

Profile of Student Teaching Performance:

Reference Guide

for Observing and Assessing Student Teachers

Health and Physical Education 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

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. Did the student teacher document the VA SOL, +SHAPE and/or *NHES content standard in the daily lessons?
2. Does the lesson align with the selected VA SOL, SHAPE and/or NHES content standard?

+Society of Health and Physical Educators *National Health Education 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 lesson plan incorporate the developmentally appropriate VA SOL, SHAPE and/or NHES content standard?
2. Is the lesson plan based on psychological and behavioral theories that enhance physical activity and skill development?
3. Does the lesson plan have appropriate content development based on motor learning principles by utilizing appropriate extensions, refinement, and applications to enhance the improvement of performance?

	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 plan make the link to real life examples?
2. Are examples relevant to the student population?
3. Does the lesson plan reflect scaffolding to students' prior knowledge and/or experiences?
4. Has an attempt been made to link content to other subject areas, including real life examples?

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 lesson objectives measurable and contain criteria for student learning?

2. Are lesson objectives clearly linked to the VA SOL, SHAPE and/or NHES Standards?
3. Are lesson objectives developmentally appropriate?
4. Do lesson objectives cover multiple domains of learning
5. Are assessments aligned with lesson objectives?

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:

Does the student teacher:

1. link assessments to lesson and unit plan objectives?
2. use assessments that are developmentally appropriate for students?
3. provide a variety of formative and summative assessments (authentic and traditional) in the lesson plan?
4. use assessment techniques that provide information about student performance, appropriate feedback, and communicate student progress?

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:

Does the student teacher:

1. use appropriate assessment techniques to inform instruction, provide feedback, communicate progress, and determine grades?
2. use ongoing health and physical education assessment practices that measure learning in all applicable domains (i.e., psychomotor, cognitive, health related fitness, and affective)?
3. check for understanding throughout the lesson?
4. use a variety of assessment strategies (verbal, nonverbal, written, performance, authentic, alternative, etc.) to assess students' learning?
5. give frequent meaningful, substantive, and specific congruent feedback?

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:

Does the student teacher:

1. utilize the results of assessment in the development of future lessons?
2. modify his/her teaching techniques, after reflecting on assessment data?
3. accurately describe his/her strengths and areas of growth as a teacher?

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:

Does the student teacher:

1. determine students' prior knowledge and/or skill level?
2. articulate the differences amongst students?
3. develop a lesson that is relevant, meaningful, and developmentally appropriate for all students?
4. plan/meet with resource personnel such as special education teachers/ELL teachers/aides/ guidance?

		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:

Does the student teacher:

1. communicate in a variety of ways (demonstration, verbally, visually, technology)?
2. plan appropriate modifications or accommodations for individual students (skilled, unskilled, overweight, developmentally delayed)?
3. plan differentiated instruction, including developmentally appropriate extensions and challenges for higher and lower skilled students?
4. plan to group students in a fair and equitable manner?

		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:

Does the student teacher:

1. consistently plan a variety of instructional strategies that are appropriate for the content of the lesson and the developmental level of the students?
2. align learning activities with stated learning outcomes and assessment data?
3. use instructional strategies that maximize practice opportunities?
4. consistently develop appropriate skill practice environments (open and closed) for students?

		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:

Does the student teacher:

1. integrate available technology appropriately to enhance student learning?
2. use technology to motivate and engage students in the learning process?
3. use technology appropriately for the content of the lesson and the developmental level of the students
4. have alternative plans in the event that technology fails?

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 content of the lesson align with the grade-level standards and learning outcomes?
2. Do learning activities address the objectives?
3. Does the lesson plan have appropriate content development based on motor learning principles by utilizing appropriate extensions, refinements, and applications to enhance the improvement of performance?
4. Does the student teacher effectively apply physiological and biomechanical principles in addressing the lesson objectives?

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:

Does the student teacher:

1. organize, allocate, and manage resources to provide active and equitable learning experiences (time, space, equipment, activities, and teacher attention)?
2. design appropriate and consistent protocols to maximize active learning time?
3. create transitions between activities that are smooth and time efficient?
4. provide meaningful learning activities for the entire instructional time?

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:

Does the student teacher:

1. promote a positive learning environment through positive verbal communication with students?
2. promote positive student-to-student communication?
3. maintain consistent expectations for positive classroom behavior?
4. demonstrate awareness of and respect for student differences?
5. plan to group students in a fair and equitable manner?
6. set up the gym or classroom space in a manner that ensures student safety (e.g. equipment is appropriate for the age and developmental level of the 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:

Does the student teacher:

1. interact positively with all students to create a fair and inclusive environment?
2. help all students feel equally valued in the classroom?
3. encourage students to treat each other fairly?
4. respond appropriately to stereotyping, demeaning, or other unfair comments by students?
5. utilize a variety of teaching strategies that enhances inclusion, cooperation, and fair play?
6. plan a lesson that promotes an environment that encourages physical activity and responsible personal and social behavior?

