serve as the student teacher's growth goals.
   - If the student teacher has an Unsatisfactory in any area(s), that category, or those categories, should be included here.

3) Write a plan for addressing Growth Goals. Once the growth goal categories are selected, mentor and student teachers will collaboratively write a plan for addressing those goals during the remainder of student teaching.

- This collaboratively drawn plan will be made available to the supervisor, who will use it for the remaining part of the semester to inform observations and assistance.

This process helps give mentor and student teachers as well as supervisors more information regarding strengths and weaknesses of the student teacher. Additionally, it helps to create a plan for all student teachers during the second half of student teaching.

Thank you for taking the time to work with a student teacher this semester. We know how much time and effort you put into it, and how valuable it is to the profession. We hope that this midterm will help all of us communicate clearly to help our student teachers continue to grow, achieve, and become the teachers we know and hope they will be.

Secondary Student Teaching Evaluation Rubrics

Midterm and final student teaching evaluation rubrics can be found for content areas as shown below.

AGRICULTURE, CAREER AND TECHNICAL EDUCATION, SOCIAL STUDIES AND K-12 ART

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
1. Knows and models professional ethics and behavior (CoE 3.4, 5.3)	* does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions	* incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community	* complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism *demonstrates respect for each student *cultivates sense of democratic classroom community	* meets all proficient level expectations * classroom demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
2. Effective work with diverse learners (CoE 3.3, 5.1, 5.4, 7.3, 8.3)	*makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	*makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	*makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments	* meets all proficient level expectations * collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment
Notations				
Midterm:				
Final:				

	Level of Performance			

	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
3. Positive and effective classroom management (CoE 3.4, 5.1, 7.3)	**Environment:** * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) **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 **Behavior:** * inappropriate responses to behavior that result in frequent interruptions * uses sarcasm, negative reinforcement, and rewards inappropriately	**Environment:** * adjusts physical room environment only when Mentor Teacher asks **Teaching:** * sporadically demonstrates 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 **Behavior:** * beginning to respond appropriately to behavior, reducing disruptions * uses limited sarcasm and uses positive rewards and reinforcements inconsistently	**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 **Teaching:** * consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude * non-instructional 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 **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	* meets all proficient level expectations **Environment:** * takes initiative to see that the classroom provides a nurturing and safe learning environment for all students **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 **Behavior:** * actively employs creative ways to promote learning and self discipline
Notations				
Midterm:				
Final:				
	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*

4. Content-Specific Pedagogy (CoE 1.6)	*does not create opportunities and experiences for students to connect to the discipline in a meaningful way * plans using only published teacher guides * uses only whole class lecture and assessment * uses assessment only for grading purposes	* creates minimal opportunities/experiences for students to connect to the discipline in a meaningful way * consistently depends on Mentor Teacher for ideas * needs frequent guidance for preparation and implementation of lessons and instructional strategies * has problems transferring knowledge to students	* creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way * 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 * brings understanding of content knowledge discipline to team collaboration	* meets all proficient level expectations * creates consistent opportunities/ experiences for students to connect to the discipline in a meaningful way * 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:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*

5. Adequate content knowledge in teaching field and an ability to gather additional content and/or resources as needed (CoE 1.4, 1.6)	* consistently makes content errors * does not correct content errors of students or self	* draws on basic content knowledge only * demonstrates little incentive to gather additional and/or supplemental content material	* demonstrates strong content knowledge * makes connections between content and other disciplines and within the discipline * gathers additional content as needed	* meets all proficient level expectations * 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:				
	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
6. Alignment of instructional strategies and assessment with standards and the needs of the learner (CoE 1.6,4.1, 4.2, 7.1, 7.2, 7.3)	* uses only prepared teacher guide plans * lesson plans are incomplete and/or untimely * assessment for grading purposes only * no apparent connection between planning and standards, benchmarks, and assessments	* plans for the short term only * plans are ready on time * unable to reflect on the reason for classroom events and solutions for improvement * plans reflect some standards, benchmarks, and assessments	* plans reflect standards, benchmarks, and assessments * 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 * assessment informs instruction and planning * chooses appropriate supplementary materials	* meets all proficient level expectations * short term plans are consistently tied to long term goals * embeds supplemental materials to accomplish meaningful instruction * skillfully manages time for correctives and enrichments * assessment, planning and instruction are seamless
Notations				
Midterm:				
Final:				
	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*

7. Sensitivity to school, community, and world cultural diversity (CoE 3.4, 5.1, 5.2)	* 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, cultures are seldom addressed * shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)	* provides multiculturalism, informs lessons and supports * demonstrates awareness of diversity or learners' social, emotional, physical needs * respects confidentiality * addresses awareness of school, community, and world cultures * shows awareness of cultural differences in the classroom and takes appropriate actions as needed	* meets all proficient level expectations * models sensitivity to cultural differences * seeks to increase own base of knowledge with respect to school, community, world cultures
Notations				
Midterm:				
Final:				
	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
8. Consideration of legal rights and responsibilities and safety rules and emergency situations (CoE 10.2)	* displays no knowledge of legal rights and/or safety rules * relies on Mentor to deal with emergency situations	* has a copy of legal rights and safety rules but inappropriately implements them or doesn't understand them * has a basic respect of most legal rights and safety rules but needs occasional reminders * participates when dealing with emergency situations, but dependent on Mentor	* acts upon legal rights and responsibilities and follows safety rules *demonstrates respect for legal rights of others * seeks information when necessary * can identify an emergency situation as defined by school policy and acts appropriately	* meets all proficient level expectations * attends policy meetings offered by the school district * seeks further knowledge of learner's health, family, or community
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
9. Appropriate use of school and	* seeks no outside human or physical	* poor or no follow through in actively	* includes use of outside human	* meets all proficient level expectations

community resources (CoE 7.4, 9.2)	resources which would enhance learning	involving outside resources	resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.) * researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.)	* implements the use of human and physical resources effectively * involves students in project research and development using human and physical resources
Notations				
Midterm:				
Final:				
	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
10. Appropriate application of knowledge of human growth and development (CoE 4.2)	* uses developmentally inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners	* uses developmentally appropriate activities and/or assignments * plans appropriate activities and assignments for diverse learners only in consultation with Mentor	* uses developmentally appropriate planning and teaching to accommodate diverse learners * uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of the learners	* meets all proficient level expectations * involves students in planning and implementing ideas appropriate to the needs of the learners * provides rich opportunities for students to gain deep understandings
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
11. Effective oral and written communication skills of the	* uses language that contains grammatical and/or spelling errors, illegible	* written language is generally correct and appropriate to class level	* clear, grammatically correct written language spelled	* meets all expectations at the proficient level * uses multiple written and oral

