

Profile of Student Teaching Performance:

Reference Guide

for Observing and Assessing Student Teachers

Mathematics Grades 6-12 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

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. Does the student teacher document the specific NCTM content standards (9-15) and VA SOL's?
2. Does the student teacher analyze local, state, and national curriculum standards based on his/her knowledge of content and early adolescent development?

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

Questions for Reflection:

1. Does the student teacher communicate mathematical thinking orally and in writing to peers, faculty, and others?
2. Does the student teacher use the language of mathematics to express ideas precisely?
3. Does the student teacher organize mathematical thinking through communication?
4. Does the student teacher analyze and evaluate the mathematical thinking and strategies of others?
5. Does the student teacher possess a deep understanding of how students learn mathematics and the pedagogical knowledge specific to mathematics teaching and learning?
6. Does the student teacher know, understand and apply the process of mathematical problem solving?
7. Does the student teacher recognize, use, and make connections between and among mathematical ideas, and in contexts outside mathematics, to build mathematical understanding?
8. Does the student teacher recognize where the content lies in the vertical alignment of all mathematical standards?
9. Does the student teacher make connections within the content, across representations, and between state standards to organize instruction around big ideas?

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

Questions for Reflection:

1. Does the student teacher use varied representations of mathematical ideas to support and deepen students' mathematical understanding?
2. Are the same examples used over and over when students need more clarity?
3. Can the student teacher create new examples for further clarification?
4. Are the examples appropriate for the age level and populations?
5. Do the examples represent different modalities?
6. Do the examples relate to diverse needs?
7. Does the student teacher recognize and apply mathematics in context outside of mathematics?

8. Does the student teacher demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole?
9. Does the student teacher engage adolescents in activities related to their interpersonal, community, and societal responsibilities?
10. Does the student teacher consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all adolescents?
11. Does the student teacher demonstrate a comprehensive depth and breadth of knowledge in two content areas that are broad and multidisciplinary, and regularly demonstrate the ability to make interdisciplinary connections?
12. What has the student teacher done to find out the students' prior knowledge?
13. Are examples relevant to the student population?

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. Does the student teacher plan lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates?
2. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and is able to articulate his/her criteria for strategy selection?
3. Did the student teacher have a clear assessable objective?
4. Did the student teacher have a purpose and rationale?
5. Did the student teacher understand the needs of diverse learners in the class and plan accordingly?
6. Did the student teacher accommodate learning requirements of ESL, 504, Gifted & Talented, and IEP plans?
7. Did the student teacher "know the audience" and target instruction appropriately?

		B2. 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. Does the student teacher analyze and evaluate the mathematical thinking and strategies of others?
2. Does the student teacher use multiple strategies, including listening to and understanding the ways students think about mathematics to assess students' mathematical knowledge?
3. Does the student teacher check for understanding throughout the lesson?
4. Does the student teacher involve individuals or groups in assessment?
5. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?
6. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources other than the teacher (other students, books, self-checking materials, etc.) to assess students' learning?
7. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?
8. Does the student teacher adjust instruction while in progress, with attention to the teachable moment?

		B3. CHECKS FOR UNDERSTANDING 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 ask various levels of cognitively demanding questions to check for comprehension?
2. Does the student teacher provide timely feedback, verbal and/or written, to students?
3. Is the written feedback provided by the student teacher specific and based on content and strategies used by the students?
4. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?
5. Did the student teacher adapt instruction based on feedback gained?

B4. 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 take time to analyze and reflect on student evidence to guide future instruction?
2. Is the student teacher able to connect student assessment evidence to objectives and standards to determine areas of gained knowledge and areas of weaknesses?
3. Is the student teacher able to connect student evidence to their trajectory of learning on the curriculum?
4. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?
5. Is the assessment appropriate to the students in the class? ? How are students of limited English proficiency and students with exceptionalities provided with opportunities to display their knowledge of content?

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.

