

# Profile of Student Teaching Performance:

## *Reference Guide*

### *for Observing and Assessing Student Teachers*

### ***English as a Second 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

**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		<b>AND...</b> explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		<b>AND...</b> clearly demonstrates and explains the appropriate sequencing of the content standards.

**Questions for Reflection:**

- Does the candidate demonstrate knowledge of Virginia Standards of Learning and ELD standards?
  - Does the candidate recognize language as an integrative system (phonology, morphology, syntax, pragmatics, and semantics)?
  - Can the candidate use the components of language and language as an integrative system to create instructional plans for ELs?
- Does the candidate use instructional strategies and classroom activities that align with both sets of standards?
  - Does the candidate develop a variety of instructional techniques to assist ELs in developing and using vocabulary and L2 literacy appropriately?
  - Does the candidate support ELs in communicating effectively for social and academic purposes by enhancing aural/oral skills?

		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		<b>AND...</b> uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		<b>AND...</b> uses <b>multiple</b> representations and explanations that capture key subject matter ideas and skills.

**Questions for Reflection:**

- Do the questions, activities, and assessments relate to the lesson content?
- Do lessons clearly identify what the candidate is teaching?
- Does the candidate have a good understanding of second language acquisition and teaching English Learners?
  - Do lessons reflect sociolinguistic variations of the target language to expose students to authentic language?
  - Does the candidate recognize that students acquire proficiency over time and that the equation between what is taught and what is learned is imperfect (i.e., students' performances provide evidence of different rates of acquisition)?
- Does the candidate use his/her understanding of language acquisition theory and research to provide optimal learning environments for his/her ELs and to conduct theory-based research in his/her own classroom?

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

**Questions for Reflection:**

- Does the candidate activate the students' prior knowledge and make explicit links between past learning and new concepts?
- Does the candidate create opportunities for students to engage in negotiation of meaning and meaningful interaction?
- Does the candidate link new content to other subject areas, including real life experiences and applications?

**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

✓		<b>B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING.</b>
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		<b>AND</b> ...sets measurable learning outcomes and achievement goals for student learning <b>AND</b> states these clearly on the lesson plan;
EE		<b>AND</b> ...matches learning outcomes and achievement goals to classroom assessments.

**Questions for Reflection:**

- Does the candidate recognize, plan, and implement key elements of EL lesson design, which include:
  - content and language objectives to further English language development;
  - scaffolding/supports (use of L1, graphic organizers, bilingual dictionaries, modeling, etc.)
  - activating and building on prior knowledge;
  - using formative and summative assessments; and
  - using academic and social interaction at the English language proficiency level of the student, specifically in the domains of listening, speaking, reading and writing?
- Does the candidate engage students in critical thinking and problem solving?
- Does the candidate effectively differentiate lessons to accommodate learning requirements of Virginia Standards of Learning; through the ELD Standards, and Can-Do descriptors in relation to the continuum of proficiency levels?

		<b>B2. PLANS FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES.</b>
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		<b>AND</b> ...can articulate ways formal and informal assessments should impact future learning activities;
EE		<b>AND</b> ...has strategies to provide students with effective, descriptive feedback to guide their progress.

**Questions for Reflection:**

- Does the candidate's plan for assessment align with the learning outcomes of the lesson and the students' levels of English language development?
  - Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
  - Is the assessment appropriate to the students in the class?
  - Can the candidate describe how he/she will use the results of the assessment in planning future instruction?
  - Does the candidate use both formative and summative models of assessment to evaluate learning?
- Does the candidate identify and use multiple assessment resources and measures appropriate to the ELD standards of the educational setting including research, native language evaluation, WIDA English Language Development Standards, Virginia Standards of Learning and WIDA ACCESS for ELs performance rubrics to make informed decisions regarding the progress of ELs?
  - Can the candidate create ESL language assessments that measure student performances in an integrated context?
  - Does the candidate apply appropriate testing practices for English learners on a continual basis including determination of the validity and reliability of tests to make assessment-related decisions; knowledge and application of alternate and multiple assessment measures to ascertain what ELs know and can do; appropriate interpretation and use of data to support ELs; and assessment of ELs' test-taking challenges and creation of strategies and scaffolding techniques to address their challenges.