Student Teacher (CoE 6.2, 6.4)	and/or inappropriate for the class level * speech is inaudible and/or contains grammatical errors * incorporates little classroom discussion and questioning techniques	* occasional errors are not corrected or corrected only when asked * speech is clear and generally grammatically correct * uses low level questions during class discussions	correctly, informally and formally * clear, grammatically correct use of oral language * uses high level questioning techniques during class discussions	strategies to challenge students and stimulate their language development * guides students to form high level questions
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
12. Appropriate use of technology (CoE 6.5)	* Unable to select and implement appropriate technology in planning, instruction, and assessment	* Occasionally selects and implements appropriate technology in planning, instruction, and assessment	* Frequently selects and implements a variety of technology in planning, instruction, and assessment	* Meets all proficient criteria * Encourages students to experiment with appropriate technology
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
13. Works effectively in a variety of ways with parents/guardian;	* does not contact parents or guardians * displays a lack of empathy for parental concerns	* Needs guidance and suggestions from Mentor on how to talk with parents/guardians	* teams with Mentor for guided experience when working with parents	* meets all proficient level expectations * independently handles positive parent contacts

Assists with evaluations and reports (e.g., report cards) (CoE 8.3)	* depends entirely on Mentor for evaluation input * does not record student progress	* makes minimal parent/guardian contact * demonstrates limited ability to emphasize with parental concerns * scores and records papers and written work, not always in a timely manner * does limited assessment of instructional goals	(i.e. conferences, telephone calls) * responds to parental concerns professionally and with sensitivity in consultation with Mentor * assesses instructional goals consistently * gathers assessment data and with minimal guidance from Mentor * scores and records student work accurately and in a timely manner *assists with evaluations, report cards, etc.	* seeks guidance from Mentor with difficult parent problems * conveys sincere caring and willingness to listen to parents/guardians and engages in open communication * understands timely scores and records as a way to involve parents in student achievement
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
14. Participates in the professional life of the school	* avoids becoming involved in school or district programs, project, or events	* participates when specifically asked with an appropriate level of participation	* participates in meetings such as department, school-wide faculty	* meets all proficient level expectations * uses outside class time to participate in

and/or district; **Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities** (CoE 10.1)	* does not participate in meetings, etc. or participates inappropriately * shows lack of knowledge of school improvement plan * does not become involved with school improvement activities	* demonstrates little or no desire to participate in outside programs or expansion of knowledge * seeks information concerning school improvement plan * minimal involvement, if any, with school improvement activities	meetings, interdisciplinary team meetings and contributes as necessary and appropriate * demonstrates knowledge of school improvement plan * observes teachers other than the Mentor * participates in school improvement activities as appropriate * volunteer for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.)	additional programs and/or professional development
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
15. Demonstrates competence in continuing as a professional educator by using self-assessment,	* does not appear open to new ideas or programs * does not accept constructive criticism or suggestions for	* does not take initiative to develop or become better prepared as a professional	* is open to suggestions for professional development * seeks guidance of ways to continue	* meets all proficient level expectations * actively seeks professional development

self-reflection, and/or inquiry techniques (CoE 5.5, 9.1)	development as a professional educator * does not reflect on growth or methods of improvement * does not reflect on teaching * does not adjust lessons based on feedback	* attends only required meetings * shows little effort to improve through self reflections * has little or no dialogue with Mentor related to improvement of teaching * some adjustment of lessons based on feedback	developing as a professional educator * attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator * dialogues with Mentor for self reflection and evaluation * effort made to use reflective information to improve as an educator * adjusts lessons to show growth that is based on reflection of feedback	* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings * independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback * shares reflections and coordinates with Mentor for most effective input into improvement of lessons and teaching
Notations				
Midterm:				
Final:				

ENGLISH

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
1. Professionalism and reflective practice *COE 3.4, 5.3, 5.5, 9.1, 10.1* *NCTE Standard 2.3*	Candidate seldom complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate seldom participates in appropriate school improvement activities. Candidate seldom demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate occasionally complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate occasionally participates in appropriate school improvement activities. Candidate occasionally demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate frequently complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate frequently participates in appropriate school improvement activities. Candidate frequently demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate consistently complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate consistently participates in appropriate school improvement activities. Candidate demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates. Candidate uses the results of reflective practice to design a plan for professional development.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)

2. Cultural diversity and work with diverse learners **COE 3.3, 5.1, 5.4, 7.3** *NCTE Standard 2.2, 4.4*	Candidate shows no ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate shows no evidence for using ELA for helping their students to become familiar with their own and others' cultures.	Candidate shows limited ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate occasionally uses ELA to help their students become familiar with their own and others' cultures.	Candidate shows ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate frequently uses ELA to help their students become familiar with their own and others' cultures.	Candidate shows ability to create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability. Candidate uses ELA extensively and creatively to help their students become more familiar with their own and others' cultures.
Notations				
Midterm:				
Final:				
3. Classroom community *COE 3.4, 5.1, 7.3* *NCTE Standard 2.1, 4.2*	Candidate shows no evidence of ability to create an inclusive and supportive literate classroom community and no ability to design instruction to meet the needs of all students and provide for students' progress and success.	Candidate demonstrates limited ability to create an inclusive and supportive literate classroom community, and limited ability to design instruction to meet the needs of all students and provide for students' progress and success.	Candidate demonstrates ability to create an inclusive and supportive literate classroom community, using whole-class, small group, and individual work that is aligned with goals and teaching strategies.	Candidate takes initiative to see that the classroom provides an inclusive and supportive literate classroom community, using effective classroom management strategies and providing students with opportunities for feedback and reflection. Candidate actively employs creative ways to promote learning and self-discipline.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*