Questions for Reflection:

1. Does the student teacher recognize and use connections among mathematical ideas?
2. Does the student teacher demonstrate a comprehensive knowledge of the concepts, principles, theories, and research about adolescent development?
3. Does he/she use this knowledge to provide all adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous?
4. Did the student teacher create an interest inventory?
5. Did the student teacher use pre-assessment tools?
6. Did the student teacher review student files?
7. Does the student teacher actively see information with respect to students' interests?
8. Does the student teacher plan/meet with resource personnel such as special ed teachers/ESL teachers/aides/guidance?
9. Is the student teacher able to understand student strengths and weaknesses with respect to the expectations of the state standards?
10. Does the student teacher actively engage students in independent and collaborative inquiry? Does he/she consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive?

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 the student teacher select, use and determine suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs, such as the gifted, challenged, and speakers of other languages?
2. Does the student teacher use knowledge of different types of instructional strategies in planning mathematics lessons?
3. Does the student teacher have appropriate expectations based on students' abilities, skills, and efforts?
4. Does the student teacher plan instruction so that students make connections between various approaches, encouraging students to explain, justify and communicate their knowledge?

C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES.	
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 student teacher plan for the use of multiple strategies, including listening to and understanding the ways students think about mathematics to assess students' mathematical knowledge?
2. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and is able to articulate his/her criteria for strategy selection?
3. How is the plan for assessment aligned with the learning outcomes of the lesson?
4. Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
5. Does the student teacher use varied representations of mathematical ideas to effectively support and deepen students' mathematical understanding?

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING.	
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 student teacher develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas?
2. Does the student teacher frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields?
3. Does the instructional technology assist and support meeting all learning styles and levels?
4. Does the student teacher select instructional technology when planning that enables students to use more than one method or strategy during each lesson?
5. Does the student teacher have a backup strategy if needed?

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

Questions for Reflection:

1. Does the student teacher plan lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates?
2. Are these goals reflected in the student teacher's plans?
3. Does the student teacher inform the students of the goals before or during the learning experience?
4. Is the student teacher demonstrating how special needs students (IEP goals) are being addressed during instructional activities?
5. Does the student teacher plan higher order thinking questions to enhance student learning?

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

Questions for Reflection:

1. Does the student teacher plan transitions in the lesson to minimize down time and maximize instructional time?
2. Does the student teacher plan various portions of the lesson to provide adequate time for student learning and engagement?
3. Does the student teacher provide adequate time for student to investigate and/or discover concept

D. LEARNING ENVIRONMENT The student teacher ...

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✓ 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 student teacher demonstrate attention to equity in supporting a positive disposition toward mathematics?
2. Does the student teacher develop close, mutually respectful supportive learning environments that promote the healthy development of all adolescents?
3. Does he/she respond positively to the diversity found in adolescents and use that diversity in planning and implementing instruction?
4. To what extent is there a match between the lesson or activity and the furniture or room configuration?
5. Is the space arranged so that all students, including those with special needs, have access to the lesson?
6. How do physical and psychological factors in the environment promote the learning that takes place?

D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK.	
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. Does the student teacher demonstrate attention to equity in supporting a positive disposition toward mathematics in regard to portraying mathematics as a human endeavor not specific to culture and/or ethnicity, race?
2. Does the student teacher create equitable, caring, and productive learning environments?
3. In what ways does the student teacher help students have access to learning?
4. In what ways does the student teacher help the students feel equally valued in the classroom?
5. Are there patterns of exclusion or over attention in the student-teacher interactions?
6. Is the student teacher inappropriately negative in remarks to students?
7. Does the student teacher respond appropriately to stereotyping, demeaning, or other unfair comments by students?
8. Does the student teacher plan and monitor collaboration among the students?

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

Questions for Reflection:

1. Does the student teacher demonstrate effective teaching by establishing and maintaining consistent standards for positive classroom behavior?
2. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
3. Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?

