Profile of Student Teaching Performance:

Reference Guide

for Observing and Assessing Student Teachers

Theatre 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. Does the student teacher document the specific NSTE/AATE and VA SOL standards on the lesson plan?
2. Does the student teacher utilize the National Core Arts Standards framework as a guide for designing learning?

		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 identify lesson content required by appropriate SOL?
2. Does the student teacher map specific lesson content from one of the following areas of emphasis:
    - script writing
    - acting
    - designing
    - directing
    - dramatic literature
    - dramatizations from theatre, film, television, and electronic media
3. Does the student teacher align questions, activities, and assessments to lesson content?
4. Does the student teacher demonstrate the ability to make interdisciplinary connections?

		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 develop content examples that support Theater lesson content?
2. Does the student teacher develop content examples that sequence and scaffold learning appropriately?
3. Does the student teacher develop content examples that address individual differences (such as age, culture, abilities, learning styles including linguistic abilities) appropriately?
4. Has the student teacher made an attempt to link content to other subject areas, including real life examples?
5. Can the student teacher integrate assessment of prior content knowledge consistently to design and develop connections across learning?
6. Can the student teacher link theater arts content with culture and society including other disciplines and modes of expression?
7. Does the student teacher engage adolescents in activities related to their interpersonal, community, and societal responsibilities?

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 develop a clear lesson purpose and rationale?
2. Does the student teacher develop clear objectives?
3. Does the student teacher align objectives, strategies, and assessments?
4. Does the student teacher use his or her knowledge of the concepts, principles, theories, and research about adolescent development to provide all adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous?

		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. Is the plan for assessment aligned with the learning outcomes of the lesson?
2. Does the student teacher develop strategies for assessment that allow all students to understand what they know and can do?
3. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and can s/he articulate the criteria for strategy selection?
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. Does the student teacher assess student achievement in context to the continued development of the National Standards for Theater Education and the VA SOLs?
6. Does the student teacher plan for assessment of the National Core Arts Standards, particularly in the areas of creating, performing, presenting, producing, responding, and connecting?
7. Can the student teacher describe how he or she will use the results of the assessment in planning future instruction?
8. Can the student teacher articulate how he or she will assess artistic expression, creativity, movement, voice, and/or artistic growth?

		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 check for understanding throughout the lesson?
2. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources other than the teacher (individual or group peer review, books, self-checking materials, etc.) to assess students' learning?
3. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?

		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 give frequent meaningful, substantive, and specific feedback for all students?
2. Does the student teacher adjust instruction while in progress, with attention to the teachable moment?
3. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?

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 use pre-assessment tools to create and sustain an inclusive and supportive learning environment?
2. Does the student teacher use personal interaction with students to advance instruction?
3. Does the student teacher demonstrate a comprehensive knowledge of the concepts, principles, theories, and research about adolescent development?

		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 identify appropriate expectations for student work based on an understanding of individual student differences?
2. Does the student teacher differentiate instruction to accommodate individual differences?
3. Does the student teacher accommodate learning requirements of ESL, 504, Gifted and Talented, and IEP Plans?

		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 select appropriate resources?

2. Does the student teacher align curriculum goals and strategies with the classroom environment and experiences?
3. Does the student teacher integrate interdisciplinary teaching strategies and materials?
4. Does the student teacher create environments that respect individual differences?
5. Does the student teacher plan for meaningful and interpretative discussions?
6. Does the student teacher plan for student opportunities develop skills in analyzing descriptions, dialogue, and actions to create characters?
7. Does the student teacher plan for opportunities that students can lead small groups in planning visual and aural elements?
8. Does the student teacher actively engage students in independent and collaborative inquiry? Does he or she consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive?

		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 plan for critical media and technology analysis?
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?

		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 articulate the essential content overtly to students in the context of the lesson?
2. Does the student teacher differentiate between essential content and the select use of nonessential performance material and theater exercises as the instructional vehicles for that content?
3. Does the student teacher draw cross curricular connections to essential content of other subject areas?

		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 allow for appropriate response time in their planning?
2. Does the student-teacher prepare alternative exercises and enrichment material in case students master content more readily than anticipated?
3. Does the student teacher employ established procedures to foster consistent transition time?
4. Does the student teacher plan for transition times which allow for students to productively digest material?
5. Does the student teacher pace differentiated instruction so that students of all learning abilities are appropriately challenged and engaged?

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

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

Questions for Reflection:
1. Does the student teacher create a supportive and inclusive learning environment that promotes the healthy development of all adolescents?
2. Does the student teacher avoid the use of criticism and sarcasm to create a safe psychological environment?
3. Does the student teacher arrange space so all students, including those with special needs, engage in the learning?
4. Does the student teacher respond positively to the diversity found in children and adolescents and use that diversity in planning and implementing instruction?
5. Does the student teacher create a physical safe environment for developing movement and use of physical space?
6. Does the student teacher plan for peer critique that esteems students attempts and efforts?

		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 help students become more familiar with their own and others' cultures?
2. Does the student teacher create and maintain an environment that respects individual differences and that allows students to feel equally valued?
3. Does the student teacher create equitable, caring, and productive learning environments without patterns of exclusion/attention?
4. Does the student teacher create equitable, caring, and productive learning environments without inappropriately negative remarks to students?
5. Does the student teacher create equitable, caring, and productive learning environments without stereotyping, demeaning, or unfair comments by 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. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
2. Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?
3. Does the student teacher intervene appropriately to maintain on-task student behavior?
4. Does the student teacher have policies and procedures in place for use when student behavior interrupts instruction?
5. Does the student teacher effectively enforce class policies and procedures as needed?

