

SAMPLE COPY
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Student Teaching Evaluation Report

Elementary Education: With Added Certification in
Special Education

UNIVERSITY SUPERVISOR COPY
FINAL COURSE EVALUATION: ED4400 STUDENT TEACHING



Student Teacher: _____

Student Teacher's Program Code: _____

Semester: _____ Year: _____

Student Teaching Evaluation Report (STER) — Performance Based Evaluation

A four-part instrument is used to evaluate Mansfield University student teachers.

SECTION A: Evidence of Ability to Teach

Section A consists of an evaluation of student teachers' classroom performance based on the Association for Childhood Education International's (ACEI, 2007) Professional Standards, the Council for Exceptional Children's (CEC, 2001) Content Standards, Pennsylvania Department of Education (PDE) Competencies, and the Mansfield University student teaching competencies and performance indicators based on the four domains and twenty-two elements described in Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. See pages 8-20 for the scoring instructions and performance indicators for Section A.

SECTION B, Part 1: Evidence of Elementary Education Content Knowledge

SECTION B, Part 2: Evidence of Special Education Content Knowledge

Section B consists of two evaluation of student teachers' content knowledge—one for each placement (the elementary placement and special education placement). Section B is an evaluation of student teachers' elementary education content knowledge and special education content knowledge. The first part of Section B consists of one item designed specifically for each element in ACEI Standard 2: Curriculum (2007). The second part of Section B consists of nine items designed specifically for nine of the CEC Content Standards. See pages 17-21 for the scoring instructions and performance indicators for Section B.

SECTION C: Evidence of Ability to Reflect on Teaching

(Evaluated by University Supervisor only)

Section C consists of evaluations of a series of written exercises that require student teachers to reflect on their professional development as teachers. Reflection is a vital component in the process of continual growth, as stated in the MU Teacher Education Unit Conceptual Framework, "Teacher as Reflective Decision-Maker." Section C exercises appear on page 22.

SECTION D: Evidence of Ability to Promote P-12 Student Learning—Elementary Ed

SECTION D: Evidence of Ability to Promote P-12 Student Learning—Special Ed

(Evaluated by University Supervisor only)

Section D consists of two P12 Student Learning Projects. The first is a written description of a unit of instruction and documented evidence of P-12 students' learning as a result of the student teacher's instruction in an elementary education placement. The second is a written description of a unit of instruction or behavioral intervention that shows modifications and adaptations for students with exceptional needs and documents evidence of P-12 students' learning as a result of the student teacher's instruction in a special education placement. The scoring instructions and student teacher guidelines appear on pages 23-27. Two separate three-page rubrics follow the instructions and guidelines.

Notes on Grading Process

Because each student teacher is placed in two settings, University Supervisors assign midterm grades as "Satisfactory" or "Unsatisfactory" based on the University Supervisor's professional judgment of the student teacher's knowledge, skills, and dispositions as demonstrated in the first student teaching assignment. Final ED 4400 Student Teaching grades are also determined by the University Supervisor; the final grade is based on the accumulated evidence of the student's performance from the entire student teaching experience and total earned points on the STER. For the final ED 4400 Student Teaching course grade, University Supervisors use the Cooperating Teachers' scores from Section A in both placements to inform their evaluations on those sections. They do not necessarily average the two placements' scores. For Section B,

University Supervisors refer to the scores from each Cooperating Teacher; however, the University Supervisor ultimately makes their own decision based on their own knowledge of any given student teacher's competency. Sections C and D are scored only by the University Supervisor, who may or may not require Section C to be completed in both placements. Section D is required in both placements, as it is submitted as a key assessment for accreditation to ACEI from the elementary education placement and to CEC from the special education placement.

NOTE: In some cases, the Cooperating Teacher may have indicated that there was insufficient opportunity to observe a particular student teacher's competency on one of the sections' elements. Hopefully, when opportunities were insufficient on any given element in one placement, the other Cooperating Teacher will have had the opportunity to make an observation on that same element. In the event that neither placement afforded sufficient opportunity to observe the same element, University Supervisors may choose to reduce the overall denominator by six points for an element in Section A and/or by four points for an element in Section B. The final page of this STER is used to summarize scores and report the final grade. If the denominator is reduced, the University Supervisor will cross out the total "out of" points and adjust the total possible points accordingly so that the student teacher is not penalized for an opportunity they did not have.

Association for Childhood Education International (ACEI) 2007 Professional Standards

1. DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2. CURRICULUM STANDARDS

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

3. INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

Association for Childhood Education International (ACEI) 2007 Professional Standards

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. ASSESSMENT STANDARDS

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5. PROFESSIONALISM STANDARDS

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Council for Exceptional Children (CEC) 2001 Content Standards

1. Foundations. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

2. Development and Characteristics of Learners. Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

3. Individual Learning Differences. Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

4. Instructional Strategies. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

5. Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

6. Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

9. Professional and Ethical Practice. Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

SECTION A: Evidence of Ability to Teach

Cooperating teachers and University Supervisors evaluate student teachers on their abilities to meet the competencies described on the following pages. More detailed descriptions of each of the domains and components can be found in Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. Using the performance levels described in the Danielson rubrics, the targeted expectation for student teacher performance is "Very Good" (5). Student teachers are encouraged to aspire to "Outstanding" (6) performance and "Developing" (4) performance is considered minimally acceptable. Performance indicators are included throughout Section A to describe ways of identifying each competency in classroom practice.

Evaluations should be based on the student teacher's performance **in comparison to other student teachers or to novice teachers** rather than in comparison to the advanced skills of an experienced teacher. The scoring guidelines below should be used to evaluate Section A performance.

Instructions:

On the following pages, you will see 22 elements; each is related to an ACEI Standard, a CEC Standard, and an MU conceptual framework competency. Read the standard, the competency, and then look at the list of performance indicators. Evaluate the student teacher's performance on these competencies, based on your observations of the student teacher's classroom performance, using the guidelines below. Mark the appropriate box in beneath each element's description, and provide a brief note explaining why you chose the score that you did.

When you are finished with your evaluation, please transfer your scores to the last page of this booklet.

SECTION A SCORING GUIDELINES

I/O- Insufficient Opportunity. In some placements, there may be insufficient opportunity to observe student teacher competency on any given performance indicator. Only check this box when opportunities are lacking. *Do not check this box as an indicator of poor performance.*

6- Outstanding. Student teacher consistently and independently demonstrates exemplary teaching performance in respect to the competency.

5- Very Good. Student teacher often independently demonstrates strong teaching performance in respect to the competency.

4- Developing. Student teacher demonstrates a lack of consistent teaching performance and needs input from the cooperating teacher in respect to the competency.

3- Fair. Student teacher often fails to demonstrate performance that meets the competency.

2- Poor. Student teacher consistently demonstrates a lack of ability to meet the competency.

1- Unacceptable. Student teacher consistently demonstrates a lack of effort and ability to meet the competency.

SECTION A: Evidence of Ability to Teach

Domain 1: Planning and Preparation

1.A. Demonstrating Content Knowledge and Pedagogy

ACEI Standard 1.0: Development, Learning, and Motivation

CEC Standard 7: Instructional Planning

Conceptual Framework Competency 1. A: Mansfield University student teachers will be able to:

- ◆ Plan and prepare effective instruction that demonstrates knowledge of content and pedagogy and leads to student learning

MU Performance Indicators:

- ◆ Lesson plans, unit plans, and IEPs demonstrate a command of the content being taught
- ◆ Lesson plans, unit plans, and IEPs are linked to academic student standards and to the school curriculum
- ◆ Planning evidences varied teaching techniques representing current best practice
- ◆ Teacher anticipates lesson areas where student misconceptions may interfere with learning

PDE Field Experience Performance Indicators:

- ◆ Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.(PDE A.1)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

1.B. Demonstrating Knowledge of Students

ACEI Standard 1.0: Development, Learning, and Motivation

CEC Standard 3: Individual Learning Differences

Conceptual Framework Competency 1. B: Mansfield University student teachers will be able to:

- ◆ Plan and prepare effective instruction that demonstrates knowledge of individual students' characteristics and abilities and is adapted to meet the learning needs of all students.