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

**Questions for Reflection:**

- Does the candidate conduct assessments of student comprehension and learning of all lesson objectives throughout the lesson?
  - Does the candidate use a variety of assessment techniques (verbal, nonverbal, written, formal, informal, etc.)?
  - Does the candidate analyze and use his/her findings to modify instruction and enhance student learning?
- Does the candidate provide regular and specific feedback to students on their output?

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	<b>AND</b> ...uses assessment evidence to identify strategies to improve instruction;
EE	<b>AND</b> ...uses assessment evidence to inform, guide and adjust individual students' learning by identifying strategies to differentiate instruction.

**Questions for Reflection:**

- Does the candidate use evidence from formal and informal assessments to improve instruction?
  - Does the candidate engage students in communicative and engaging activities and tasks to evaluate their performance?
  - Does the candidate use questioning strategies and task-based instruction to assess student learning?
  - Does the candidate teach his/her students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task?
  - Does the candidate involve individuals or groups in assessment?
- Does the candidate adjust instruction while in progress, with attention to the teachable moment?

**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	<b>AND</b> ...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 <b>AND</b> plans using what s/he knows about learners including developmental levels, prior learning, and interests.

**Questions for Reflection:**

- Does the candidate have knowledge of the background, experiences, and skill levels of all students in the class? (L1 proficiency, L2 proficiency, prior schooling, etc.)
  - Does the candidate provide a range of learning opportunities for learners of various ages, developmental and linguistic levels, language backgrounds, and learning styles?
- Does the candidate use age-appropriate materials valued by the culture that represent literature, film, and media to expand the repertoire of texts they use in instruction?

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	<b>AND</b> ...seeks resources from instructional specialists to refine plans to meet learner needs.

**Questions for Reflection:**

- Does the candidate plan for and implement a variety of activities that reflect differentiation?

- Does the candidate recognize cultural bias in curriculum and materials and use a range of resources to deliver instruction?
  - Does the candidate create a supportive classroom environment that is reflective of students' needs?
  - Does the candidate demonstrate an understanding of the physical, cognitive, emotional, and social development of ELs at all levels of instruction?
  - Does the candidate adapt language instruction to address EL students' multiple ways of learning and to meet their special needs?
  - Does the candidate integrate diverse ways of learning and multiple cultural perspectives, including building on ELs' strengths, into the planning/adapting of curriculum and instructional methods?
2. Does the candidate plan/meet with resource personnel such as special education teachers, literacy specialists, EL teachers, aides, and guidance counselor?

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	<b>AND</b> ...plans varied methods and activities to meet the learning outcomes;
EE	<b>AND</b> ...uses data to plan appropriate, varied methods and activities to meet the learning outcomes.

**Questions for Reflection:**

1. Does the candidate plan effective lessons in all domains (reading, writing, speaking, listening) using a variety of materials, texts, activities, strategies and assessments appropriately based on consideration of learners' differing English language proficiency levels including L1 literacy?
2. Does the candidate select, analyze and adapt a variety of authentic sources and tools to meet the learning outcomes?
3. Does the candidate use data to effectively plan lessons?

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	<b>AND</b> ...integrates a variety of instructional technology in planning, <b>AND</b> clearly identifies alternative plans in the event technology fails.

**Questions for Reflection:**

1. Does the candidate incorporate instructional technology into the lessons?
  - Does the instructional technology chosen enhance the lesson and student learning?
  - Does the candidate provide opportunities for students to engage in technology use?
  - Can the candidate use technological resources (e.g., web, software, computers, and related devices) to enhance language and content area instruction for ELs?
2. Does the candidate have a plan in the event that technology does not work properly?

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	<b>AND</b> ...planning is expanded to elaborate on identified essential content to enhance student learning.

**Questions for Reflection:**

1. Does the candidate integrate Virginia Standards of Learning and ELD standards into lessons?
2. Does the candidate have a full understanding of Virginia SOLs for the grade level taught?
3. Does the candidate have a full understanding of the CAN DO descriptors based on the ELD standards for the students being instructed?

