Profile of Student Teaching Performance:

Reference Guide

for Observing and Assessing Student Teachers

Foreign Language PK-12 Licensure

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Dear Student Teacher, Cooperating Teacher, and University Consultant:

This document serves as a reference guide for student teachers, cooperating teachers, and university consultants involved in observing and assessing the performance of EMU student teachers. It should be used when completing the Formative Observation of Student Teaching **form and the** Assessment of Student Teaching **form (both mid-block and final). It has been carefully coordinated and cross-referenced with the six program outcomes delineated in Eastern Mennonite University's conceptual framework. A summary of the framework is contained in the** *Student Teaching Handbook***, and a copy of the cross-reference matrix is available upon request. The assessment and reference guide has also been developed using research-based guidelines by subject experts. It incorporates all 10 InTASC standards and all seven Virginia Teaching Performance Standards, as well as subject-specific standards and guidelines, and encourages a performance-based process for supporting the professional growth of pre-service teachers** *over time.*

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

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

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

This evaluation cannot be shared with anyone **outside of the university** *without the written consent of the student teacher.*

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

Sincerely,
Ron Shultz, Coordinator of Field Placement
EMU Education Department

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

A. PROFESSIONAL KNOWLEDGE The student teacher…
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

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

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

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

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

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

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

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher …
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

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

Questions for Reflection:
1. Are the daily performance objectives focused on proficiency targets and based on meaningful contexts? (FC3)
2. Are the lesson's performance objectives clearly stated in student-friendly language? (FC6)
3. Are the objectives referenced throughout the lesson?

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

Questions for Reflection:
1. Are the assessments clearly linked to the objectives? (FC10)
2. Are the assessments balanced between knowledge and performance? (FC9)
3. Is there a discrepancy between what is taught and what is assessed?

		B3. CHECKS FOR UNDERSTANDING USING A VARIETY OF ASSESSMENT TECHNIQUES TO ENHANCE STUDENT LEARNING.
DN		makes few or no attempts to determine student comprehension **AND** gives students little or no feedback.
DE		monitors student comprehension of content **AND** provides students with limited feedback.
ME		uses a variety of assessment techniques to monitor comprehension of the content **AND** provides students with timely meaningful feedback;
EE		**AND**…analyzes individual and group comprehension of the content, **AND** gives all students substantive and specific feedback, **AND** makes appropriate instructional adjustments as necessary.

Questions for Reflection:
1. Does the student teacher provide frequent descriptive feedback, which is supported by evidence from student performance? (FC11)
2. Does the student teacher use rubrics as a way to define quality and provide feedback? (FC11)
3. Does the grading system weigh performance more heavily than knowledge language knowledge? (e.g., grammar, vocabulary) (FC12)

		B4. USES FORMAL AND INFORMAL ASSESSMENT EVIDENCE TO IDENTIFY STRATEGIES TO IMPROVE INSTRUCTION.
DN		uses formal or informal assessments.
DE		uses formal and informal assessments;
ME		**AND**…uses assessment evidence to identify strategies to improve instruction;
EE		**AND**…uses assessment evidence to inform, guide and adjust individual students' learning by identifying strategies to differentiate instruction.

Questions for Reflection:
1. Does the student teacher use pre-assessments to adjust lessons for appropriate differentiation?
2. Does the student teacher use prior assessment data to identify areas for re-teaching, enrichment, and to identify learning strategies that were particularly successful?
3. Does the student teacher provide feedback for learners in all three communicate modes- interpretive, interpersonal and presentational - at some point during the lesson or unit? (Communication)

C. INSTRUCTIONAL PLANNING The student teacher…
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

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

	C2. PLANS DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS).
DN	plans undifferentiated instruction.
DE	plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME	effectively plans differentiated instruction to address the unique characteristics of most individuals in the class;
EE	**AND**…seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:
1. Does instruction include a variety of student groupings and varied activities that engage all students? (FC5)
2. Does the instructional plan ensure access for students with special needs (such as by integrating Universal Design for Learning principles)?
3. Does the instructional plan include enrichment or extension activities?
4. Does the student teacher assure that all learners are engaged and on task?