MU Performance Indicators:

- ◆ Planning evidences use of knowledge of student characteristic and differences to inform instruction
- ◆ Planning demonstrates that the teacher knew and considered students' prior skills and knowledge in planning instruction
- ◆ Lesson plans, unit plans, and IEPs capitalize on student interests and cultural heritage
- ◆ Planning is adapted to address the learning needs of all students

PDE Field Experience Performance Indicators:

- ◆ Plans instruction that is responsive to the age and / or related characteristics of their students. (PDE A.3)
- ◆ Supports the growth and development of all students, particularly those traditionally underserved. (PDE F.4)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

1.C. Setting Instructional Outcomes

ACEI Standard 3.1 Integrating and applying knowledge for instruction
 CEC Standard 7: Instructional Planning

Conceptual Framework Competency 1. C: Mansfield University student teachers will be able to:

- ◆ Develop clearly stated instructional goals that demonstrate high expectations for student learning, address the unique abilities of all students, and lead to sound assessment.

MU Performance Indicators:

- ◆ Instructional goals represent high expectations for students reflect important learning and academic standards
- ◆ Instructional goals are clearly stated, leading to student learning, and permit sound assessment
- ◆ Instructional goals appropriately address the range and needs of all students in the class
- ◆ Instructional goals represent several different types of learning and opportunities for integration within and across disciplines

PDE Field Experience Performance Indicators:

- ◆ Applies interpretation of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students. (PDE E.4)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

1.D. Demonstrating Knowledge of Resources

ACEI Standard 3.1 Integrating and applying knowledge for instruction
 CEC Standard 10: Collaboration

Conceptual Framework Competency 1. D: Mansfield University student teachers will be able to:

- ◆ Plan and prepare effective instruction that utilizes available school, district, and community resources (including library and technology) to enhance instruction and lead to student learning.

MU Performance Indicators:

- ◆ Planning incorporates varied school and district resources for teaching
- ◆ Planning evidences use of technology resources to prepare and enhance instruction
- ◆ Planning evidences teacher initiative in using library and community resources
- ◆ Teacher demonstrates knowledge of student services available to address the learning needs of all students

PDE Field Experience Performance Indicators:

- ◆ Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals. (PDE A.5)
- ◆ Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally-, and ability- appropriate. (PDE B.3)
- ◆ Uses instructional technology and assesses its impact on student learning. (PDE C.4)
- ◆ Assess existing resources and creates and / or accesses additional instructional resources appropriate for learners under their responsibility. Assess existing resources and creates and / or accesses additional instructional resources appropriate for learners under their responsibility. (PDE A.6)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

1.E. Designing Coherent Instruction

ACEI Standard 3.1 Integrating and applying knowledge for instruction

ACEI Standard 3.2 Adaptation to diverse students

CEC Standard 7: Instructional Planning

Conceptual Framework Competency 1. E: Mansfield University student teachers will be able to:

- ◆ Design coherent instruction based on academic learning standards and the district curriculum that uses varied grouping strategies, materials, and resources to support student learning.

MU Performance Indicators:

- ◆ Planned learning activities relate to instructional goals and academic standards
- ◆ Instructional materials and resources support meaningful learning
- ◆ Teacher plans lessons and units that use varied grouping schemes to promote student learning
- ◆ Individual lessons show organizational structure and units and IEPs show a clear progression of student learning

PDE Field Experience Performance Indicators:

- ◆ Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards. (PDE A.2)
- ◆ Uses a variety of age-, gender-, individually-, culturally-, ability-, and skill- appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment. (PDE C.3)
- ◆ Applies interpretation to inform planning and instruction for groups and individual students. (PDE E.3)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

1.F. Designing Student Assessments

ACEI Standard 4.0 Assessment for instruction

CEC Standard 8: Assessment

Conceptual Framework Competency 1. F: Mansfield University student teachers will be able to:

- ◆ Use a wide range of formal and informal assessment tools and techniques to assess student learning and use results to guide planning and on-going instruction.

MU Performance Indicators:

- ◆ Student assessment is aligned with instructional goals and academic standards
- ◆ Assessment criteria for assignments are clear and have been communicated effectively to students
- ◆ Results of student assessments are used to help guide planning of ongoing instruction
- ◆ Assessments means are varied and provide multiple evidences of student learning

PDE Field Experience Performance Indicators:

- ◆ Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs. (PDE A.4)
- ◆ Uses a variety of formal and informal assessments to measure student responsiveness to instruction. (PDE C.7)
- ◆ Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor. (PDE E.1)
- ◆ Constructs assessments to match cognitive, affective, behavioral and / or psychomotor curricular goals. (PDE E.5)
- ◆ Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom’s taxonomy) (PDE E.6)
- ◆ Makes norm-referenced and criterion-referenced interpretations of assessment results. (PDE E.2)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

SECTION A: Evidence of Ability to Teach

Domain 2: The Classroom Environment

2.A. Creating an Environment of Respect and Rapport

ACEI Standard 3.4 Active engagement in learning
CEC Standard 5: Learning Environments and Social Interactions

Conceptual Framework Competency 2. A: Mansfield University student teachers will be able to:

- ◆ Nurture relationships with students that are professional and caring and develop a classroom environment in which students treat one another with consideration.

MU Performance Indicators:

- ◆ Teacher’s interactions with students are professional, caring, and respectful
- ◆ Students demonstrate respect for the teacher
- ◆ Students’ interactions with their peers are appropriate and positive
- ◆ Students’ contributions to classroom learning are valued and praised

PDE Field Experience Performance Indicators:

- ◆ Maintains and promotes a culture which values the development of meaningful, caring and respectful relationships between teacher and students, and among students. (PDE B.1)
- ◆ Promotes a positive learning environment that values and fosters respect for all students. (PDE F.2)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

2.B. Establishing a Culture for Learning

ACEI Standard 3.4 Active engagement in learning
CEC Standard 5: Learning Environments and Social Interactions

Conceptual Framework Competency 2. B: Mansfield University student teachers will be able to:

- ◆ Establish a positive classroom environment that encourages, promotes, and results in student achievement.

MU Performance Indicators:

- ◆ Teacher demonstrates enthusiasm for the content of instruction
- ◆ Teacher communicates high expectations for student achievement and students display pride in their work
- ◆ The atmosphere of the classroom is conducive to teaching and learning
- ◆ Students willingly participate in classroom activities and try to do high quality work

PDE Field Experience Performance Indicators:

- ◆ Creates and maintains a prepared environment as a necessary element to support optimal learning opportunities. (PDE B.2)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

2.C. Managing Classroom Procedures

ACEI Standard 3.4 Active engagement in learning
CEC Standard 5: Learning Environments and Social Interactions

Conceptual Framework Competency 2. C: Mansfield University student teachers will be able to:

- ◆ Develop and maintain effective classroom procedures for managing groups, instructional transitions, materials, non-instructional duties, and work of paraprofessionals and volunteers.

MU Performance Indicators:

- ◆ Group tasks are well-designed and groups are organized and managed to promote student learning
- ◆ Transitions between activities are handled well with minimal loss of instructional time
- ◆ Teacher establishes effective routines for managing non-instructional duties (such as lunch counts) and instructional materials and supplies
- ◆ Teacher coordinates the efforts of volunteers and paraprofessionals to ensure productive use of their services

PDE Field Experience Performance Indicators:

- ◆ Developed and / or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities. (PDE B.6)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

2.D. Managing Student Behavior

ACEI Standard 3.4 Active engagement in learning
CEC Standard 4: Instructional Strategies

Conceptual Framework Competency 2. D: Mansfield University student teachers will be able to:

- ◆ Set clear expectations for positive student behaviors and recognize and react to misbehaviors with timely, effective, and appropriate responses.

MU Performance Indicators:

- ◆ Expectations for behavior are clearly communicated to students and are consistently applied
- ◆ Teacher monitors classroom behaviors and encourages students to self-monitor their own behaviors
- ◆ Teacher responses to student misbehavior is consistent, professional, and appropriate to the individual and the situation
- ◆ Classroom routines and teacher actions encourage positive classroom behaviors

PDE Field Experience Performance Indicators:

- ◆ Developed and / or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities. (PDE B.6)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

2.E. Organizing Physical Space

ACEI Standard 3.4 Active engagement in learning

CEC Standard 5: Learning Environments and Social Interactions

Conceptual Framework Competency 2. E: Mansfield University student teachers will be able to:

- ◆ Develop and maintain effective classroom procedures for managing groups, instructional transitions, materials, non-instructional duties, and work of paraprofessionals and volunteers.

MU Performance Indicators:

- ◆ Within school and district constraints, teacher organizes a physically inviting classroom conducive to student learning
- ◆ Teacher organizes and maintains a physically safe classroom
- ◆ Teaching tools (such as flip charts, VCR's and computers) are used effectively and contribute to student learning
- ◆ Teacher's furniture arrangements in the classroom are conducive to student learning

PDE Field Experience Performance Indicators:

- ◆ Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners. (PDE B.4)
- ◆ Applies safety precautions and procedures. (PDE D.7)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

SECTION A: Evidence of Ability to Teach

Domain 3: Instruction

3.A. Communicating with Students

ACEI Standard 3.5 Communication to foster collaboration
CEC Standard 6: Language

Conceptual Framework Competency 3. A: Mansfield University student teachers will be able to:

- ◆ Use oral and written language effectively to support instruction, including abilities to give clear directions and explanations of content.