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 <b>AND</b> transitions.
EE	plans include realistic pacing allowing for content mastery <b>AND</b> meaningful transitions that promote student learning.

**Questions for Reflection:**

1. Does the candidate provide appropriate wait time?
2. Does the candidate chunk material to enhance learning?
3. Does the candidate provide opportunities to master the material?
4. Does the candidate pace the lesson and provide transitions appropriately based on the students' language levels?

**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	<b>AND</b> explains the purpose for these choices to students.

**Questions for Reflection:**

1. Does the candidate create a community of learners within the classroom, in which the teacher and learners work together to acquire new information?
  - Does the candidate offer students encouragement and affirmation of their progress in language?
  - Does the candidate encourage students to take risks in using language?
2. Given the space provided, to what extent does the candidate create a match between the lesson or activity and the furniture or room configuration?
  - Is the space arranged so that all students, including those with special needs, have access to full participation in the lesson?
  - How do physical and psychological factors in the environment reflect 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	<b>AND</b> ...fosters regular student collaboration.

**Questions for Reflection:**

1. Does the candidate foster a climate of trust in the classroom?
  - Is the candidate fair in interactions with all students?
  - In what ways does the candidate help the students feel equally valued in the classroom?
  - Do students treat each other fairly?
  - Does the candidate respond appropriately to stereotyping, demeaning, or other unfair comments by students?
  - Does the candidate encourage all students to meaningfully participate during the lesson?
2. Does the candidate provide regular opportunities for students to work collaboratively in pairs and small-groups?
  - Does grouping configuration support language and content objectives?
  - Is there a balanced approach between teacher presentation and productive group work?
  - Does the candidate regularly change grouping structures?

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 <b>AND</b> 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 <b>AND</b> explain why changes were made.

**Questions for Reflection:**

1. Does the classroom interaction reflect engaging contexts that are personalized to the interests of students and reflect curricular goals?
2. Does the candidate have a role as a facilitator of learning in the language classroom?
3. Does the candidate identify when he/she has changed classroom management techniques due to changes in students' behavior?
4. Does the candidate 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 <b>AND</b> acknowledge different perspectives represented in the classroom;
ME	<b>AND</b> ...respects and responds to the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	<b>AND</b> ... incorporates these differences into his/her teaching and use of content examples.

**Questions for Reflection:**

1. Does the candidate incorporate principles of culturally responsive pedagogy into his/her lessons?
  - Does the candidate model and promote respect for different cultures?
  - Does the candidate avoid practices that are offensive for particular cultures?
  - Did the candidate research the cultures of his/her students to gain an understanding of cultural differences?

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

**Questions for Reflection:**

1. Does the candidate clearly define, display, and review content and language objectives with the students?
2. Does the candidate clearly explain instructional activities to the students?
3. Does the candidate explain how students will be assessed?

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	<b>AND</b> ...makes content relevant to students' prior experiences;
EE	<b>AND</b> ...continually presents material clearly and explicitly with well-chosen examples.



**Questions for Reflection:**

1. Does the candidate connect content and examples to students' prior experiences?
2. Does the candidate communicate content clearly and accurately?
3. Is the candidate able to use the current content appropriately as a springboard to independent, creative, or critical 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	<b>AND...</b> keeps all students challenged and highly engaged as active learners and problem solvers.

**Questions for Reflection:**

1. Does the candidate use hands-on, active learning in the lesson?
2. Are all students actively engaged in the lesson?
3. Is the material in the lesson challenging for all learners?
4. Does the candidate prepare ELs to collaborate with peers?

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	<b>AND...</b> engages students in learning experiences with technology that is appropriate and challenging;
EE	<b>AND...</b> cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

**Questions for Reflection:**

1. Does the candidate provide opportunities for students to use technology?
  - Is the technology aligned with the learning goals?
2. Do the students explain the ground rules for using technology to the students?
3. Does the candidate provide students with opportunities to collaborate when using technology?