	C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES.
DN	plans inappropriate methods and activities to meet the learning outcomes.
DE	plans appropriate methods and activities to meet the learning outcomes;
ME	**AND**…plans varied methods and activities to meet the learning outcomes;
EE	**AND**…uses data to plan appropriate, varied methods and activities to meet the learning outcomes.

Questions for Reflection:
1. Does the instructional plan include a variety of activities that are based on student attention span and which account for realistic pacing? (FC5)
2. Are students engaged in language learning opportunities anchored in the three modes of communication - interpretive, interpersonal, and presentational? (FC8)

	C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING.
DN	rarely integrates instructional technology in planning.
DE	sometimes integrates instructional technology in planning;
ME	regularly integrates appropriate instructional technology in planning to meet learning outcomes;
EE	**AND**…integrates a variety of instructional technology in planning, **AND** clearly identifies alternative plans in the event technology fails.

Questions for Reflection:
1. Does the plan provide students with comprehensible input through a variety of digital and print media? (FC13)
2. Does the plan include the use of learning tools in a manner respectful of authorship and ownership? (FC14)

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

Questions for Reflection:
1. Are the daily objectives focused on proficiency targets and based on meaningful contexts? (FC3)

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

Questions for Reflection:
1. Does the student teacher plan for smooth and efficient transitions throughout the lesson? (FC5)

 D. LEARNING ENVIRONMENT The student teacher …
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

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

Questions for Reflection:
1. Does the physical environment ensure access for students with special needs (such as by integrating elements of Universal Design for Learning)?
2. Does the student teacher use official information about students' backgrounds to help create a safe and positive environment, particularly for students who are experiencing trauma (FC1)
3. Does the student teacher use words and mannerisms that express a "growth mindset" toward all students?

		D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK.
DN		ignores evidence that a climate of trust and teamwork is lacking.
DE		attempts to create a climate of trust and teamwork by being fair and respectful.
ME		purposefully creates a climate of trust and teamwork by being enthusiastic, fair, caring, and respectful to all students;
EE		**AND**…fosters regular student collaboration.

Questions for Reflection:
1. Has the student teacher configured the classroom to promote teamwork and interaction among all students?
2. Do the students and student teacher create a positive learning environment through respectful interaction with each other? (FC1)
3. Does the instructional plan communicate to all students that they are respected, cared for, and have valuable contributions to make through collaboration?

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

Questions for Reflection:
1. Are classroom rules displayed, enforced and are the familiar to the students?
2. Does the student teacher treat all learners consistently and fairly?
3. Does the student teacher work with parents and school administrators to communicate and clarify the classroom rules? (FC1, FC15)

	D4. DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS.	
DN		Infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE		can identify the different cultural backgrounds **AND** acknowledge different perspectives represented in the classroom;
ME		**AND**…respects and responds to the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE		**AND**… incorporates these differences into his/her teaching and use of content examples.

Questions for Reflection:
1. Does the student teacher use information about students' cultural backgrounds to inform her/his approach to learning? (FC1)
2. Does the student teacher provide frequent and respectful opportunities for diverse perspectives from students, community members, and others on the topics of the lesson/unit? (Connections and Communities)

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

Questions for Reflection:
1. Does student teacher plan how s/he will explain/introduce activities and concepts using only the target language? (FC4)
2. Does the student teacher check for understanding in a variety of ways throughout the lesson? (FC4)
3. Does the student teacher share the planned sequence of learning activities with the students such as by posting it on the board or previewing it at the start of the lesson? (Full Class Observation Tool)

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

Questions for Reflection:
1. Does the student teacher use realia, props, manipulatives and other resources to make input comprehensible? (FC13)

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

Questions for Reflection:
1. Does the student teacher reference her/his lesson plan and also respond to changing needs during the class period?
2. Do all students engage in activities designed to meet the daily performance objectives? (Full Class Observation Tool)
3. Do students participate in activities that allow for physical movement? (Full Class Observation Tool)
4. Do students engage in varied pair and/or small group activities? (Full Class Observation Tool)

5. Does the student teacher use a variety of strategies such as visuals, concrete objects, hands-on experiences, and circumlocution to make her/his language use comprehensible? (FC7)