MU Performance Indicators:

- ◆ Teacher clearly conveys directions and procedures that are understood by students
- ◆ Teacher models appropriate and effective oral and written language use
- ◆ Teacher communicates content on level that is understood by the students
- ◆ Teacher’s instructional uses of voice and vocabulary are effective

PDE Field Experience Performance Indicators:

- ◆ Uses effective verbal and non-verbal communication techniques. (PDE C.1)
- ◆ Clearly communicates instructional goals, procedures and content. (PDE C.10)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

3.B. Using Questioning and Discussion Techniques

ACEI Standard 3.3 Development of critical thinking and problem solving
ACEI Standard 3.5 Communication to foster collaboration
CEC Standard 4: Instructional Strategies

Conceptual Framework Competency 3. B: Mansfield University student teachers will be able to:

- ◆ Teach using varied, effective questioning and discussion techniques that stimulate students’ thinking and encourage active participation.

MU Performance Indicators:

- ◆ Teacher’s questions are varied and encourage the students to think
- ◆ Teacher uses wait time in questioning to encourage thoughtful student responses
- ◆ Teacher employs effective discussion techniques to involve all students in the discussion
- ◆ Teacher’s questioning and discussion skills help promote active student learning

PDE Field Experience Performance Indicators:

- ◆ Uses effective questioning and discussion techniques. (PDE C.2)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

3.C. Engaging Students in Learning

ACEI Standard 3.4 Active engagement in learning
CEC Standard 4: Instructional Strategies

Conceptual Framework Competency 3. C: Mansfield University student teachers will be able to:

- ◆ Engage students in learning by effective uses of teaching techniques, grouping strategies, activities and assignments, and instructional materials and resources.

MU Performance Indicators:

- ◆ Teacher presents content in ways that help students understand and learning
- ◆ Teacher designs and adapts activities and assignments to ensure they are meaningful, challenging, and appropriate to the learners
- ◆ Grouping practices support learning and promote active student engagement
- ◆ Teacher’s instruction is well-paced and uses instructional materials and resources to enhance or support student learning

PDE Field Experience Performance Indicators:

- ◆ Uses active student engagement during instructional delivery. (PDE C.6)
- ◆ Appropriately responds to unique characteristics and learning needs of diverse learners in the classroom. (PDE F.1)
- ◆ Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance. (PDE F.3)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

3.D. Using Assessment in Instruction

ACEI Standard 3.5 Communication to foster collaboration
CEC Standard 4: Instructional Strategies

Conceptual Framework Competency 3. D: Mansfield University student teachers will be able to:

- ◆ Provide accurate, substantive, constructive, specific, and timely feedback to individuals and groups of students to promote student learning.

MU Performance Indicators:

- ◆ Feedback provided to students helps promote student learning
- ◆ Teacher feedback to significant assignments is individual in nature and includes substantial, constructive information
- ◆ Teacher helps students understand the progress they are making towards reaching instructional goals
- ◆ Positive reinforcement and corrective feedback to student work is provided in a timely manner

PDE Field Experience Performance Indicators:

- ◆ Provides appropriate progress feedback to students in a timely manner. (PDE C.5)
- ◆ Positive reinforcement and corrective feedback to student work is provided in a timely manner

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

3.E. Demonstrating Flexibility and Responsiveness

ACEI Standard 3.2 Adaptation to diverse students
ACEI Standard 3.5 Communication to foster collaboration
CEC Standard 4: Instructional Strategies

Conceptual Framework Competency 3. E: Mansfield University student teachers will be able to:

- ◆ Demonstrate instructional flexibility and responsiveness by making in-process teaching adjustments and adapting instruction to support the learning of all students.

MU Performance Indicators:

- ◆ Teacher recognizes when students are experiencing learning difficulties and makes appropriate instructional adjustments
- ◆ Teacher makes good use of instructional time but is able to take advantage of “teachable moments” when they arise
- ◆ Students’ needs, interests, and questions help shape instruction
- ◆ Teacher finds ways to help individual students learn the content being taught

PDE Field Experience Performance Indicators:

- ◆ Constructs a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary. (PDE C.8)
- ◆ Actively seek, and is responsive to, constructive feedback offered by the cooperative teacher and university supervisor. (PDE C.9)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

SECTION A: Evidence of Ability to Teach

Domain 4: Professional Responsibilities

4.A. Reflecting on Teaching

ACEI Standard 5.1 Professional growth, reflection, and evaluation
CEC Standard 9: Professional and Ethical Practice

Conceptual Framework Competency 4. A: Mansfield University student teachers will be able to:

- ◆ Reflect on their teaching to inform and guide instruction and to lead to continuing professional growth.

MU Performance Indicators:

- ◆ Teacher accurately assesses the successes and shortcomings of lessons and uses the judgments to plan subsequent instruction
- ◆ Teacher reflects on instructional practices and seeks to continually expand teaching repertoire
- ◆ Teacher modifies teaching based on past successes and failures
- ◆ Teacher demonstrates commitment to continuous teaching growth

PDE Field Experience Performance Indicators:

- ◆ Assess their own professional growth through self-reflection. (PDE E.7)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

4.B. Maintaining Accurate Records

ACEI Standard 5.1 Professional growth, reflection, and evaluation
CEC Standard 9: Professional and Ethical Practice

Conceptual Framework Competency 4. B: Mansfield University student teachers will be able to:

- ◆ Maintain accurate records of student assignments, student progress, and the teacher’s non-instructional duties.

MU Performance Indicators:

- ◆ Teacher demonstrates effective organizational and record-keeping abilities to monitor student progress toward instructional goals
- ◆ Teacher maintains effective, efficient record-keeping systems for student completion of assignments
- ◆ Teacher maintains effective, efficient record-keeping systems for managing non-instructional supplies (such as daily lunch counts and ordering supplies)
- ◆ Teacher performs record-keeping duties as evidenced by entries in plan books, grade books, report cards, and student’s report cards

PDE Field Experience Performance Indicators:

- ◆ Communicates with the cooperating teacher regarding instructional and non-instructional recordkeeping, procedures and routines, and timelines; including but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted. (PDE D.1)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

4.C. Communicating with Families

ACEI Standard 5.2 Collaboration with families, colleagues, and community agencies
CEC Standard 10: Collaboration

Conceptual Framework Competency 4. C: Mansfield University student teachers will be able to:

- ◆ Communicate effectively with students' families to keep parents informed and to enlist them as partners in their children's education.

MU Performance Indicators:

- ◆ Teacher recognizes the need to maintain good lines of communication with students' families
- ◆ Teacher enlists the participation of students' families in education process
- ◆ Teacher keeps parents informed about classroom and school programs
- ◆ Teacher informs parents about students' progress and responds professionally to parents' concerns

PDE Field Experience Performance Indicators:

- ◆ Engage in proactive communication with families and community contacts. (PDE B.5)
- ◆ Communicates with and engages families, caregivers and the broader community. (PDE F.5)
- ◆ Assesses communication technologies to communicate with families regarding student progress. (PDE C.11)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

4.D. Participating in a Professional Community

ACEI Standard 5.1 Professional growth, reflection, and evaluation
ACEI Standard 5.2 Collaboration with families, colleagues, and community agencies
CEC Standard 10: Collaboration

Conceptual Framework Competency 4. D: Mansfield University student teachers will be able to:

- ◆ Contribute to school and district programs through cooperative relationships with colleagues and active participation in school and district life.

MU Performance Indicators:

- ◆ Teacher maintains cooperative, support relationships with other professionals and paraprofessionals in the school and district
- ◆ Teacher participates in school and district events
- ◆ Teacher promotes school and district goals through instruction
- ◆ Teacher makes service contributions to school and district projects

PDE Field Experience Performance Indicators:

- ◆ Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct and contact with colleagues, families and the broader community. (PDE D.9)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
□	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

4.E. Growing and Developing Professionally

ACEI Standard 5.1 Professional growth, reflection, and evaluation
CEC Standard 10: Collaboration

Conceptual Framework Competency 4. E: Mansfield University student teachers will be able to:

- ◆ Continually grow and develop as professionals by enhancing their knowledge and serving the teaching profession.