4. ELA pedagogy, research, and theory *COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6* *NCTE Standard 4.1, 3.7.1, 2.4*	Candidate shows no evidence of ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate seems unaware of major sources of research and theory related to English language arts, and so fails to use them to support teaching decisions. Candidate demonstrates inadequate planning, goal setting, and ability to establish realistically high expectations for learners. Candidate seldom uses practices designed to assist students in developing habits of critical thinking and judgment.	Candidate shows some ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate occasionally uses major sources of research and theory related to English language arts to support teaching decisions. Candidate sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and realistically high expectations for learners. Candidate occasionally uses practices designed to assist students in developing habits of critical thinking and judgment.	Candidate frequently examines and selects resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate frequently uses major sources of research and theory related to English language arts to support teaching decisions, consistently demonstrates thoughtful planning, ability to set and achieve goals, conveys realistically high expectations for all learners. Candidate frequently uses practices designed to assist students in developing habits of critical thinking and judgment.	Candidate selects or creates instructional materials that are consistent with what is known about student learning in ELA. Candidate reflects on teaching performances in light of research on, and theories of, how students compose and respond to text and makes adjustments in teaching as appropriate. Candidate independently plans and implements comprehensive lessons; learner motivation and monitoring are built into plans. Candidate designs and implements instruction and assessment that assist students in developing habits of critical thinking.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory(U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
5. Discussion and language use	Candidate shows no ability to engage students in meaningful	Candidate shows limited ability to engage students in meaningful	Candidate frequently engages students in meaningful	Candidate assists students in discussion and dialogue by making

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COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 *NCTE Standard 4.5, 4.7*	discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms. Candidate demonstrates infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication.	discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms. Candidate occasionally engages students in learning experiences that emphasize varied uses and purposes for language in communication.	discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms. Candidate frequently engages students in learning experiences that emphasize varied uses and purposes for language in communication.	explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms. Candidate integrates throughout instruction opportunities for students to demonstrate their abilities to use language for a variety of purposes in communication.
Notations				
Midterm:				
Final:				
6. Response and reading instruction *COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6* *NCTE Standard 4.8, 4.9*	Candidate demonstrates poor ability to engage students in making meaning of texts through personal response. Candidate demonstrates poor ability to assist students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate occasionally engages students in making meaning of texts through personal response. Candidate demonstrates that some students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate frequently engages students in making meaning of texts through personal response. Candidate demonstrates that most students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate engages students in discovering personal responses to texts and ways to connect such responses to other larger meanings and critical stances. Candidate demonstrates flexible comprehension strategies for making and monitoring meaning in both print and nonprint texts and teaches a wide variety of such strategies to all students.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
7. Interdisciplinarity and integration	Candidate shows a lack of understanding of	Candidate shows some ability to assist students in	Candidate frequently assists students in making	Candidate consistently assists students in making

COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 *NCTE Standard 2.5, 2.6*	how the ELA curriculum, teachers, students, and education in general are influenced by culture, social events, and issues. Candidate demonstrates little evidence of promoting the arts and humanities in the learning of their students.	making meaningful connections between the ELA curriculum and developments in culture, society, and education. Candidate shows some ability to engage students in activities that demonstrate the role of arts and humanities in learning.	meaningful connections between the ELA curriculum and developments in culture, society, and education. Candidate frequently engages students in activities that demonstrate the role of arts and humanities in learning.	meaningful and creative connections between the ELA curriculum and developments in culture, society, and education. Candidate plans and carries out frequent and extended learning experiences that integrate arts and humanities into daily learning.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory(U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
8. Print and nonprint media and technology *COE 6.5*	Candidate exhibits a lack of understanding of media's influence on constructions of a text's meaning,	Candidate shows little understanding of media's influence on constructions of a text's meaning, shows little ability to	Candidate understands how media can influence constructions of a text's meaning, shows an ability to	Candidate understands media's influence on people's actions and communication, and that knowledge

NCTE Standard 3.6.1, 3.6.2, 3.6.3, 4.6	shows no ability to construct meaning from media and nonprint texts, and demonstrates limited knowledge of how to incorporate technology and print/nonprint media into instruction. Candidate shows limited ability to enable students to respond critically to different media and communications technologies.	construct meaning from media and nonprint texts, and to assist students in learning these processes; seldom incorporates technology and print/nonprint media into their own work and instruction. Candidate seldom engages students in critical analysis of different media and communications technologies.	construct meaning from media and nonprint texts, and to assist students in learning these processes. Candidate frequently incorporates technology and print/nonprint media into instruction and frequently engages students in critical analysis of different media and communications technologies.	is reflected in candidate's instruction, by teaching students to construct meaning from media and nonprint texts; helping students compose and respond to film, video, graphic, photographic, audio and multimedia texts; using current technology to enhance students' learning; and engaging students in critical analysis of different media and communications technologies.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory(U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
9. Assessment *COE 1.6, 4.1, 4.2, 7.1, 7.2, 7.3* *NCTE Standard 4.10*	Candidate fails to use both formal and informal assessment activities and instruments to evaluate student work. Candidate	Candidate shows limited ability to integrate assessment into instruction by using formal and informal assessment activities and	Candidate frequently integrates assessment into instruction by using a variety of formal and informal assessment activities and	Candidate consistently integrates assessment into instruction by using assessment strategies that allow all students to

	fails to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others.	instruments to evaluate processes and products. Candidate seldom creates opportunities to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	instruments to evaluate processes and products. Candidate frequently creates regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	understand what they know and can do; interpreting the individual and group results of assessments and using this interpretation to inform instruction; assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and explaining to students, parents, and others concerned with education how students are assessed.
Notations			
Midterm:			
Final:			

	Level of Performance			
	Unsatisfactory(U)	Basic (B)	Proficient (P)	Distinguished (D)
10. Legal rights and responsibilities, safety rules, and emergency situations *COE 10.2*	Candidate displays no knowledge of legal rights and/or safety rules; candidate would be forced to rely on Mentor to handle emergency situations.	Candidate has a copy of legal rights and safety rules but inappropriately implements them or doesn't understand them. Candidate has a basic respect of most legal rights	Candidate acts upon legal rights and responsibilities and follows safety rules, demonstrates respect for legal rights of others, seeks information when necessary,	Candidate acts upon legal rights and responsibilities and follows safety rules, demonstrates respect for legal rights of others, seeks information when necessary,

