**KEY LICENSURE ASSESSMENT #4: Clinical Practice**

**MIDDLE CHILDHOOD EDUCATION: EDUC 624**

Scoring Guide
Graduate Initial Teacher Preparation Program
Educator Preparation Unit
Muskingum University

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*Please note that there are two Clinical Practice assessments: (1) Key Program Assessment #5 and (2) this Key Licensure Assessment*

<table>
<thead>
<tr>
<th>Element Statement</th>
<th>Meets Element (2)</th>
<th>(1.5)</th>
<th>Developing Element (1)</th>
<th>(0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENT 1D3:</strong> Hold high, realistic expectations for the learning and behavior of all young adolescents</td>
<td>demonstrated that s/he consistently holds high, realistic expectations for the learning and behavior of all students</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he sometimes holds high, realistic expectations for the learning and/or behavior of some students</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever holds any high, realistic expectations for the learning and behavior of any student</td>
</tr>
<tr>
<td><strong>ELEMENT 1D4:</strong> Believe that all young adolescents can learn and accept responsibility to help them do so</td>
<td>demonstrated that s/he consistently believes that all students can learn and s/he consistently accepted responsibility to help students learn</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat believes that some students can learn and s/he accepted some responsibility to help those students learn</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any belief that all students can learn and s/he did not accept any responsibility to help students learn</td>
</tr>
<tr>
<td><strong>ELEMENT 1D5:</strong> Are enthusiastic about being positive role models, coaches, and mentors for all young adolescents</td>
<td>consistently demonstrated enthusiasm for being a positive role model, coach, and mentor for all students</td>
<td>above level 1, but below level 2</td>
<td>demonstrated some enthusiasm for being a positive role model, coach, and/or mentor for some students</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any enthusiasm for being a positive role model, coach, and mentor for any student</td>
</tr>
<tr>
<td><strong>ELEMENT 1D6:</strong> Believe that diversity among all young adolescents is an asset</td>
<td>demonstrated that s/he consistently believes that diversity among all students is an asset</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat believes that diversity among all students is an asset</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any belief that diversity among all students is an asset</td>
</tr>
<tr>
<td>ELEMENT 1D7: Believe that their role includes helping all young adolescents develop to their full potential</td>
<td>demonstrated that s/he consistently believes that his/her role includes helping all students develop to their full potential</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat believes that his/her role includes helping some students develop to their full potential</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any belief that his/her role includes helping all students develop to their full potential</td>
</tr>
<tr>
<td>ELEMENT 1P1: Establish close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth</td>
<td>established close, mutually respectful relationships with all students that supported their intellectual, ethical, and social growth</td>
<td>above level 1, but below level 2</td>
<td>established mutually respectful relationships with some students that supported their intellectual, ethical, and/or social growth</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to establish a close, mutually respectful relationship with any student that supported his/her intellectual, ethical, and/or social growth</td>
</tr>
<tr>
<td>ELEMENT 1P2: Create learning opportunities that reflect an understanding of the development of all young adolescent learners</td>
<td>consistently created learning opportunities that reflected an understanding of the development of all learners</td>
<td>above level 1, but below level 2</td>
<td>created some learning opportunities that reflected an understanding of the development of some learners</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to create any learning opportunities that reflected an understanding of the development of all learners</td>
</tr>
<tr>
<td>ELEMENT 1P3: Create positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged</td>
<td>created positive, productive learning environments where developmental differences were respected and supported and the potential of all students was encouraged</td>
<td>above level 1, but below level 2</td>
<td>created some positive, productive learning environments where developmental differences were respected and/or supported and the potential of some students was encouraged</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to create a positive, productive learning environment where developmental differences were respected and supported and where the potential of students was encouraged</td>
</tr>
<tr>
<td>ELEMENT 1P4: Make decisions about curriculum and resources that reflect an understanding of young adolescent development</td>
<td>made decisions about curriculum and resources that reflected an understanding of young adolescent development</td>
<td>above level 1, but below level 2</td>
<td>made decisions about curriculum and/or resources that reflected some understanding of young adolescent development</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to make any decisions about curriculum and resources that reflected any understanding of young adolescent development</td>
</tr>
<tr>
<td>ELEMENT 1P5: Use developmentally responsive instructional strategies</td>
<td>used developmentally responsive instructional strategies</td>
<td>above level 1, but below level 2</td>
<td>used some developmentally responsive instructional strategies</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to use any developmentally responsive instructional strategies</td>
</tr>
<tr>
<td>ELEMENT 1P6: Use multiple assessments that are developmentally appropriate for young adolescent learners</td>
<td>used multiple assessments that were developmentally appropriate for young adolescent learners</td>
<td>above level 1, but below level 2</td>
<td>used some assessments that were developmentally appropriate for young adolescent learners</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to use any assessments that were developmentally appropriate for young adolescent learners</td>
</tr>
<tr>
<td>ELEMENT 1P7: Engage young adolescents in activities related to their interpersonal, community, and societal responsibilities</td>
<td>engaged students in multiple activities related to their interpersonal, community, and societal responsibilities</td>
<td>above level 1, but below level 2</td>
<td>engaged students in some activities related to their interpersonal, community, and/or societal responsibilities</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to engage students in any activities related to their interpersonal, community, and societal responsibilities</td>
</tr>
<tr>
<td>ELEMENT 1P8: Create and maintain supportive learning environments that promote the healthy development of all young adolescents</td>
<td>created and maintained supportive learning environments that promoted the healthy development of all students</td>
<td>above level 1, but below level 2</td>
<td>created and/or maintained some supportive learning environments that promoted the healthy development of some students</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to create and maintain any supportive learning environments that promoted the healthy development of any student</td>