MU Performance Indicators:

- ◆ Teacher seeks new knowledge about content and pedagogy to improve teaching
- ◆ Teacher stays abreast of ongoing developments in the field (including technology innovations)
- ◆ Teacher generously shares professional ideas with others
- ◆ Teacher demonstrates a disposition to being a life-long learner

PDE Field Experience Performance Indicators:

- ◆ Participates in district, college, regional, state and / or national professional development growth and development opportunities. (PDE D.3)
- ◆ Complies with school policies and procedures regarding professional dress, attendance, punctuality, and use of technology. (PDE D.8)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

4.F. Showing Professionalism

ACEI Standard 5.1 Professional growth, reflection, and evaluation
CEC Standard 9: Professional and Ethical Practice

Conceptual Framework Competency 4. F: Mansfield University student teachers will be able to:

- ◆ Show their professionalism through service to students, advocacy for positive change, and support of other professionals.

Performance Indicators:

- ◆ Teacher cares about students' academic, emotional, social, and physical well-being
- ◆ Teacher advocates for issues that improve the lives of students
- ◆ Teacher contributes time and efforts in the service of students
- ◆ Teacher demonstrates an open mind and a willingness to consider others' viewpoints and is receptive to constructive feedback

PDE Field Experience Performance Indicators:

- ◆ Professional Practice & Conduct for educators, as well as local, state and federal laws and regulations. (PDE D.5)
- ◆ Exhibits integrity, ethical behavior and professional conduct as stated in the PA Code of Professional Practice & Conduct for Educators" as well as local, state and federal laws and regulations. (PDE D.4)
- ◆ Avoids inappropriate relationships, conduct and contact with students. Complies with school policies and procedures regarding professional dress, attendance, punctuality and use of technology. (PDE D.6)

I/O	Unacceptable	Poor	Fair	Developing	Very good	Outstanding
<input type="checkbox"/>	1	2	3	4	5	6

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

SECTION B: Evidence of Elementary Education Content Knowledge

In this section, Cooperating Teachers and University Supervisors are given an opportunity to gather observations of student teachers' competencies in the core content areas of elementary education *while they are teaching in the classroom*. Although the University has course grades and several assessments in content methods courses that give an indication of student teachers' knowledge, use, and understanding of content from a planning perspective, this section focuses on indicators from an implementation perspective.

The elements of Section B Part 1 are the same as ACEI Standard 2 (see pages 3-4). These scores are based on the elementary education placement. The elements of Section B Part 2 are the same as CEC Content Standards 2-10 (see pages 5-7). These scores are based on the special education placement. In order to make your determinations for this section, we ask that cooperating teachers observe student teachers' knowledge of elementary education content areas while they interact with students. We have identified specific indicators for each element from the ACEI Standard 2 language and for CEC Standards 2-10, and those indicators should be used as a basis for informing the evaluation.

Instructions:

On the following pages, you will see seven items for Section B Part 1; each is related to an ACEI Standard and appears with a list of performance indicators. After that, you will see nine items for Section B Part 2; each is related to a CEC Standard. Evaluate the student teacher's performance on these competencies, based on your observations of the student teacher's classroom performance, using the guidelines below. Mark the appropriate box in beneath each element's description, and provide a brief note explaining any strengths or weaknesses. While the cooperating teachers' scores inform your evaluation, they are not definitive.

When you are finished with your evaluation, please transfer your scores to the last page of this booklet.

SECTION B SCORING GUIDELINES

I/O- Insufficient Opportunity. In some placements, there may be insufficient opportunity to observe student teacher competency on any given performance indicator. Only check this box when opportunities are lacking. *Do not check this box as an indicator of poor performance.*

1 -Unacceptable. Student teacher consistently demonstrates a lack of effort and ability to meet the competency. Cooperating Teachers frequently must correct the student teacher's inaccuracies.

2 -Developing. Student teacher demonstrates a lack of consistent teaching performance (knowledge, skill, and use of content for teaching) and needs guidance or correction from the Cooperating Teacher.

3 -Target. Student teacher consistently demonstrates adequate teaching performance (knowledge, skill, and use of content for teaching) in respect to the ACEI Standard being evaluated; she or he rarely requires guidance or correction from the Cooperating Teacher on issues of elementary education content.

4 -Outstanding. Student teacher *always* demonstrates exemplary content performance (knowledge, skill, and use of content for teaching) in respect to the ACEI Standard being evaluated; she or he does not need guidance or correction from the Cooperating Teacher in regard to elementary education content.

SECTION B, Part 1: Evidence of Elementary Education Content Knowledge

Item 1. Language Arts (ACEI Standard 2.1)

Performance indicators:

- Student teacher knows, understands, and uses concepts from reading, language, and child development to teach students *reading skills*.
- Student teacher knows, understands, and uses concepts from reading, language, and child development to teach students *writing skills*.
- Student teacher knows, understands, and uses concepts from reading, language, and child development to teach students *listening, viewing, and speaking skills*.
- Student teacher knows, understands, and uses concepts from reading, language, and child development to teach students how to *critically think*.
- Student teacher is able to help students apply these skills to *many different situations, materials, and ideas*.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Strongest: _____

Weakest: _____

Item 2. Science (ACEI Standard 2.2)

Performance indicators:

- Student teacher knows, understands, and uses the fundamental concepts of *physical science*.
- Student teacher knows, understands, and uses the fundamental concepts of *life science*.
- Student teacher knows, understands, and uses the fundamental concepts of *earth/space sciences*.
- Student teacher can design and implement *age-appropriate inquiry lessons* for the teaching of science.
- Student teacher seeks to build student understanding of science for *personal and social applications*.
- Student teacher designs and implements age-appropriate lessons to *convey the nature of science*.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Strongest: _____

Weakest: _____

Item 3. Mathematics (ACEI Standard 2.3)

Performance indicators:

- Student teacher knows, understands, and uses the major concepts and procedures that define *number and operations*.
- Student teacher knows, understands, and uses the major concepts and procedures of *algebra*.
- Student teacher knows, understands, and uses the major concepts and procedures of *geometry*.
- Student teacher knows, understands, and uses the major concepts and procedures of *measurement*.
- Student teacher knows, understands, and uses the major concepts and procedures of *data analysis and probability*.
- Student teachers engage students in *problem solving and reasoning and proof*.
- Student teachers engage students in *mathematics communications, connections, and representation*.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Strongest: _____

Weakest: _____

Item 4. Social Studies (ACEI Standard 2.4)

Performance indicators:

- Student teacher knows, understands, and uses the *major concepts and modes of inquiry* from the social sciences.
- Student teacher promotes elementary students' abilities *to make informed decisions* through the integrated study of history, geography, and the social sciences.
- Student teacher promotes students' ability to recognize themselves as part of a *culturally diverse democratic society* through the integrated study of history, geography, and the social sciences.
- Student teacher promotes students' ability to recognize the *interdependence of the world* through the integrated study of history, geography, and the social sciences.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Strongest: _____

Weakest: _____

Item 5. The Arts (ACEI Standard 2.5)

Performance indicators:

- Student teacher has an understanding of their own skills and abilities in the arts.
- Student teacher knows, understands, and uses the content, functions, and achievement of dance, music, theatre, and the visual arts as primary *media for communication* among elementary students.
- Student teacher knows, understands, and uses the content, functions, and achievement of dance, music, theatre, and the visual arts as primary *media for inquiry* among elementary students.
- Student teacher knows, understands, and uses the content, functions, and achievement of dance, music, theatre, and the visual arts as primary *media for engagement* among elementary students.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Strongest: _____

Weakest: _____

Item 6. Health Education (ACEI Standard 2.6)

Performance indicators:

- Student teacher knows, understands, and uses the *major concepts* of health education.
- Student teacher creates opportunities for *student development of skills* that contribute to good health.
- Student teacher creates opportunities for *student practice of skills* that contribute to good health.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Strongest: _____

Weakest: _____

SECTION B, Part 1: Evidence of Elementary Education Content Knowledge

Item 7. Physical Education (ACEI Standard 2.7)

Performance indicators:

- Student teacher knows, understands, and uses human movement and physical activity as central elements to *foster active life styles* for elementary students.
- Student teacher knows, understands, and uses human movement and physical activity as central elements to *foster healthy life styles* for elementary students.
- Student teacher knows, understands, and uses human movement and physical activity as central elements to *foster an enhanced quality of life* for elementary students.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Strongest: _____

Weakest: _____

This is the end of Section B Part 1 (elementary education placement).
The following pages are Section B Part 2 (special education placement).