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 candidate create activities and questions that promote higher level thinking and critical thinking skills?
2. Does the candidate create activities that intentionally incorporate student discussion?
3. Does the candidate group students to optimize content learning and language development?

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 candidate plan for and implement a variety of instructional models and strategies that accommodate different ways of learning?
2. Does the candidate plan for enrichment and remediation for whole and small groups?

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	<b>AND</b> ...performs non-instructional procedures efficiently.

**Questions for Reflection:**

1. Does the candidate pace the lesson and provide transitions appropriately based on the students' language levels?
2. Is there evidence of established routines and procedures that help the candidate maximize the time available for instruction?
3. If a non-instruction interruption occurs, does the candidate 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	<b>AND</b> uses a variety of assessment data to document student learning and develop interim learning goals.

**Questions for Reflection:**

1. Does the candidate involve students in self-assessment to encourage independent interpretation of performance?
2. Does the candidate design assessments for which the results can be used to improve teaching and track student learning?
3. Does the candidate use and interpret data to plan future lessons?
4. Does 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	<b>AND</b> ...sets and implements professional goals to improve student learning.

**Questions for Reflection:**

1. Does the candidate systematically engage in a reflective process for analyzing student work and planning for future instruction?
2. Does the candidate adjust or modify the teaching techniques used after reflecting on strengths and weaknesses?

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 <b>AND</b> attempts to use it to improve instruction.
ME	seeks information from professional resources <b>AND</b> uses it to improve instruction.
EE	seeks information from varied professional resources <b>AND</b> uses it effectively to improve instruction.

**Questions for Reflection:**

1. Does the candidate collaborate with other teachers in the school or school district?
2. Does the candidate demonstrate evidence that he/she has initiated efforts to collaborate with colleagues and other stakeholders to advocate for ELs' learning?
3. Does the candidate reflect on instruction for the purpose of improvement?
4. Does the candidate show initiative in seeking professional resources without overreliance on those resources?

**G. PROFESSIONALISM The student teacher ...**

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✓		<b>G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY.</b>
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		<b>AND...</b> intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

**Questions for Reflection:**

1. Do the candidate's professional behaviors actively promote student learning and the performance of other professional responsibilities?
2. Does the candidate demonstrate ethical and confidential handling of his/her professional responsibilities?
3. Does the candidate model the use of culturally and linguistically responsive techniques and dispositions, so as to support the learning of other school professionals working with ELs?
4. Can the candidate identify specific situations that have called for special attention to confidentiality? How has he/she handled these situations?
5. Has the candidate identified or participated in professional growth activities that include and extend beyond the school or school division, or that extend beyond the student teaching experience?

		<b>G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING.</b>
DN		infrequently participates in school-based learning experiences.
DE		takes ownership of professional growth by participating in school-based professional learning experiences;
ME		<b>AND...</b> practices the new strategies learned to support student learning;
EE		<b>AND...</b> 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 candidate engage in professional growth?
2. Does the candidate take an active role in his/her professional association(s)?
3. Does the candidate engage in a continuous cycle of EL professional development that is informed by his/her instructional reflection and analysis?

		<b>G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE.</b>
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		<b>AND...</b> speaks and writes correctly and fluidly in professional contexts.

**Questions for Reflection:**

1. Does the candidate serve as a good model of English for ELs and as a good model for the L1 where possible?

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	<b>AND...</b> communicates effectively to build strong relationships <b>AND</b> seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

**Questions for Reflection:**

- Does the candidate reach out to the families of the students and other community members?
  - Does the candidate include family funds of knowledge in lessons?
  - Does the candidate build a respectful relationship with parents, community members, and/or colleagues in the school?
  - Does the candidate find ways to include the community in his/her classroom?
- Does the candidate engage in collaborative teaching and/or reflecting in general education, content area, special education and gifted classrooms?

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	<b>AND...</b> incorporates learners' experiences, cultures and community resources into instruction.

**Questions for Reflection:**

- Does the candidate seek to understand the background of his/her learners?
- Does the candidate take into consideration cultural, ethnic, gender, and learning differences in order to create relevant learning experiences for all learners?