		and safety rules but needs occasional reminders. Candidate could participate in an emergency situation, but would still be dependent on Mentor.	can identify an emergency situation as defined by school policy, and knows enough to act appropriately and independently.	can identify an emergency situation as defined by school policy, and knows enough to act appropriately and independently. Candidate attends policy meetings offered by the school district.
Notations				
Midterm:				
Final:				
11. Use of school and community resources *COE 7.4, 9.2*	Candidate seldom or never includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning.	Candidate occasionally includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning.	Candidate consistently includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning and implements the use of human and physical resources effectively.	Candidate includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning, implements the use of human and physical resources effectively, and involves students in project research and development using human and physical resources.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory(U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
12. Working with parents/guardians *COE 8.3*	Candidate does not contact parents or guardians, displays a lack of empathy for parental concerns.	Candidate needs guidance and suggestions from Mentor on how to talk with parents, makes minimal parent/guardian contact, and demonstrates limited ability to	Candidate teams with Mentor for guided experience when working with parents, and responds to parental concerns professionally and with sensitivity.	Candidate independently handles positive parent contacts, conveys sincere caring and willingness to listen to parents/guardians and engages in

		empathize with parental concerns.		open communication.
Notations				
Midterm:				
Final:				
13. Knowledge of human growth and development *COE 4.2*	Candidate uses developmentally inappropriate activities and/or assignments for diverse learners.	Candidate uses developmentally appropriate activities and/or assignments only in consultation with Mentor.	Candidate independently uses developmentally appropriate planning and teaching to accommodate diverse learners' cognitive and interest levels.	Candidate independently uses developmentally appropriate planning and teaching to accommodate diverse learners' cognitive and interest levels, involves students in planning and implementing ideas, and provides rich opportunities for students to gain deep understandings.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory(U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
14. Oral and written communication skills *COE 6.2, 6.4*	Candidate consistently uses language that is unclear, nonstandard, illegible and/or inappropriate for the class level. Candidate's speech is inaudible and/or nonstandard.	Candidate's use of language is inconsistent, with occasional lapses into language that is unclear, nonstandard, illegible and/or inappropriate for the class level.	Candidate consistently uses clear, grammatically standard written and oral language, both informally and formally.	Candidate consistently uses clear, grammatically standard written and oral language, both informally and formally. In addition, candidate uses multiple written and oral strategies to challenge students

				and stimulate their language development
Notations				
Midterm:				
Final:				

MATHMATICS

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
1. Knows and models professional ethics and behavior (CoE 3.4, 5.3)	* does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions	* incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community	* complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism *demonstrates respect for each student *cultivates sense of democratic classroom community	* meets all proficient level expectations * classroom demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
2. Effective work with diverse learners (CoE 3.3, 5.1, 5.4, 7.3, 8.3)	*makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	*makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	*makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments	* meets all proficient level expectations * collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)

3. Positive and effective classroom management (CoE 3.4, 5.1, 7.3)	**Environment:** * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) **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 **Behavior:** * inappropriate responses to behavior that result in frequent interruptions * uses sarcasm, negative reinforcement, and rewards inappropriately	**Environment:** * adjusts physical room environment only when Mentor Teacher asks **Teaching:** * sporadically demonstrates 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 **Behavior:** * beginning to respond appropriately to behavior, reducing disruptions * uses limited sarcasm and uses positive rewards and reinforcements inconsistently	**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 **Teaching:** * consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude * non-instructional 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 **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	* meets all proficient level expectations **Environment:** * takes initiative to see that the classroom provides a nurturing and safe learning environment for all students **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 **Behavior:** * actively employs creative ways to promote learning and self discipline
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*

4. Content-Specific Pedagogy (CoE 1.6)	*does not create opportunities and experiences for students to connect to the discipline in a meaningful way * plans using only published teacher guides * uses only whole class lecture and assessment * uses assessment only for grading purposes	* creates minimal opportunities/experiences for students to connect to the discipline in a meaningful way * consistently depends on Mentor Teacher for ideas * needs frequent guidance for preparation and implementation of lessons and instructional strategies * has problems transferring knowledge to students	* creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way * 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 * brings understanding of content knowledge discipline to team collaboration	* meets all proficient level expectations * creates consistent opportunities/ experiences for students to connect to the discipline in a meaningful way * 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:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
5. Adequate content knowledge in teaching field	* consistently makes content errors	* draws on basic content knowledge only	* demonstrates strong content knowledge	* meets all proficient level expectations * takes initiative consistently to select

	* does not correct content errors of students or self	* demonstrates little incentive to gather additional and/or supplemental content material	* makes connections between content and other disciplines and within the discipline * gathers additional content as needed	content that goes beyond traditional texts * challenges students to think critically as they explore ways to connect content to other disciplines
and an ability to gather additional content and/or resources as needed (CoE 1.4, 1.6)				

Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
6. Alignment of instructional strategies and assessment with standards and the needs of the learner (CoE 1.6,4.1, 4.2, 7.1, 7.2, 7.3)	* uses only prepared teacher guide plans * lesson plans are incomplete and/or untimely * assessment for grading purposes only * no apparent connection between planning and standards, benchmarks, and assessments	* plans for the short term only * plans are ready on time * unable to reflect on the reason for classroom events and solutions for improvement * plans reflect some standards, benchmarks, and assessments	* plans reflect standards, benchmarks, and assessments * reflects on lesson and implements changes based on reflections * independent preparation re-quires little input from Mentor * cooperative teaching for benefit of learner occurs as needed * open communication that promotes creative planning * assessment informs instruction and planning * chooses appropriate supplementary materials	* meets all proficient level expectations * short term plans are consistently tied to long term goals * embeds supplemental materials to accomplish meaningful instruction * skillfully manages time for correctives and enrichments * assessment, planning and instruction are seamless

Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
7. Sensitivity to school, community, and world cultural diversity (CoE 3.4, 5.1, 5.2)	* 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, cultures are seldom addressed	* provides multiculturalism, informs lessons and supports * demonstrates awareness of	* meets all proficient level expectations * models sensitivity to cultural differences * seeks to increase own base of

	* shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)	diversity or learners' social, emotional, physical needs * respects confidentiality * addresses awareness of school, community, and world cultures * shows awareness of cultural differences in the classroom and takes appropriate actions as needed	knowledge with respect to school, community, world cultures

Notations		
Midterm:		
Final:		

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
8. Consideration of legal rights and responsibilities and safety rules and emergency situations (CoE 10.2)	* displays no knowledge of legal rights and/or safety rules * relies on Mentor to deal with emergency situations	* has a copy of legal rights and safety rules but inappropriately implements them or doesn't understand them * has a basic respect of most legal rights and safety rules but needs occasional reminders * participates when dealing with emergency situations, but dependent on Mentor	* acts upon legal rights and responsibilities and follows safety rules *demonstrates respect for legal rights of others * seeks information when necessary * can identify an emergency situation as defined by school policy and acts appropriately	* meets all proficient level expectations * attends policy meetings offered by the school district * seeks further knowledge of learner's health, family, or community