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:

Does the student teacher:

1. consistently reinforce classroom expectations and routines?
2. implement appropriate and efficient management protocols and classroom behavior strategies?
3. articulate several different classroom management strategies?
4. demonstrate the ability to problem-solve and implement behavior management strategies 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:

Does the student teacher:

1. communicate content equitably for students of different gender, race, ethnicity, SES, ELL, sexual orientation, fitness levels, and learning differences?
2. differentiate strategies and materials for all students or groups appropriately?

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:

Does the student teacher:

1. provide clear and concise instructions and demonstrations?
2. communicate outcomes clearly?
3. create a coherent lesson and structure to the lesson?
4. ask specific questions to check for understanding?

		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:

Does the student teacher:

1. provide clear and concise instructions and demonstrations?
2. actively engage students during instruction?
3. communicate clearly and accurately?
4. present content in an appropriate progression with coherent structure?

		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:

Does the student teacher:

1. actively engage students during instruction?
2. provide opportunities to practice and apply the skill or concept?
3. effectively utilize different teaching styles (guided discovery, peer teaching, cooperative learning, child design, modified games/activities)?
4. modify learning activities by varying the space, equipment, and number of participants, technology, and/or rules?
5. use higher order questioning and structure specific learning activities that encourage students to extend their thinking?
6. provide students with extension choices throughout the lesson?

		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:

Does the student teacher:

1. use available technology to present content, provide feedback and enhance student learning?
2. incorporate technology to provide feedback to students to enhance learning?
3. use available technology to enhance and maximize practice opportunities to promote learning?

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:

Does the student teacher:

1. use higher order questioning?
2. structure specific learning activities that encourage students to extend their thinking?
3. apply the content through different teaching methods (guided discovery, peer teaching, cooperative learning, child design, modified games/activities)?
4. design learning activities by varying the space, equipment, and number of participants, technology, and/or rules in order to challenge students to think critically?
5. provide students with extension choices throughout the lesson?

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:

Does the student teacher

1. provide additional challenges or remediation for individual students (skilled, unskilled, overweight, developmentally delayed)?
2. communicate content equitably for students of different gender, race, ethnicity, SES, ELL, sexual orientation, fitness levels, and learning differences?
3. appropriately differentiates strategies and materials for all students or groups?
4. sequence the lesson logically while accommodating all students?
5. modify learning activities by varying the space, equipment, and number of participants, technology, and/or rules?

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:

Does the student teacher:

1. implement efficient and appropriate learning experiences?
2. organize, allocate, and manage resources to provide active learning experiences?
3. implement appropriate, efficient, and consistent protocols?
4. implement smooth and time efficient transitions between activities?
5. pace instruction in such a way that students are on-task most of the time?
6. provide meaningful learning activities for the entire instructional time?

E. 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:

Does the student teacher:

1. articulate and document student learning for each applicable domain (i.e., psychomotor, cognitive, health related fitness, and affective)?
2. interpret and reflect upon collected assessment data?
3. utilize the assessment data to plan future lessons?
4. use a variety of appropriate assessment techniques?
5. document student progress in an accessible system (i.e., spreadsheet, iPad/tablet, or fitness related app)?

		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:

Does the student teacher

1. accept constructive feedback?
2. accurately describe his/her strengths and areas of growth as a teacher?
3. reflect on strengths and areas of growth, and modify his/her delivery?

		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:

Does the student teacher:

1. show initiative and effectively utilize available resources (professionals, literature, websites, colleagues) to gather information for professional growth?
2. show evidence of implementing constructive feedback?
3. take initiative to talk with teacher "specialists" to gain knowledge about specific student needs?
4. have a plan for continued professional growth?
5. describe alternate strategies and/or resources to improve instruction?

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 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:

Does the student teacher:

1. exhibit professional behaviors that promote student learning?
2. take responsibility for, and steps to address, any professional behaviors that interfere with student learning?
3. demonstrate ethical and confidential handling of his/her professional responsibilities?
4. identify specific situations that call for special attention to confidentiality and handle these professionally?
5. dress consistent with school division and college/university standards for teachers?
6. meet professional deadlines for submission of plans and reports?
7. demonstrate professional attendance (arriving and leaving on time)?

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:

Does the student teacher:

1. exhibit professional behaviors that promote student learning?
2. take responsibility for, and steps to address, any professional behaviors that interfere with student learning?
3. demonstrate ethical and confidential handling of his/her professional responsibilities?
4. participate in professional growth activities provided by the school or school division?
5. identify or participate in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching 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:

Does the student teacher:

1. demonstrate appropriate and effective oral communication skills?
2. demonstrate appropriate and effective written communication skills?

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:

Does the student teacher:

1. work well with co-teachers and administrators?
2. adapt well to working within the school community?
3. become involved in out-of-class and/or school community events?

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:

Does the student teacher:

1. participate in professional growth activities that address issues of diversity?
2. integrate and acknowledge resources available within the community to enhance instruction?
3. challenge students' thinking in ways relevant to their background knowledge and experience?
5. plan/meet with resource personnel such as special education teachers/ELL teachers/aides/ guidance?
6. communicate content equitably for students of different gender, race, ethnicity, SES, ELL, sexual orientation, fitness levels, and learning differences?