SECTION B, Part 2: Evidence of Special Education Content Knowledge

Item 1. Development and Characteristics of the Learner (CEC Standard 2)

Performance indicators:

- Student teacher demonstrates an understanding of the similarities and differences among individuals with exceptional learning needs.
- Student teacher understands the educational implications of characteristics of various exceptionalities.
- Student teacher understands the psychological and social-emotional characteristics of individuals with disabilities.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Item 2. Individual Learning Differences (CEC Standard 3)

Performance indicators:

- Student teacher demonstrates knowledge of differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
- Student teacher demonstrates an understanding of variations in beliefs, traditions, and values across and within cultures and their efforts or relationships among individuals with exceptional learning needs.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Item 3. Instructional Strategies (CEC Standard 4)

Performance indicators:

- Student teacher uses research-supported methods for academic and non-academic instruction of individuals with disabilities.
- Student teacher teaches learning strategies and study skills to acquire academic content.
- Student teacher selects, adapts, and uses instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Student teacher uses responses and errors to guide instructional decisions and provide feedback to learners.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

SECTION B, Part 2: Evidence of Special Education Content Knowledge

Item 4. Learning Environments and Social Interaction (CEC Standard 5)

Performance indicators:

- Student teacher creates a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Student teacher uses effective and varied behavior management strategies.
- Student teacher demonstrates an understanding of basic classroom management theories and strategies for individuals with exceptional learning needs.
- Student teacher establishes a consistent classroom routine for individuals with disabilities.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Item 5. Communication (CEC Standard 6)

Performance indicators:

- Student teacher has knowledge of and able about augmentative assistive communication strategies in the classroom.
- Student teacher teaches individuals with disabilities to monitor for errors in oral and written language.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Item 6. Instructional Planning (CEC Standard 7)

Performance indicators:

- Student teacher identifies and prioritizes areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- Student teacher selects and uses basic and specialized instructional strategies appropriate to the abilities and instructional needs of the individuals with exceptional learning needs.

I/O	Unacceptable	Developing	Target	Outstanding
□	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

SECTION B, Part 2: Evidence of Special Education Content Knowledge

Item 7. Assessment (CEC Standard 8)

Performance indicators:

- Student teacher develops or modifies individualized assessment strategies.
- Student teacher evaluates instructional monitors progress of individuals with exceptional learning needs.
- Student teacher selects, adapts, and modifies assessments to accommodate the unique abilities and needs of individuals with disabilities.

I/O	Unacceptable	Developing	Target	Outstanding
<input type="checkbox"/>	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Item 8. Professional and Ethical Practices (CEC Standard 9)

Performance indicators:

- Student teacher practices within the CEC Code of Ethics and other standards of the profession.
- Student teacher demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
- Student teacher
- Student teacher

I/O	Unacceptable	Developing	Target	Outstanding
<input type="checkbox"/>	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

Item 9. Collaboration (CEC Standard 10)

Performance indicators:

- Student teacher maintains confidential communication about individuals with exceptional learning needs.
- Student teacher collaborates with families, school personnel and community members in integrating individuals with exceptional learning needs.

I/O	Unacceptable	Developing	Target	Outstanding
<input type="checkbox"/>	1	2	3	4

University Supervisors, use the space below for any special notes regarding particularly strong or weak performance.

SECTION C: Evidence of Ability to Reflect on Teaching

University Supervisors establish due dates, explain expectations, and evaluate student teachers' written reflective exercises. General guidelines for each of the four written assignments follow. The assigned possible points for each assignment are listed below each reflective evaluation.

When you are finished with your evaluation, please transfer your scores to the last page of this booklet.

Student Teaching Goals

Student teachers write a short essay in which they describe their professional goals for the student teaching experience.

Points Possible: 4 Points Earned _____

Student Teaching Journal

Student teachers maintain a weekly journal in which they reflect on their experiences. Although each University Supervisor will explain journal writing expectations and due dates to students, journals often include an overall summary of each week's teaching, descriptions of significant events and teaching episodes, reflections concerning professional growth, and teaching questions or concerns.

Points Possible 8 Points Earned _____

Videotape of Teaching and Written Analysis

Student teachers arrange to videotape themselves teaching an entire class or smaller group of students and write a self-analysis of their demonstrated teaching skills and decision-making. The videotape may be made in either student teaching assignment. The student teacher must obtain written permission from the parents/guardians of the students who are videotaped. The cooperating teacher and University Supervisor should previously approve all written permission materials sent home to parents that describe the videotaping. In the event that the school does not allow students to be videotaped, student teachers should consult with the University Supervisor to receive an alternative written assignment.

Points Possible 6 Points Earned _____

Summary Report and Professional Development Plan

Toward the end of the student teaching experience, student teachers write a short essay in which they reflect on the overall student teaching experience and describe a professional development plan for the future. Students are encouraged to candidly assess their professional skills and teaching growth, describe the learning that took place during the student teaching experience, and map a plan for continuing professional development. In writing the summary report, students are also encouraged to revisit the student teaching goals that they described at the beginning of the student teaching experience and evaluate their progress toward meeting those goals.

Points Possible 8 Points Earned _____

SECTION D: Evidence of Ability to Promote P-12 Student Learning

The P-12 Student Learning Project

Through this project, student teachers provide written evidence of their ability to positively influence their P-12 students' learning. Each student teacher writes student learning objectives, conducts a pre-assessment of student knowledge, designs and teaches a unit of instruction, and conducts a post-assessment of P-12 student learning objectives. University Supervisors establish due dates, clarify expectations, and evaluate student teachers' written reports and analyses of the instruction.

An overview of the P-12 Student Learning Project is below. Comprehensive instructions appear on the following pages. The rubric used to score student teachers on the P-12 Student Learning Project has been aligned both to ACEI 2007 Professional Standards and to CEC 2010 Content Standards, and it appears after the comprehensive instructions.

Note: In the past, guidelines for this project stated that student teachers could either design a unit of instruction or a unit of behavioral intervention; this is no longer the case. In the elementary education placement, all student teachers must design a unit of instruction because this provides evidence for the program's accreditation; however, in the special education placement, a student teacher alternatively may address a behavioral intervention. *Student teachers seeking additional certification in special education thus complete two P12 Student Learning Projects: One in each placement.* The elementary education placement is based on a unit of instruction while the special education placement can be based on behavioral intervention.

Overview

- 1) Student teachers consult with their cooperating teachers to select a unit of the curriculum to teach. The length of the unit may vary from several days to several weeks depending upon the classroom curriculum.
- 2) Student teachers write instructional objectives for P-12 student learning that can be assessed.
- 3) Student teachers assess their students' prior knowledge before beginning to teach the unit and establish baseline data for measuring learning. This is a pre-test of unit content.
- 4) The unit of instruction is then implemented; making notes of the implementation process may be of value when writing the discussion portion of the project.
- 5) After teaching the unit of instruction, student teachers develop a post-assessment to provide evidence of student learning. The assessment could be a paper-and-pencil test or a performance-based assessment (e.g., student projects, student essays or journals, lab reports, etc.). Students should include copies of post-assessments and any rubrics developed to assess student performance.
- 6) Student teachers write a description and analysis of the results of the learning assessments using comparisons of students pre- and post-assessments. Results are displayed using tables, graphs, summary statistics, or other graphical depictions of the student teachers' choice.
- 7) Student teachers write a discussion of the assessment results and describe the ways in which their students' learning was clearly demonstrated.
- 8) The University Supervisor evaluates the P-12 Student Learning Project based on the rubric.

The P-12 Student Learning Project

Comprehensive Instructions

It's not enough to say, "I taught it, so my students must have learned it." The purpose of this reflective exercise is to demonstrate convincingly that your teaching resulted in student learning. You will demonstrate P-12 student learning in the form of a written paper with multiple parts, and these parts should be written as each step is taken. **For students who are seeking additional certification in special education**, this P-12 Student Learning Project will be completed twice. Once in the elementary education placement, based on a unit of instruction, and once in the special education placement, based on a behavioral intervention or a unit of instruction that is specifically designed to show modifications made for students with exceptional needs.

In consultation with your cooperating teacher and University Supervisor, you will select a unit to plan, pre-assess, teach, and post-assess. You will document the experience in a written paper.