Notations		
Midterm:		
Final:		

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
9. Appropriate use of school and community resources (CoE 7.4, 9.2)	* seeks no outside human or physical resources which would enhance learning	* poor or no follow through in actively involving outside resources	* includes use of outside human resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.)	* meets all proficient level expectations * implements the use of human and physical resources effectively

			* researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.)	* involves students in project research and development using human and physical resources
Notations				
Midterm:				
Final:				
10. Appropriate application of knowledge of human growth and development (CoE 4.2)	* uses developmentally inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners	* uses developmentally appropriate activities and/or assignments * plans appropriate activities and assignments for diverse learners only in consultation with Mentor	* uses developmentally appropriate planning and teaching to accommodate diverse learners * uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of the learners	* meets all proficient level expectations * involves students in planning and implementing ideas appropriate to the needs of the learners * provides rich opportunities for students to gain deep understandings
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
11. Effective oral and written communication skills of the Student Teacher (CoE 6.2, 6.4)	* uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the class level * speech is inaudible and/or contains grammatical errors * incorporates little classroom discussion and questioning techniques	* written language is generally correct and appropriate to class level * occasional errors are not corrected or corrected only when asked * speech is clear and generally	* clear, grammatically correct written language spelled correctly, informally and formally * clear, grammatically correct use of oral language * uses high level questioning techniques	* meets all expectations at the proficient level * uses multiple written and oral strategies to challenge students and stimulate their

		grammatically correct * uses low level questions during class discussions	during class discussions	language development * guides students to form high level questions

Notations				
Midterm:				
Final:				

12. Appropriate use of technology (CoE 6.5)	* Unable to select and implement appropriate technology in planning, instruction, and assessment	* Occasionally selects and implements appropriate technology in planning, instruction, and assessment	* Frequently selects and implements a variety of technology in planning, instruction, and assessment	* Meets all proficient criteria * Encourages students to experiment with appropriate technology

Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
13. Works effectively in a variety of ways with parents/guardian; Assists with evaluations and reports (e.g., report cards) (CoE 8.3)	* does not contact parents or guardians * displays a lack of empathy for parental concerns * depends entirely on Mentor for evaluation input * does not record student progress	* Needs guidance and suggestions from Mentor on how to talk with parents/guardians * makes minimal parent/guardian contact * demonstrates limited ability to empathize with parental concerns	* 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	* meets all proficient level expectations * independently handles positive parent contacts * seeks guidance from Mentor with difficult parent problems * conveys sincere caring and willingness to listen to parents/guardians

		* 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 student work accurately and in a timely manner *assists with evaluations, report cards, etc.	and engages in open communication * understands timely scores and records as a way to involve parents in student achievement
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement	* avoids becoming involved in school or district programs, project, or events * does not participate in meetings, etc. or participates inappropriately * shows lack of knowledge of school improvement plan * does not become involved with school	* participates when specifically asked with an appropriate level of participation * demonstrates little or no desire to participate in outside programs or expansion of knowledge * seeks information concerning school improvement plan	* participates in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate * demonstrates knowledge of school improvement plan	* meets all proficient level expectations * uses outside class time to participate in additional programs and/or professional development

activities (CoE 10.1)	improvement activities	* minimal involvement, if any, with school improvement activities	* observes teachers other than the Mentor * participates in school improvement activities as appropriate * volunteer for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.)	
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*

15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoE 5.5, 9.1)	* does not appear open to new ideas or programs * does not accept constructive criticism or suggestions for development as a professional educator * does not reflect on growth or methods of improvement * does not reflect on teaching * does not adjust lessons based on feedback	* does not take initiative to develop or become better prepared as a professional * attends only required meetings * shows little effort to improve through self reflections * has little or no dialogue with Mentor related to improvement of teaching * some adjustment of lessons based on feedback	* 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 * dialogues with Mentor for self reflection and evaluation * effort made to use reflective information to improve as an educator * adjusts lessons to show growth that is based on reflection of feedback	* meets all proficient level expectations * actively seeks professional development * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings * independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback * shares reflections and coordinates with Mentor for most effective input into improvement of lessons and teaching
Notations				
Midterm:				
Final:				

Secondary Mathematics Addendum

To receive a passing score for this section of the rubric, the student must receive a proficient or distinguished rating on each item 16 - 19.

	Level of Performance			

Standard	Unsatisfactory	Basic	Proficient	Distinguished
16. Communicates mathematical thinking both orally and in writing	Poor use of mathematical language and organization obscures key ideas.	Imprecision in use of mathematical language hampers candidate explanations. Mathematical ideas become clouded by language use. Organization can confound the idea.	Mathematical language is used in explaining ideas but precision is not as detailed. Ideas can be explained mathematically. Organization is acceptable.	Mathematical language is used to express ideas precisely. Ideas are enhanced because of the care taken to use mathematical language. Organization is elegant.
Notations				
Midterm:				
Final:				
17. Analyses and evaluates the mathematical thinking and strategies of others	Candidate uses assessment as a grading tool and only checks for a single strategy. Expects others to solve problems as they are shown. Multiple problem solving strategies are not in evidence.	Candidate occasionally evaluates the thinking of students but does not use the information as part of lesson planning or as part of teaching. Purely used as an evaluation tool for grading.	Candidate normally evaluates others mathematical thinking but does not fully explore the strategies of students to ascertain understandings and conceptions. These evaluations inform the teaching.	In problem solving situations, candidate can explore the thinking of students with a variety of solution strategies and identify the usefulness and appropriateness of a strategy for learning more mathematics. Evaluation and teaching mutually interact for planning.