D4. 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 demonstrate attention to equity in supporting a positive disposition toward mathematics in regard to portraying mathematics as a human endeavor not specific to culture and/or ethnicity, race?
2. Does the student teacher select, use and determine suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs, such as the gifted, challenged, and speakers of other languages?
3. Does the student teacher value and appreciate all adolescents regardless of family circumstances, community environment, health, and/or economic conditions?
4. Does the student teacher serve as advocate for all adolescents in the school and in the community?
5. Does the student teacher differentiate strategies and materials for all students or groups when appropriate?
6. Does the student teacher use flexible groups to meet the students' needs?

E. INSTRUCTIONAL DELIVERY The student teacher ...

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

E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING.		
DN		presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE		provides students with clear, accurate information about the learning objectives and procedures for instructional activities;

ME		AND...ensures that all students understand the learning objectives AND can carry out those procedures;
EE		AND...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Does the student teacher understand, present, and acknowledge the mathematical concepts addressed in the lesson?
2. Does the student teacher check for student understanding based on discourse, monitoring of lesson, and evidence?
3. Does the student teacher acknowledge different student approaches to the lesson concepts?
4. Does the student teacher provide clear discourse, use correct mathematical language, and incorporate sufficient wait time for student responses?
5. Is the student teacher's written communication easy to follow and correctly written?

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

Questions for Reflection:

1. Does the student teacher use varied representations of mathematical ideas to support and deepen students' mathematical understanding?
2. Does the student teacher embrace technology as an essential tool for teaching and learning mathematics?
3. Does the student teacher select and use appropriate concrete materials for learning mathematics?
4. Does the student teacher demonstrate the ability to lead classes in mathematical problem solving and developing in-depth conceptual understanding to help students develop and test generalizations?
5. Does the student teacher frequently teach in engaging ways that maximize student learning?
6. Does the student teacher actively engage students in independent and collaborative inquiry? Does the student teacher consistently select and lead students in strategies that are challenging, culturally sensitive, and developmentally responsive?
7. Does the student teacher communicate content clearly and accurately?
8. Do lessons as a whole have coherent structure?
9. Does the student teacher recognize and use opportunities to help students extend their thinking?
10. Is the student teacher able to use the mathematical content appropriately as a springboard to independent, creative, or critical thinking?
11. Does the student teacher challenge students' thinking in ways relevant to their background knowledge and experiences?
12. Does the student teacher structure specific learning activities that encourage students to extend their thinking?

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

Questions for Reflection:

1. Does the student teacher know, understand, and apply the process of mathematical problem solving?
2. Does the student teacher reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry?
3. Does the student teacher use stimulating curricula?
4. Does the student teacher frequently incorporate their mathematical knowledge with the ideas, interests, and experiences of students, helping them to understand the integrative nature of knowledge?
5. Does the student teacher use higher order questioning?
6. Does the student teacher give students a variety of ways to use content?
7. Does the student teacher incorporate tasks for multiple entry levels and multiple approaches to a solution?

E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY.		
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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 select appropriate technology that will enhance learning?
2. Does the student teacher provide students with guidance to use technology successfully?
3. Does the student teacher select technology that will promote critical thinking?

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. Does the student teacher encourage discourse requiring students to explain and justify their responses?
2. Does the student teacher provide guiding questions for student investigation and/or discovery?
3. Does the student teacher plan for student discourse (verbal or written) to share thinking?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS.		
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 the student teacher provide instruction that enables students to approach the content in multiple ways?
2. Does the student teacher encourage students to share their knowledge using various representations and strategies?
3. Does the student teacher provide alternative approaches or manipulatives that aid learning?
4. Does the student teacher provide appropriate scaffolding to meet all students' learning needs?

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

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

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

✓		F1. 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 student teacher demonstrate the ability to increase students' knowledge of mathematics?
2. What documentation is the student teacher able to provide?
3. Can the student teacher interpret the documentation?
4. Does the student teacher use the documentation to plan future lessons?
5. Does the student teacher assess learning by recording grades, charting student progress, maintaining portfolios, and/or participation?
6. Does the student teacher use a variety of assessment techniques?
7. Does the student teacher select the most appropriate form of assessment?
8. Did the student teacher clarify the basis for assessment in clear, defined objectives?