The project includes the following five components. 1) Choosing a Focus. What will be the focus of your P-12 Student Learning Project and what is the importance of the unit you will teach? What measurable instructional objectives will guide your teaching and assessment? 2) Include some pre-test measure of the students' level of knowledge prior to your unit of instruction. 3) Then, document what was taught and the steps you took to try to make sure that all of your learners achieved the objectives that you designed (with descriptions of how you adapted the instruction to meet the needs of diverse learners, including learners with special needs). 4) Next, design a post-test measure of student performance that demonstrates what they learned from your teaching. 5) Finally, consider how to best represent the results of both group and individual achievement using a graph or chart. Analyze the results in thoughtful, reflective detail.

This project will be included in your portfolio as an artifact, so write it carefully with attention to detail (content, organization, editing/proofreading). Because it will be included in your portfolio and may be read by others, you must also be careful to protect student confidentiality. One means of maintaining student confidentiality is to use a letter or number system (for example, Student A or Student 1). In writing the paper, attempt to strike an optimistic, student-oriented tone that affirms the belief that student achievement is a teacher's responsibility.

Prior to beginning the P12 Student Learning Project, it is highly advisable that you thoroughly and thoughtfully review the P-12 Student Learning Project Rubrics. These rubrics are aligned to ACEI and to CEC Standards and will be used to evaluate your performance. Think of it as an additional set of detailed instructions.

Include the five subheadings that appear on the following pages to lend organization to your P-12 Student Learning Project.

The P-12 Student Learning Project Comprehensive Instructions, Continued

Written Paper Guidelines

- 1) **Introduction.** Describe the unit you will teach. Explain why the focus of your P-12 Student Learning Project represents something important for students to learn or be able to do. Present instructional objectives for your teaching unit. State your objectives in measurable terms. How will you objectively and conclusively know that your objectives were achieved?

Units can be designed for whole class or small group teaching. Most units feature a succession of linked lessons delivered over a time period ranging from several days to several weeks, depending on the grade level and curriculum. An example of this type of unit would be a three week science unit based on electricity. However, units may also focus on content or skills taught repetitively over time. For example, in a kindergarten classroom, a student teacher might base a P-12 Student Learning Project on the students' mastery of counting to 30 and the names of the days of the week and months of the year being taught through the calendar portion of the daily morning meeting.

- 2) **Pre-Assessment.** Prior to teaching the unit, the student teacher must pre-assess the students' levels of knowledge, skills, or behaviors. The pre-assessment has two purposes. It will give you important information to help you in planning your unit. And, it will give you baseline data against which to measure student learning after the unit has been taught.

Although it is not the only way to assess students, many student teachers find that a form of pre-test and post-test design works well to measure student achievement. When teaching units, most student teachers choose to assess learning by designing tests, structured interviews, or performance tasks (such as recording individual student performance to flashcard presentations). But, the pre-tests and post-tests do not necessarily have to involve tests. They might also include other alternative forms of demonstrated student learning. It will be up to you to decide what you will assess and how you can best design the assessments.

Include actual copies of your pre-assessments and post-assessments. Also include any checklists or rubrics used in evaluating student performance. (You may find that they can be briefly described in the text of your written paper and then included in their entirety in an appendix.)

- 3) **Instructional Unit.** Describe the content and methodology of your unit. The description of the unit may take whatever form you would like. Some student teachers include actual lesson plans that guided the teaching of the unit. Others carefully describe their teaching using a paragraph style.

Your unit should be clearly centered on promoting student learning. Units should be designed using the assumption that all students can learn when appropriately taught. So, it will be important for you to describe the ways in which you adapted instruction to meet the learning abilities and needs of your students including, but not limited to, your students with special needs and English Language Learners. Describe your unit in sufficient detail so that a reader can clearly understand the duration of the unit, what you taught, and the various methodologies, materials, technologies, and grouping strategies you employed.

- 4) Post-Assessment. As was the case with the pre-assessment, describe your post-assessment of student learning and include an actual copy of any tests, structured interviews, etc. that you used to assess the outcomes of your teaching. When a pre-test and post-test design is employed, it is acceptable to use a single test given both before and after unit teaching to measure student learning.
- 5) Results and Analysis. The results and analysis section is the most important section of the entire P-12 Student Learning written paper, so carefully consider the ways in which you can best demonstrate the student learning that resulted from your teaching. You will need to present your students' pre- and post-teaching performances in ways that will permit comparisons and which demonstrate their learning growth.

Many student teachers use frequency charts, pie charts, and/or bar graphs to report score gains of the group and the score gains of each individual student. It will be up to you to decide how you can do this most clearly and convincingly. Then, in paragraph form you should analyze the data and discuss the results. How well did your students learn and how do you know?

It will also be important to discuss any instances where the group or selected students either failed to learn or did not meet your expectations. Why might that have happened or what factors might have contributed to the lower than expected results? What could you have done differently to have seen a better result? If students under-performed, then describe what you might have done to re-teach the material or assist students in coming up to mastery levels. Even if you did not have time or an opportunity to actually implement the re-teaching, present a plan that details what you might have done. We never want to say, "Oh well, most of my students learned it, so that's good enough."

Include a closing paragraph in which you briefly summarize your P-12 Student Learning project and highlight the ways in which your results clearly demonstrate that you positively affected student learning.

SPECIAL NOTE FOR STUDENT TEACHERS SEEKING ELEMENTARY EDUCATION WITH ADDITIONAL CERTIFICATION IN SPECIAL EDUCATION

The instructions above all related to a unit of instruction. It is important to note that in a special education placement you may have the opportunity to design a behavioral intervention. In this case, your "post assessment" should be seen as an ongoing assessment, tracking the students' individual progress toward the learning objectives.

P-12 Student Learning Project Rubric
ELEMENTARY EDUCATION PLACEMENT

This rubric will be used to evaluate your P-12 Project and will result in your score for Section D of the Student Teacher Evaluation Report. It is highly advisable that you review this rubric before beginning the Project. While you are completing the Project, use the rubric as a way to assess your own performance before you submit the Project to your University Supervisor.

Lesson Planning Phases & Criteria	ACEI Std	Performance Rating and Maximum Points			
		Unacceptable	Developing	Acceptable	Outstanding
		0.5	1	1.5	2
A. Instructional Objectives Using what you know of student learning theory, state what young children will be able to do as the outcome of your unit. Objectives should reference unit concepts and learning opportunities that support individual students' development, acquisition of knowledge, and motivation. State specific behaviors that are observable and measurable so that they can be assessed.	1.0	The goals and objectives cannot be observed and/or measured; or, outcomes are vague and could be interpreted in several different ways (i.e., outcome stated is in subjective terms). Outcomes omit reference to one or more of the targeted learning activities and do not require understanding of unit concepts.	The goals and objectives are observable, but some subjectivity may still create difficulty in assessing whether or not the outcome was met. Link to student learning theory is not clear. Targeted learning opportunities are referenced but may only require superficial understanding of unit concepts.	Outcomes are written in objective terms that are specific, observable, and measurable. They include details and conditions to define the anticipated student performance and reference the targeted learning opportunities and unit concepts. The candidate refers to student learning theory (Bloom, e.g.), but may be tokenistic in its use.	Additionally, knowledge of student learning theory is explicitly used to inform the goals and objectives, as evidenced by candidate's ability to craft clear and measurable objectives and titles that are related to the lesson's "big idea."
		1	2	3	4
B. Devise and Conduct a Pre-Assessment Devise a pre-assessment plan that includes 1) an instrument that will provide data about each student's intellectual, social, emotional, and physical development relative to unit goals and objectives, and 2) a plan for analyzing the data.	4.0	A pre-assessment plan may be presented, but there is a weak or no correlation to the targeted areas of student development. The plan is not presented in detail. It does not specify (1) What data will be collected or (2) How data will be analyzed. Instrument may be included but is not effective in measuring objectives and suffers from lack of proofreading.	A plan for measuring the objective is given, but it lacks detail in addressing student development in the targeted areas. It includes what data will be collected but presents only a vague plan for analysis. The instrument is included but should be proofread to catch minimal errors.	A realistic plan for measuring the objectives is made, including how it addresses student development in the targeted areas. It references what data will be collected but it lacks clarity and/or detail in describing how data will be analyzed for use in planning the unit. The instrument may include one or two errors or error types in spelling/mechanics or evidence of proofreading for typographical errors.	A realistic plan for measuring the objectives is made and addresses student development in the targeted areas. It references both (1) What data will be collected and (2) How data will be analyzed for use in planning the unit. The instrument is free of typos.
		1	2	3	4