Notations				
Midterm:				
Final:				
18. Mathematical Problem Solving is used to build conceptual understanding	Candidate teaches examples from text. Problem solving is a by-product of text exercises without depth in exploration of concepts. View of problem solving is procedural.	Candidate demonstrates ability to lead classes in mathematical problem solving with "teaching as telling" as a main feature. Generalizations and testing are provided to students.	Candidate demonstrates ability to lead classes in mathematical problem solving. Conceptual understanding is part of the focus with guided practice of generalization development and testing as a class.	Candidate demonstrates ability to expertly lead classes in mathematical problem solving. Focus is on in-depth conceptual understandings. Students are expected to develop and test generalizations.
Notations				
Midterm:				
Final:				

SCIENCE

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
1. Knows and models professional ethics and behavior (CoE 3.4, 5.3)	* does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions	* incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community	* complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism *demonstrates respect for each student *cultivates sense of democratic classroom community	* meets all proficient level expectations * classroom demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice
Notations				
Midterm:				
Final:				
	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)

SCIENCE

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
1. Knows and models professional ethics and behavior (CoE 3.4, 5.3)	* does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions	* incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community	* complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism *demonstrates respect for each student *cultivates sense of democratic classroom community	* meets all proficient level expectations * classroom demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice

Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
2. Effective work with diverse learners (CoE 3.3, 5.1, 5.4, 7.3, 8.3)	*makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	*makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	*makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments	* meets all proficient level expectations * collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment

Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
3. Positive and effective classroom management (CoE 3.4, 5.1, 7.3)	**Environment:** * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) **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	**Environment:** * adjusts physical room environment only when Mentor Teacher asks **Teaching:** * sporadically demonstrates 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 **Behavior:**	**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 **Teaching:** * consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude	* meets all proficient level expectations **Environment:** * takes initiative to see that the classroom provides a nurturing and safe learning environment for all students **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

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	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
	Behavior: * inappropriate responses to behavior that result in frequent interruptions * uses sarcasm, negative reinforcement, and rewards inappropriately	* beginning to respond appropriately to behavior, reducing disruptions * uses limited sarcasm and uses positive rewards and reinforcements inconsistently	* non-instructional 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 **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	classroom expectations **Behavior:** * actively employs creative ways to promote learning and self discipline

Notations				
Midterm:				
Final:				
	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
4. Content-Specific Pedagogy (CoE 1.6)	*does not create opportunities and experiences for students to connect to the discipline in a meaningful way * plans using only published teacher guides * uses only whole class lecture and assessment * uses assessment only for grading purposes	* creates minimal opportunities/ experiences for students to connect to the discipline in a meaningful way * consistently depends on Mentor Teacher for ideas * needs frequent guidance for preparation and implementation of lessons and instructional strategies * has problems transferring knowledge to students	* creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way * 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	* meets all proficient level expectations * creates consistent opportunities/ experiences for students to connect to the discipline in a meaningful way * independently implements a variety of theories and strategies * creates assessment documents which reflect learning * works as a facilitator for learning beyond expectations

				* shows independence in using multiple teaching strategies * works as a facilitator for learning * brings understanding of content knowledge discipline to team collaboration	
Notations					
Midterm:					
Final:					

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
5. Adequate content knowledge in teaching field and an ability to gather additional content and/or resources as needed (CoE 1.4, 1.6)	* consistently makes content errors * does not correct content errors of students or self	* draws on basic content knowledge only * demonstrates little incentive to gather additional and/or supplemental content material	* demonstrates strong content knowledge * makes connections between content and other disciplines and within the discipline * gathers additional content as needed	* meets all proficient level expectations * 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:				
	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
6. Alignment of instructional strategies and assessment with standards and the needs of the	* uses only prepared teacher guide plans * lesson plans are incomplete and/or untimely	* plans for the short term only * plans are ready on time * unable to reflect on the reason for	* plans reflect standards, benchmarks, and assessments * reflects on lesson and implements	* meets all proficient level expectations * short term plans are consistently tied to long term goals

learner (CoE 1.6,4.1, 4.2, 7.1, 7.2, 7.3)	* assessment for grading purposes only * no apparent connection between planning and standards, benchmarks, and assessments	classroom events and solutions for improvement * plans reflect some standards, benchmarks, and assessments	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 * assessment informs instruction and planning * chooses appropriate supplementary materials	* embeds supplemental materials to accomplish meaningful instruction * skillfully manages time for correctives and enrichments * assessment, planning and instruction are seamless
Notations				
Midterm:				
Final:				
	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
6. Alignment of instructional strategies and assessment with standards and the needs of the learner (CoE 1.6,4.1, 4.2, 7.1, 7.2, 7.3)	* uses only prepared teacher guide plans * lesson plans are incomplete and/or untimely * assessment for grading purposes only * no apparent connection between planning and standards, benchmarks, and assessments	* plans for the short term only * plans are ready on time * unable to reflect on the reason for classroom events and solutions for improvement * plans reflect some standards, benchmarks, and assessments	* plans reflect standards, benchmarks, and assessments * 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 * assessment informs instruction and planning * chooses appropriate supplementary materials	* meets all proficient level expectations * short term plans are consistently tied to long term goals * embeds supplemental materials to accomplish meaningful instruction * skillfully manages time for correctives and enrichments * assessment, planning and instruction are seamless

Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
8. Consideration of legal rights and responsibilities and safety rules and emergency situations (CoE 10.2)	* displays no knowledge of legal rights and/or safety rules * relies on Mentor to deal with emergency situations	* has a copy of legal rights and safety rules but inappropriately implements them or doesn't understand them * has a basic respect of most legal rights and safety rules but needs occasional reminders * participates when dealing with emergency situations, but dependent on Mentor	* acts upon legal rights and responsibilities and follows safety rules *demonstrates respect for legal rights of others * seeks information when necessary * can identify an emergency situation as defined by school policy and acts appropriately	* meets all proficient level expectations * attends policy meetings offered by the school district * seeks further knowledge of learner's health, family, or community
Notations				
Midterm:				
Final:				
	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
9. Appropriate use of school and community	* seeks no outside human or physical resources which	* poor or no follow through in actively	* includes use of outside human resources in lesson	* meets all proficient level expectations

resources (CoE 7.4, 9.2)	would enhance learning	involving outside resources	planning (i.e. other teachers, technology specialists, librarians, etc.) * researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.)	* implements the use of human and physical resources effectively * involves students in project research and development using human and physical resources
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
10. Appropriate application of knowledge of human growth and development (CoE 4.2)	* uses developmentally inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners	* uses developmentally appropriate activities and/or assignments * plans appropriate activities and assignments for diverse learners only in consultation with Mentor	* uses developmentally appropriate planning and teaching to accommodate diverse learners * uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of the learners	* meets all proficient level expectations * involves students in planning and implementing ideas appropriate to the needs of the learners * provides rich opportunities for students to gain deep understandings
Notations				
Midterm:				
Final:				
	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
11. Effective oral and written communication skills of the Student Teacher (CoE 6.2, 6.4)	* uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the class level * speech is inaudible and/or contains grammatical errors	* written language is generally correct and appropriate to class level * occasional errors are not corrected or corrected only when asked	* clear, grammatically correct written language spelled correctly, informally and formally * clear, grammatically correct use of oral language * uses high level questioning	* meets all expectations at the proficient level * uses multiple written and oral strategies to challenge students and stimulate their language development