		F2. 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. Did the student teacher adjust or modify the teaching techniques used after reflecting on strengths and weaknesses?
2. Was the student teacher willing to be self-critical?
3. Was the student teacher willing to accept constructive criticism?
4. Does the student teacher identify teacher strengths?
5. Does the student teacher have a growth mind-set for self and students?
6. Does the student teacher support a positive disposition toward mathematical processes and mathematical learning?

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

Questions for Reflection:

1. Does the student teacher participate in professional mathematical organizations and use their print and online resources?
2. Does the student teacher demonstrate knowledge of research results in the teaching and learning of mathematics?
3. Does the student teacher take leadership roles in promoting and participating in activities designed to extend knowledge in their teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills?
4. Does the student teacher initiate and value collaboration with others to improve instruction and assessment?
5. Does the student teacher comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources?
6. Does the student teacher seek more than one strategy for improvement?
7. Do you see a change in performance based on the strategies sought?
8. Does the student teacher show initiative in seeking professional resources?

9. Does the student teacher take initiative to talk with teacher “specialists” to learn how to work with specific students?
10. Does the student teacher go beyond information in the classroom to add to his/her individual strengths and uniqueness?

G. PROFESSIONALISM The student teacher ...

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

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

Questions for Reflection:

1. Does the student teacher exhibit professionalism in their actions and discourse with students and other adults in the setting?
2. Can the student teacher identify specific situations that have called for special attention to confidentiality? How has he/she handled these situations?
3. Does the student teacher adhere to all policies regarding special education?
4. Does the student teacher demonstrate high standards of ethical behavior and professional competence?
5. Does the student teacher’s dress distract students from learning?
6. Is the student teacher’s dress consistent with school division standards for teachers?
7. Does the student teacher’s dress allow for appropriate interaction with students?

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

Questions for Reflection:

1. Does the student teacher attend faculty meetings and professional development sessions?
2. Does the student teacher attend collaborative sessions to discuss planning and instruction?
3. Does the student teacher apply and reflect on strategies learned in meetings and professional development?
4. Does the student teacher demonstrate a commitment to learning with understanding?
5. Does the student teacher model life-long learning and take a leadership role in refining classroom and school practices that address the needs of all adolescents, successful practice, and experience?

		G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE.
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 use the language of mathematics to express ideas precisely?
2. Is the student teacher aware of cultural and language differences within the class?
3. Does the student teacher respond appropriately to those differences?
4. Is the student teacher comfortable with students who speak and write differently?
5. Does the student teacher communicate professionally with parents and administrators?
6. Does the student teacher communicate and collaborate appropriately with professional colleagues?

7. Does the student teacher communicate mathematical thinking orally and in writing to peers, faculty and others?

G4. 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 attend school events, parent-teacher conferences, and other meetings to build relationships and encourage/promote student learning?
2. Does the student teacher participate in professional mathematical organizations?
3. Does the student teacher understand the relationships between schools and community organizations and communicate effectively with all stakeholders?
4. Does the student teacher engage in activities that help parents and community members understand the nature of adolescents and the implications for parenting, teaching, and learning?
5. Does the student teacher plan and execute successful parent conferences that involve adolescents as key participants and thoughtfully engage in other school and community activities?
6. Does the student teacher demonstrate a comprehensive understanding of their evolving role as professionals, the importance of their influence on all adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors?
7. Does the student teacher take a leadership role in the larger learning community, accept professional responsibilities that extend beyond the classroom and school (e.g. advisory committees, parent-teacher organizations), and advocate for helping all adolescents become thoughtful, ethical, democratic citizens?

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. Does the middle level student teacher demonstrate a comprehensive understanding of and utilize teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve adolescents (e.g. school counselors, social service workers, home-school coordinators), and work as successful members of interdisciplinary teams?
2. Does the student teacher demonstrate a comprehensive knowledge of advisory/advocate theories, skills, and curriculum and regularly serve as advisors, advocates, and mentors of adolescents in various settings?
3. Does the student teacher demonstrate a comprehensive understanding of the skills of research/data based decision making and their service responsibilities to school reform and the greater community?