		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 acknowledge and respect varied cultures of students in the learning environment by proposing scripted material which accounts for and represents their cultural backgrounds?
2. Does the student teacher employ the theatrical process as a tool for fostering empathy and tolerance within its participants?
3. Does the student-teacher provide opportunities for the development of the student as a versatile actor, director, designer, and playwright while also encouraging the exploration and discovery of the student's own distinct voice and aesthetic?

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 clearly explain the required steps of assignments?
2. Does the student teacher provide students which an opportunity to ask questions to clarify assignments?
3. Does the student teacher ask students to repeat back the learning objectives and/ or steps of the assignment to confirm comprehension?
4. Does the student teacher provide students with lesson objectives in written form either on the board or on a handout?

		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 frequently teach in engaging ways that maximize student learning?
2. Does the student teacher actively engage students in independent and collaborative inquiry?
3. Does the student teacher consistently implement instructional strategies that are challenging, culturally sensitive, and developmentally responsive?
4. Does the student teacher present content so that students:
   - develop theater literacy
   - engage in script writing through improvisation and scripted scenes
   - develop basic acting skills
   - learn and explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup
   - analyze a variety of texts from cultural and historical perspectives
   - develop skills in designing and producing
   - develop directing skills

		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 structure lessons to be student-centered rather than teacher-centered when possible?
2. Does the student teacher encourage students to express their ideas with relation to the lesson content?
3. Does the student teacher use embodied learning techniques to actively engage students in learning?
4. Does the student teacher use arts integration techniques to engage students in learning?

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

Questions for Reflection:
1. Does the student teacher design assignments that incorporate technology as a tool for research?
2. Does the student teacher map out the logical progression of research using technology?
3. Does the student teacher provide clear, age appropriate boundaries for acceptable use of the internet?
4. Does the student teacher identify and use apps that support and enhance student learning?
5. Does the student teacher observe acceptable use regulations when sharing media with the class?

		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 demonstrate familiarity with Bloom's Taxonomy?
2. Does the student teacher elicit higher level thinking through asking questions requiring students to analyze and synthesize presented material?
3. Does the student teacher ask questions which allow students to express a variety of responses to the material, rather than the "right" response predetermined by the teacher?

		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 demonstrate respect for individual differences of ethnicity, race, language, culture, gender, and ability?

2. Does the student teacher use varied strategies, materials, and assessments to accommodate diverse learners?
3. Does the student teacher value and appreciate all children and adolescents regardless of family circumstances, community environment, health, and/or economic conditions?
4. Does the student teacher serve as advocate for children and adolescents in the school and in the community?

		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 keep students plan enough work to fill an entire class period?
2. Does the student teacher have extra activities planned in case the class completes their work early?
3. Does the student teacher have a clearly established set of procedures that students know and follow?
4. Does the student teacher re-teach procedures when students do not follow them?
5. Does the student teacher anticipate and plan a response to potential disruptions to 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 collect data in various forms that show levels of learning?
2. Does the student teacher use collected data to plan future lessons?

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

Questions for Reflection:
1. Does the student teacher demonstrate reflective practice and use the results to improve instruction?
2. Does the student teacher identify his or her instructional strengths?
3. Does the student teacher identify his or her instructional weaknesses?
4. Does the student teacher adjust or modify teaching techniques after reflecting on strengths and weaknesses?
5. Does the student teacher accept constructive criticism?

		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 show initiative in seeking professional resources?

2. Does the student teacher show initiative in talking with teacher specialists to learn how to work with specific students?
3. Does the student teacher take leadership roles in promoting and participating in activities designed to extend knowledge in his or her 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?

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

Questions for Reflection:
1. In general, has the student teacher demonstrated ethical and confidential handling of his or her professional responsibilities?
2. Can the student teacher identify specific situations that have called for special attention to confidentiality? How has s/he handled these situations?
3. Can the student teacher identify appropriate resources that would provide support for situations requiring special attention?
4. Does the student teacher's dress distract students from learning?
5. Is the student teacher's dress consistent with school division standards for teachers?
6. 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. Has the student teacher developed a tentative long-term plan for professional growth?
2. Has the student teacher identified or participated 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:
1. Does the student teacher understand the relationships between schools and community organizations and communicate effectively with all stakeholders?
2. Does the student teacher demonstrate understanding and consistent usage of professional language in both verbal and written correspondence?

		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 demonstrate a comprehensive understanding of 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 a successful member of interdisciplinary teams?
2. Does the student teacher foster professional relationships with local businesses and members of the community with the objective of directly enhancing student opportunity and growth?

		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 student teacher actively seek out opportunities and resources for learning more about cultural, ethnic, gender and learning differences?
2. Does the student teacher mobilize drama as a tool for teaching tolerance, empathy, and respect?
3. Does the student teacher select performance pieces based on the needs of the community?
4. Does the student teacher call upon the unique experiences of their students to deepen textual analysis, interpretation, and discussion of theatrical pieces?
5. Does the student teacher allow space for and encourage student proposal of material which represents the student's cultural, ethnic, gender, and learning differences?