	* incorporates little classroom discussion and questioning techniques	* speech is clear and generally grammatically correct * uses low level questions during class discussions	techniques during class discussions	* guides students to form high level questions
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
12. Appropriate use of technology (CoE 6.5)	* Unable to select and implement appropriate technology in planning, instruction, and assessment	* Occasionally selects and implements appropriate technology in planning, instruction, and assessment	* Frequently selects and implements a variety of technology in planning, instruction, and assessment	* Meets all proficient criteria * Encourages students to experiment with appropriate technology
Notations				
Midterm:				
Final:				
	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
13. Works effectively in a variety of ways with parents/guardian ; Assists with evaluations and reports (e.g., report cards) (CoE 8.3)	* does not contact parents or guardians * displays a lack of empathy for parental concerns * depends entirely on Mentor for evaluation input * does not record student progress	* Needs guidance and suggestions from Mentor on how to talk with parents/guardians * makes minimal parent/guardian contact * demonstrates limited ability to emphasize with parental concerns * scores and records papers and written work, not always in a timely manner	* 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 * assesses instructional goals consistently * gathers assessment data and	* meets all proficient level expectations * independently handles positive parent contacts * seeks guidance from Mentor with difficult parent problems * conveys sincere caring and willingness to listen to parents/guardians and engages in open communication * understands timely scores and records

		* does limited assessment of instructional goals	with minimal guidance from Mentor * scores and records student work accurately and in a timely manner *assists with evaluations, report cards, etc.	as a way to involve parents in student achievement
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities (CoE 10.1)	* avoids becoming involved in school or district programs, project, or events * does not participate in meetings, etc. or participates inappropriately * shows lack of knowledge of school improvement plan * does not become involved with school improvement activities	* participates when specifically asked with an appropriate level of participation * demonstrates little or no desire to participate in outside programs or expansion of knowledge * seeks information concerning school improvement plan * minimal involvement, if any, with school improvement activities	* participates in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate * demonstrates knowledge of school improvement plan * observes teachers other than the Mentor * participates in school improvement activities as appropriate * volunteer for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.)	* meets all proficient level expectations * uses outside class time to participate in additional programs and/or professional development
Notations				
Midterm:				
Final:				

| | Level of Performance | | | |
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoE 5.5, 9.1)	* does not appear open to new ideas or programs * does not accept constructive criticism or suggestions for development as a professional educator * does not reflect on growth or methods of improvement * does not reflect on teaching * does not adjust lessons based on feedback	* does not take initiative to develop or become better prepared as a professional * attends only required meetings * shows little effort to improve through self reflections * has little or no dialogue with Mentor related to improvement of teaching * some adjustment of lessons based on feedback	* 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 * dialogues with Mentor for self reflection and evaluation * effort made to use reflective information to improve as an educator * adjusts lessons to show growth that is based on reflection of feedback	* meets all proficient level expectations * actively seeks professional development * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings * independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback * shares reflections and coordinates with Mentor for most effective input into improvement of lessons and teaching
Notations				
Midterm:				
Final:				

Secondary Science Addendum

To receive a passing score for this section of the rubric, the student must receive a proficient or distinguished rating on each item 16 - 19.

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
16. Practices legal and ethical responsibilities of science teachers for the welfare of their students (NSTA 9a).	* does not responsibly follow legal and ethical precedents for the welfare of students in the science classroom	* generally follows the legal and ethical precedents for the welfare of students in the science classroom but does not take initiative to develop or become better prepared as a professional	* Always follows the legal and ethical precedents for the welfare of students in the science classroom	* meets the proficient level expectations * attends policy meetings offered by the school district * actively seeks professional development
Notations				
Midterm:				
Final:				
	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
17. Practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction (NSTA 9b).	* does not responsibly establish and follow procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials OR *does not keep MSDS readily	* establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials AND *maintains up-to-date and readily available MSDS files for all materials used in the classroom	* establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials AND *maintains up-to-date and readily available MSDS files for all materials used in the classroom	* meets all proficient level expectations * attends policy meetings offered by the school district * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings

	available or currently maintained		AND *stays informed of potential hazards and legal concerns. Communicates them to other teachers to maintain a school environment free of potential problems	

Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
18. Follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and abilities of students (NSTA 9c).	* does not responsibly plan, practice or enforce safety procedures in all activities in the classroom OR *is unaware of actions to take during an emergency and to prevent or report an emergency OR *Fails to appropriately respond to hazardous situations once identified	* plans, practices and enforces safety procedures in all activities in the classroom AND * knows actions to take during an emergency and to prevent or report an emergency AND * appropriately responds to hazardous situations once identified	* consistently plans, practices and enforces safety procedures in all activities in the classroom AND * demonstrates in the classroom that safety is a priority in science AND * appropriately responds to hazardous situations once identified AND * takes actions to prevent hazards and communicates needs and potential problems to administrators	* meets all proficient level expectations * attends policy meetings offered by the school district * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings

Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
19. Treats all living organisms used in the classroom or found in the field in a safe, humane and ethical manner and respects legal restrictions on their collection, keeping and use (NSTA 9d).	* does not responsibly attend to, obey or enforce rules for the safe, proper and ethical treatment of animals	* attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals	* consistently Attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals AND * discusses reasons for such rules with students	* meets all proficient level expectations * actively seeks professional development * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings
Notations				
Midterm:				
Final:				

MODERN LANGUAGES

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
1.Theories of learner development and instruction (CoE 3.3, 4.3, 5.1, 5.4, 7.3, 8.3; ACTFL 3.b)	*Shows no understanding of the different physical, cognitive, emotional, and social developmental characteristics of K-12 students. Is unaware of the many possible instructional models and techniques which may exist.	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware that many different instructional models and techniques exist.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They tailor instruction to meet the developmental needs of their students.
Notations				
Midterm:				
Final:				