P12 PROJECT RUBRIC: ELEMENTARY EDUCATION PLACEMENT

		1.5	3	4.5	6
<p>C. Design & Implement Instruction Design a unit plan of instruction that integrates and applies the analysis of data from your pre-assessment and knowledge from the following areas of your study: students, learning theory, connections across the curriculum, curricular goals, and community.</p>	3.1	<p>The Unit may or may not be planned for one week, but individual plans do not follow the template in all major requirements. Little or no attention is paid to the targeted areas of study and there is little or no connection between the plan and the pre-assessment analysis. The Unit Plan contains several errors in spelling/mechanics or evidence of proofreading for typographical errors.</p>	<p>The Unit is planned for at least one week in length and individual lesson plans address the objectives of the unit. However, minor components of the lesson plan requirements may be missing or weak. Rationales are complete and reflect positive decision-making skills, but lack reference to formal learning theory. The Unit Plan may include a few errors or error types in spelling/mechanics or evidence of proofreading for typographical errors.</p>	<p>The Unit is planned for at least one week in length and contains plans that address each targeted area of study, including a rationale for each, and show articulation among the components. The individual plans are designed according to the lesson plan template. The Unit Plan may include one or two errors or error types in spelling/mechanics or evidence of proofreading for typographical errors.</p>	<p>Additionally, the rationales demonstrate a sophisticated grasp of learning theory as well as the ability to apply theory to practice. Connections across the curriculum and to the community are authentic; and articulation among all components is strong. The Unit Plan is free of errors in spelling/mechanics/typing.</p>
		<p>D. Design and Conduct Post-Assessment Devise a post-assessment plan that includes 1) an instrument that will provide data about each student's intellectual, social, emotional, and physical development relative to unit goals and objectives, 2) a plan for analyzing the data.</p>	4.0	<p>A post-assessment instrument is presented but does not measure all of the objectives or satisfactorily address the target areas. There is no comparison between the pre- and post-assessment or a rationale for decision-making. The plan for analysis is missing or impractical. Several errors/error types are made in spelling/mechanics/typing.</p>	<p>A plan for measuring the objectives is presented but is overall weak in addressing the targeted areas. The paragraph comparing the post-unit assessment to the pre-unit assessment does not include a rationale for decisions made in creating the post-assessment. The plan includes what data will be collected but is weak in articulation of the data analysis procedure. The instrument may contain one or two errors/error types in spelling/mechanics/typing.</p>

P12 PROJECT RUBRIC: ELEMENTARY EDUCATION PLACEMENT

		0.5	1	1.5	2
<p>E. Provide and Analyze Assessment Results Use graphs, pie charts, frequency charts, or other means to present the data on the intellectual, social, emotional, and physical development of each child. Describe what the data say about the following: 1) the differences between the pre-test and post-test results; 2) individual and group results on the post-test; 3) the effectiveness of the post-test to assess objectives of the unit.</p>	4.0	<p>Graphs are not included or choice/presentation of graphic poorly represents the results of the post-assessment. Analysis is missing required components and is weak in assessing the effectiveness of the post-test.</p>	<p>Graphics are included, but provide incomplete information about the results in the targeted areas. Analysis is presented on all required data results but lacks depth in the descriptions. The effectiveness of the post-test is analyzed, but is more subjective than objective.</p>	<p>Graphics are included and represent the results of the post-assessment, although improvements could be made. Graphics provide an accurate view of the results as well as information about targeted areas of student development. Analysis is presented on all required data results, including an objective analysis of the post-test.</p>	<p>Graphics unambiguously represent a comprehensive view of the results and provide valuable information about student development in the targeted areas. Analysis clearly describes in detail all required data results, using examples from the data in the description.</p>
		2	4	6	8
<p>F. Discuss Results Write what the results tell you about your instruction of the unit, drawing on your knowledge of research on teaching, professional ethics, and resources available for professional learning. Describe the effects of your professional decisions and actions on students, families and other professionals in the learning community. Include a plan for how you will use the analysis to strengthen future instructional opportunities. Finish with a reflection on the importance of actively seeking out opportunities to grow professionally.</p>	5.1	<p>Attempts at reflection are not present or are not based on evidence provided by the results. Reflection does not include reference to relevant research professional ethics, and/or the effect of resources available for professional learning. A plan for using the results to strengthen future instruction is not present or does not include connections to the intellectual, social, emotional, and physical development of each student. No development plan is given or is unreasonable or impractical.</p>	<p>Statements are presented but do not show depth of reflection or consistently refer to the results for supporting details. A plan is provided for using the results to strengthen future instruction, but attempts to make connections to the intellectual, social, emotional, and physical development of each student are not well-developed. A professional development plan is given but not related directly to the Unit Plan instruction.</p>	<p>Reflective statements are presented on the implications of the results of instruction. Attempts are made at objectivity, and thoroughness, and specific details from the results support most of the reflective statements. The writing contains some reference to the relevant research. The candidate provides a plan for using the results to strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student. The professional development plan is provided, but may not be as reasonable or practical as can be managed.</p>	<p>Reflective statements are presented on the implications of the results of instruction in an objective and thorough critique. Specific details from the results are used to support the reflective statements. Integrated into the writing is relevant research on teaching, professional ethics, and/or the effect of resources available for professional learning. In addition, a plan for using the results to strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student, including a plan for reasonable and practical professional development that targets knowledge and skills that are relevant to the Unit.</p>

**P-12 Student Learning Project Rubric
SPECIAL EDUCATION PLACEMENT**

This rubric will be used to evaluate your P-12 Project and will result in your score for Section D of the Student Teacher Evaluation Report. It is highly advisable that you review this rubric before beginning the Project. While you are completing the Project, use the rubric as a way to assess your own performance before you submit the Project to your University Supervisor.

Lesson Planning Phases & Criteria	CEC Std	Performance Rating and Maximum Points			
		Unacceptable	Developing	Acceptable	Outstanding
		0.5	1	1.5	2
A. Instructional Objectives Using what you know of student learning theory, state what young children will be able to do as the outcome of your unit. Objectives should reference unit concepts and learning opportunities that support individual students' development, acquisition of knowledge, and motivation. State specific behaviors that are observable and measurable so that they can be assessed.	7	The goals and objectives cannot be observed and/or measured; or, outcomes are vague and could be interpreted in several different ways (i.e., outcome stated is in subjective terms). Outcomes omit reference to one or more of the targeted learning activities and do not require understanding of unit concepts.	The goals and objectives are observable, but some subjectivity may still create difficulty in assessing whether or not the outcome was met. Link to student learning theory is not clear. Targeted learning opportunities are referenced but may only require superficial understanding of unit concepts.	Outcomes are written in objective terms that are specific, observable, and measurable. They include details and conditions to define the anticipated student performance and reference the targeted learning opportunities and unit concepts. The candidate refers to student learning theory (Bloom, e.g.), but may be tokenistic in its use.	Additionally, knowledge of student learning theory is explicitly used to inform the goals and objectives, as evidenced by candidate's ability to craft clear and measurable objectives and titles that are related to the lesson's "big idea."
		1	2	3	4
B. Devise and Conduct a Pre-Assessment Devise a pre-assessment plan that includes 1) an instrument that will provide data about each student's intellectual, social, emotional, and physical development relative to unit goals and objectives, and 2) a plan for analyzing the data.	8	A pre-assessment plan may be presented, but there is a weak or no correlation to the targeted areas of student development. The plan is not presented in detail. It does not specify (1) What data will be collected or (2) How data will be analyzed. Instrument may be included but is not effective in measuring objectives and suffers from lack of proofreading.	A plan for measuring the objective is given, but it lacks detail in addressing student development in the targeted areas. It includes what data will be collected but presents only a vague plan for analysis. The instrument is included but should be proofread to catch minimal errors.	A realistic plan for measuring the objectives is made, including how it addresses student development in the targeted areas. It references what data will be collected but it lacks clarity and/or detail in describing how data will be analyzed for use in planning the unit. The instrument may include one or two errors or error types in spelling/mechanics or evidence of proofreading for typographical errors.	A realistic plan for measuring the objectives is made and addresses student development in the targeted areas. It references both (1) What data will be collected and (2) How data will be analyzed for use in planning the unit. The instrument is free of typos.
		1	2	3	4