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

Questions for Reflection:
1. Does the student teacher use a variety of learning tools to facilitate the lesson? (Full Class Observation Tool)
2. Do the students use available technologies to develop real world language abilities? (Full Class Observation Tool)
3. Are colorful visuals used which are large enough to be seen by all students and are culture specific? (Full Class Observation Tool)

		E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION.
DN		uses low level questions that often require single, correct answers with a few students dominating discussion.
DE		uses questions that seem to involve answers determined in advance by the teacher, and that involve only some students in the discussion.
ME		poses a range of questions designed to promote student discussions, successfully engaging most students in the discussion.
EE		poses a range of questions designed to challenge students, resulting in thoughtful, genuine discussions among all students.

Questions for Reflection:
1. Do students participate in activities aimed at various levels of thinking appropriate to her/his stages of learning? (Full Class Observation Tool)
2. Do all students participate in meaningful ways?

		E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS.
DN		provides undifferentiated instruction for students.
DE		attempts to accommodate student learning needs but with mixed success.
ME		differentiates and scaffolds instruction to accommodate most students' learning needs.
EE		successfully reaches all students by skillfully differentiating and scaffolding, using enrichment and remedial activities.

Questions for Reflection:
1. Does instruction engage all students by building in differentiation and extension activities?

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

Questions for Reflection:
1. Are transitions between activities smooth and efficient? (FC5)

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher …
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	✓	F1. PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING.
DN		provides unclear evidence to document student learning.

DE		collects and reviews some data to document student learning.
ME		consistently analyzes and interprets assessment data to document student learning over time.
EE		**AND** uses a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:
1. Does the grading system weight performance more heavily than language knowledge? (FC12)
2. Does the student teacher track learning over time in a way that informs instruction and encourages positive student behaviors?

		F2. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION.
DN		puts the responsibility of learning on the student.
DE		acknowledges responsibility for student learning.
ME		takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE		**AND**…sets and implements professional goals to improve student learning.

Questions for Reflection:
1. Does the student teacher provide opportunities for self-assessment and/or peer-assessment? (Full Class Observation Tool)
2. Does the student teacher change her/his instructional plan based on analysis and reflection instead of simply striving to "cover" the content?

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

Questions for Reflection:
1. Can the student teacher articulate a research basis and/or theoretical approach to her/his teaching?
2. Has the student teacher developed a professional learning network of educators either in person and/or online with whom s/he regularly shares information and questions?

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

Questions for Reflection:
1. Does the student teacher maintain the highest standards of professional conduct in the community, classroom, and through professional affiliations? (FC16)

		G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING.
DN		infrequently participates in school-based learning experiences.
DE		takes ownership of professional growth by participating in school-based professional learning experiences;

ME		**AND**…practices the new strategies learned to support student learning;
EE		**AND**…actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:
1. Does the student teacher participate in professional development opportunities both within the district and beyond throughout the school year and in the summer? (FC18)

		G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE.
DN		frequently makes errors in grammar, usage, and spelling in professional contexts.
DE		periodically makes errors in grammar, usage, and spelling in professional contexts.
ME		uses correct grammar, usage, and spelling in professional contexts;
EE		**AND**…speaks and writes correctly and fluidly in professional contexts.

Questions for Reflection:
1. Does the student teacher make an effort to continually learn about effective ways to communicate in English and in the target language?
2. Does the student teacher collaborate beyond what is required in her/his department, school, and district? (FC18)

		G4. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT.
DN		makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE		attempts to build relationships and collaborate with colleagues, administrators, and families.
ME		collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE		**AND**…communicates effectively to build strong relationships **AND** seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:
1. Does the student teacher involve all stakeholders by engaging them in discussions of the goals of the program? (FC15)

		G5. ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES.
DN		demonstrates ignorance towards cultural, ethnic, gender, and learning differences of students.
DE		occasionally demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME		consistently demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE		**AND**… incorporates learners' experiences, cultures and community resources into instruction.

Questions for reflection:
1. Is the student teacher a reflective practitioner? (FC17)