	Level of Performance			

	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
2. Target language input (CoE 6.5; ACTFL 3.a)	*Candidates seldom use the target language during instruction and use the target language in ways that do not aid in the language learning process.	Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input. Use technology to provide some input.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons. Use technology in appropriate ways to enhance input	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content. Use technology in a variety of ways to provide nuanced input.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*

3. Adapting instruction to address students' language levels, language backgrounds, and learning styles (ACTFL 3.b)	Candidates do not take into account learner language levels and uses and only offer one type of instruction aimed at an ideal learner set.	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.	Candidates seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
4. Integration of three modes of communication (ACTFL 4.b)	*Does not use any of the three modes of communication or uses them in an unclear manner.	Candidates understand the connection among the interpersonal, interpretive, and presentational modes of communication. They focus on one mode at a time in instruction and classroom activities.	Candidates design opportunities for their students to communicate by using the interpersonal, interpretive, and presentational modes in an integrated manner.	Candidates use the interpersonal-interpretive presentational framework as the basis for planning and implementing classroom communication.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
5. Language acquisition	*Candidates appear unaware of language acquisition theories.	Candidates exhibit an awareness of the key	Candidates exhibit an	Candidates exhibit ease and flexibility in

theories (ACTFL 3.a)	They do not provide any connections between the instructional strategies they employ and language acquisition theories.	concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.	understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Approaches Standard (B)*	*Meets Standard / Proficient (P)*	*Exceeds Standard (D)*
6. Evaluation, selection, creation, and adaptation of appropriate materials (ACTFL 4.c)	*Uses materials in an uninformed and illogical manner. Shows no understanding of material use in realizing learning goals and objectives.	Candidates base their selection and design of materials on short-term instructional objectives more than on standards and/or curricular goals.	Candidates use their knowledge of standards and curricular goals to evaluate, select, and design materials, including visuals, realia, authentic printed and oral materials, and other resources obtained through technology.	Candidates base their selection and design of materials on the standards philosophy and their curricular goals. They creatively use a wealth of resources including visuals, realia, authentic printed and oral materials, and other resources obtained through technology. They justify the use of these materials.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*

7. Integration of cultural products, practices, perspectives and offers connection to other subject areas (ACTFL 4.b)	*Candidates offer no linkages between culture and language in their instruction and do not investigate possible connections with these elements to other subject areas.	Candidates understand the anthropological view of culture in terms of products, practices, and perspectives. They refer to one or more of these areas in their teaching of culture. Link Cultural and linguistic elements to other subject areas.	Candidates design opportunities for their students to explore the target language culture(s) by means of cultural products, practices, and perspectives. Uses these opportunities to how they align with other subject areas.	Candidates use the products-practices perspectives framework as the basis for planning and implementing cultural instruction. Uses multiple perspectives as a base for investigating other subject areas.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
8. Meaningful classroom interaction (ACTFL 3.a)	*Classroom interactions are primarily mechanical, stilted and lack a communicative focus.	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students' interests.	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
9. Integration of standards into planning and instruction (CoE	* uses only prepared teacher guide plans	Candidates apply goal areas and standards (both national and state) to	Candidates create unit/lesson plan objectives that address	Candidates use the goal areas and standards of the *Standards for*

1.6,4.1, 4.2, 7.1, 7.2, 7.3; ACTFL 4.a, 4.b)	* lesson plans are incomplete and/or untimely * assessment for grading purposes only * no apparent connection between planning and ACTFL and state standards, performance guidelines, and (integrated performance) assessments. Instruction lack connection with and use of standards.	their planning to the extent that their instructional materials do so. Utilize standards in a basic way in their instructional approaches.	specific goal areas and standards (national and state). They design activities and/or adapt instructional materials and activities to address specific standards.	*Foreign Language Learning*, as well as their state standards, to design curriculum and unit/lesson plans. Instruction embraces standards in meaningful ways.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
10. Formative and summative assessment models (ACTFL 5.a)	*Formative and summative assessments are not utilized, or utilized in an uninformed manner.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	Candidates design formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter. Student communicative abilities figure into their assessment planning.	Candidates design a system of formative and summative assessments that measure overall development of proficiency and communicative abilities in an ongoing manner and at culminating points in the total program.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
11. Reflection and adjustment of instruction	*Candidates do not reflect on completed student work and make no attempt at	Candidates interpret assessments as correct/incorrect student responses	Candidates observe and analyze the results of	Candidates teach students to reflect upon their performances in both

(CoE 5.5, 9.1; ACTFL 5.b)	improving their own instruction based on recorded student shortcomings.	even when reflecting upon holistic measures. Candidates use assessment results to conduct whole group remediation or review.	student performances so as to discern both global success and underlying inaccuracies. Candidates use insights gained from assessing student performances to adapt, change, and reinforce instruction.	a global and analytical fashion. Candidates use assessment results as they work with students individually to help them identify the gaps in their knowledge and skills.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
12. Interpreting and reporting progress to students and stakeholders (CoE 8.3; ACTFL 5.c)	*Student progress is not reported clearly or in standard ways. No communication with stakeholders is offered.	Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts. Provide baseline information to stakeholders.	Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use the performances to illustrate both what students can do and how they can advance. Candidates report assessment results accurately and clearly.	Candidates identify ways of involving students in understanding testing procedures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth. Candidates report assessment results in a way that is tailored to particular groups of stakeholders.
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
13. Demonstrates competence in continuing as a professional educator by using self-assessment,	* does not appear open to new ideas or programs * does not accept constructive criticism or suggestions for development as a professional educator	* does not take initiative to develop or become better prepared as a professional * attends only required meetings	* is open to suggestions for professional development * seeks guidance of ways to continue developing as a professional educator	* meets all proficient level expectations * actively seeks professional development * demonstrates leadership qualities by offering to share

self-reflection, and/or inquiry techniques (CoE 5.5, 9.1)	* does not reflect on growth or methods of improvement * does not reflect on teaching * does not adjust lessons based on feedback	* shows little effort to improve through self reflections * has little or no dialogue with Mentor related to improvement of teaching * some adjustment of lessons based on feedback	* attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator * dialogues with Mentor for self reflection and evaluation * effort made to use reflective information to improve as an educator * adjusts lessons to show growth that is based on reflection of feedback	information from attending a meeting/workshop in professional settings * independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback * shares reflections and coordinates with Mentor for most effective input into improvement of lessons and teaching
Notations				
Midterm:				
Final:				