P12 PROJECT RUBRIC: SPECIAL EDUCATION PLACEMENT

		1.5	3	4.5	6
<p>C. Design & Implement Instruction Design a unit plan of instruction that integrates and applies the analysis of data from your pre-assessment and knowledge from the following areas of your study: students, learning theory, connections across the curriculum, curricular goals, and community.</p>	4	<p>The Unit may or may not be planned for one week, but individual plans do not follow the template in all major requirements. Little or no attention is paid to the targeted areas of study and there is little or no connection between the plan and the pre-assessment analysis. The Unit Plan contains several errors in spelling/mechanics or evidence of proofreading for typographical errors.</p>	<p>The Unit is planned for at least one week in length and individual lesson plans address the objectives of the unit. However, minor components of the lesson plan requirements may be missing or weak. Rationales are complete and reflect positive decision-making skills, but lack reference to formal learning theory. The Unit Plan may include a few errors or error types in spelling/mechanics or evidence of proofreading for typographical errors.</p>	<p>The Unit is planned for at least one week in length and contains plans that address each targeted area of study, including a rationale for each, and show articulation among the components. The individual plans are designed according to the lesson plan template. The Unit Plan may include one or two errors or error types in spelling/mechanics or evidence of proofreading for typographical errors.</p>	<p>Additionally, the rationales demonstrate a sophisticated grasp of learning theory as well as the ability to apply theory to practice. Connections across the curriculum and to the community are authentic; and articulation among all components is strong. The Unit Plan is free of errors in spelling/mechanics/typing.</p>
	<p>D. Design and Conduct Post- or Ongoing Assessment Devise an ongoing or post-assessment plan that includes 1) an instrument that will provide data about each student's intellectual, social, emotional, and physical development relative to unit goals and objectives, 2) a plan for analyzing the data.</p>	8	<p>A post-assessment instrument is presented but does not measure all of the objectives or satisfactorily address the target areas. There is no comparison between the pre- and post-assessment or a rationale for decision-making. The plan for analysis is missing or impractical. Several errors/error types are made in spelling/mechanics/typing.</p>	<p>A plan for measuring the objectives is presented but is overall weak in addressing the targeted areas. The paragraph comparing the post-unit assessment to the pre-unit assessment does not include a rationale for decisions made in creating the post-assessment. The plan includes what data will be collected but is weak in articulation of the data analysis procedure. The instrument may contain one or two errors/error types in spelling/mechanics/typing.</p>	<p>A realistic plan for measuring the objectives is presented but it is inconsistent in addressing areas of student development. The candidate includes a paragraph comparing the post-unit assessment to the pre-unit assessment. The rationale for decisions made in creating the post-assessment is given but lacks compelling references to principles of effective design. The plan includes what data will be collected and how data will be presented and analyzed. The instrument may contain one or two errors/error types in spelling/mechanics/typing.</p>

P12 PROJECT RUBRIC: SPECIAL EDUCATION PLACEMENT

		0.5	1	1.5	2
<p>E. Provide and Analyze Assessment Results Use graphs, pie charts, frequency charts, or other means to present the data on the intellectual, social, emotional, and physical development of each child. Describe what the data say about the following: 1) the differences between the pre-test and post-test results; 2) individual and group results on the post-test; 3) the effectiveness of the post-test to assess objectives of the unit.</p>	8	<p>Graphs are not included or choice/presentation of graphic poorly represents the results of the post-assessment. Analysis is missing required components and is weak in assessing the effectiveness of the post-test.</p>	<p>Graphics are included, but provide incomplete information about the results in the targeted areas. Analysis is presented on all required data results but lacks depth in the descriptions. The effectiveness of the post-test is analyzed, but is more subjective than objective.</p>	<p>Graphics are included and represent the results of the post-assessment, although improvements could be made. Graphics provide an accurate view of the results as well as information about targeted areas of student development. Analysis is presented on all required data results, including an objective analysis of the post-test.</p>	<p>Graphics unambiguously represent a comprehensive view of the results and provide valuable information about student development in the targeted areas. Analysis clearly describes in detail all required data results, using examples from the data in the description.</p>
		2	4	6	8
<p>F. Discuss Results Write what the results tell you about your instruction of the unit, drawing on your knowledge of research on teaching, professional ethics, and resources available for professional learning. Describe the effects of your professional decisions and actions on students, families and other professionals in the learning community. Include a plan for how you will use the analysis to strengthen future instructional opportunities. Finish with a reflection on the importance of actively seeking out opportunities to grow professionally.</p>	10	<p>Attempts at reflection are not present or are not based on evidence provided by the results. Reflection does not include reference to relevant research professional ethics, and/or the effect of resources available for professional learning. A plan for using the results to strengthen future instruction is not present or does not include connections to the intellectual, social, emotional, and physical development of each student. No development plan is given or is unreasonable or impractical.</p>	<p>Statements are presented but do not show depth of reflection or consistently refer to the results for supporting details. A plan is provided for using the results to strengthen future instruction, but attempts to make connections to the intellectual, social, emotional, and physical development of each student are not well-developed. A professional development plan is given but not related directly to the Unit Plan instruction.</p>	<p>Reflective statements are presented on the implications of the results of instruction. Attempts are made at objectivity, and thoroughness, and specific details from the results support most of the reflective statements. The writing contains some reference to the relevant research. The candidate provides a plan for using the results to strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student. The professional development plan is provided, but may not be as reasonable or practical as can be managed.</p>	<p>Reflective statements are presented on the implications of the results of instruction in an objective and thorough critique. Specific details from the results are used to support the reflective statements. Integrated into the writing is relevant research on teaching, professional ethics, and/or the effect of resources available for professional learning. In addition, a plan for using the results to strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student, including a plan for reasonable and practical professional development that targets knowledge and skills that are relevant to the Unit.</p>



Student Teacher Evaluation Report Summary FINAL: Completed by University Supervisor

Student Teacher Name: _____

SECTION A SUMMARY

Domain 1: Planning and Preparation

- _____ (6) Demonstrating Content Knowledge and Pedagogy
- _____ (6) Demonstrating Knowledge of Students
- _____ (6) Selecting Instructional Goals
- _____ (6) Demonstrating Knowledge of Resources
- _____ (6) Designing Coherent Instruction
- _____ (6) Assessing Student Learning

Domain 2: The Classroom Environment

- _____ (6) Creating an Environment for Learning
- _____ (6) Establishing a Culture for Learning
- _____ (6) Managing Classroom Procedures
- _____ (6) Managing Student Behavior
- _____ (6) Organizing Physical Space

Domain 3: Instruction

- _____ (6) Communicating Clearly and Accurately
- _____ (6) Using Questioning and Discussion Techniques
- _____ (6) Engaging Students in Learning
- _____ (6) Providing Feedback to Students
- _____ (6) Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- _____ (6) Reflecting on Teaching
- _____ (6) Maintaining Accurate Records
- _____ (6) Communicating with Families
- _____ (6) Contributing to the School and District
- _____ (6) Growing and Developing Professionally
- _____ (6) Showing Professionalism

Grading Scale

A = 250-270	C+ = 207-214
A- = 242-249	C = 196-206
B+ = 234-241	C- = 188-195
B = 223-233	D = 161-187
B- = 215-222	F = below 161

As documented in the Teacher Education Field Experience Handbook, a 10 point deduction will be reflected in the final grade for missed mandatory Student Teacher Workshops without prior approval or appropriate documentation.

SECTION B SUMMARY

El Ed Placement

- _____ (4) Item 1.
- _____ (4) Item 2.
- _____ (4) Item 3.
- _____ (4) Item 4.
- _____ (4) Item 5.
- _____ (4) Item 6.
- _____ (4) Item 7.

Sp Ed Placement

- _____ (4) Item 1.
- _____ (4) Item 2.
- _____ (4) Item 3.
- _____ (4) Item 4.
- _____ (4) Item 5.
- _____ (4) Item 6.
- _____ (4) Item 7.
- _____ (4) Item 8.
- _____ (4) Item 9.

SECTION C SUMMARY

- _____ (4) Goals
- _____ (8) Journal
- _____ (6) Videotape & Reflection
- _____ (8) Prof. Dev. Plan

SECTION D SUMMARY

El Ed Placement

- _____ (2) A. Objectives
- _____ (4) B. Pre-assess
- _____ (6) C. Inst. Unit
- _____ (2) D. Post-assess
- _____ (2) E. Results
- _____ (8) F. Discussion

Sp Ed Placement

- _____ (2) A. Objectives
- _____ (4) B. Pre-assess
- _____ (6) C. Instr/Beh Unit
- _____ (2) D. Post-assess
- _____ (2) E. Results
- _____ (8) F. Discussion

SECTION & FINAL TOTALS

_____ Section A	(Out of 132)
_____ Section B (El Ed)	(Out of 28)
_____ Section B (Sp Ed)	(Out of 36)
_____ Section C	(Out of 26)
_____ Section D (El Ed)	(Out of 24)
_____ Section D (Sp Ed)	(Out of 24)
_____ Total Points	(Out of 270)

FINAL LETTER GRADE

Student Teacher Signature

Date

University Supervisor Signature

Date