</tr>
<tr>
<td>ELEMENT 1P9:Deal effectively with societal changes, including the portrait of young adolescents in the media, which impact the healthy development of young adolescents</td>
<td>dealt effectively with societal changes, including the portrait of young adolescents in the media, which impact the healthy development of students</td>
<td>above level 1, but below level 2</td>
<td>dealt somewhat effectively with some societal changes which impact the healthy development of students</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to deal effectively with any societal changes which impact the healthy development of students</td>
</tr>
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<tr>
<td>ELEMENT 1P10:Respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction</td>
<td>responded positively to the diversity found in students and used that diversity in planning and implementing curriculum and instruction</td>
<td>above level 1, but below level 2</td>
<td>responded positively to the diversity found in some students and sometimes used that diversity in planning and/or implementing curriculum and instruction</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to respond positively to the diversity found in any student and consistently failed to use diversity in planning and implementing curriculum and instruction</td>
</tr>
<tr>
<td>ELEMENT 2K2:Are knowledgeable about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models</td>
<td>demonstrated detailed knowledge about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models</td>
<td>above level 1, but below level 2</td>
<td>demonstrated some knowledge about historical and/or contemporary models of schooling for young adolescents and the advantages and/or disadvantages of these models</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any knowledge about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models</td>
</tr>
<tr>
<td>ELEMENT 2K5:Understand the team process as a structure for school improvement and student learning</td>
<td>demonstrated thorough understanding of the team process as a structure for school improvement and student learning</td>
<td>above level 1, but below level 2</td>
<td>demonstrated some understanding of the team process as a structure for school improvement and/or student learning</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any understanding of the team process as a structure for school improvement and student learning</td>
</tr>
<tr>
<td>ELEMENT 2D2:</td>
<td>demonstrated a consistent commitment to the application of middle level philosophical foundations in his/her practice</td>
<td>above level 1, but below level 2</td>
<td>demonstrated some commitment to the application of middle level philosophical foundations in his/her practice</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any commitment to the application of middle level philosophical foundations in his/her practice</td>
</tr>
<tr>
<td>ELEMENT 2D3:</td>
<td>demonstrated consistent support for the organizational components that maximize student learning</td>
<td>above level 1, but below level 2</td>
<td>demonstrated some support for the organizational components that maximize student learning</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any support for the organizational components that maximize student learning</td>
</tr>
<tr>
<td>ELEMENT 2D4:</td>
<td>demonstrated a consistent commitment to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings</td>
<td>above level 1, but below level 2</td>
<td>demonstrated some commitment to developmentally responsive and/or socially equitable teaching, learning, and/or schooling</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any commitment to developmentally responsive and socially equitable teaching, learning, and schooling</td>
</tr>
<tr>
<td>ELEMENT 2P1:</td>
<td>applied detailed knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction</td>
<td>above level 1, but below level 2</td>
<td>applied some knowledge of the philosophical foundations of middle level education when making decisions about curriculum and/or instruction</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to apply any knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction</td>
</tr>
<tr>
<td>ELEMENT 2P2:</td>
<td>worked successfully within developmentally responsive structures to maximize student learning</td>
<td>above level 1, but below level 2</td>
<td>worked willingly within developmentally responsive structures to maximize student learning</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to work successfully within developmentally responsive structures to maximize student learning</td>
</tr>
<tr>
<td>ELEMENT 2P3: Articulate and apply their knowledge of the philosophical foundations of middle level education in their classrooms, schools, and communities</td>
<td>Articulated and fully applied his/her knowledge of the philosophical foundations of middle level education in his/her classroom</td>
<td>above level 1, but below level 2</td>
<td>Articulated his/her knowledge of the philosophical foundations of middle level education in his/her classroom</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to articulate and apply any knowledge of the philosophical foundations of middle level education in his/her classroom</td>
</tr>
<tr>
<td>ELEMENT 2P4: Implement developmentally responsive practices and components that reflect the philosophical foundations of middle level education</td>
<td>Consistently implemented developmentally responsive practices and components that reflect the philosophical foundations of middle level education</td>
<td>above level 1, but below level 2</td>
<td>Implemented some developmentally responsive practices and components that reflect the philosophical foundations of middle level education</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to implement any developmentally responsive practices and components that reflect the philosophical foundations of middle level education</td>
</tr>
<tr>
<td>ELEMENT 3K9: Understand their roles in the total school curriculum (e.g., advisory program, co-curricular activities and other programs)</td>
<td>Demonstrated a comprehensive understanding of his/her role in the total school curriculum (e.g., advisory program, co-curricular activities and other programs)</td>
<td>above level 1, but below level 2</td>
<td>Demonstrated some understanding of his/her role in the total school curriculum</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any understanding of his/her role in the total school curriculum</td>
</tr>
<tr>
<td>ELEMENT 3K12: Understand how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of young adolescents (e.g., mentoring, conflict resolution)</td>
<td>Demonstrated understanding of how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of young adolescents (e.g., mentoring, conflict resolution)</td>
<td>above level 1, but below level 2</td>
<td>Demonstrated some understanding of how to develop, implement, and assess advisory and/or other student advocacy programs that attend to the social and/or emotional needs of young adolescents</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any understanding of how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of young adolescents</td>
</tr>
<tr>
<td>ELEMENT 3P1:</td>
<td>Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn</td>
<td>above level 1, but below level 2</td>
<td>implemented the curriculum in ways that helped some students learn</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to implement the curriculum in ways that helped any student learn</td>
</tr>
<tr>
<td>ELEMENT 3P2:</td>
<td>Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum</td>
<td>used current knowledge and standards from multiple subject areas in planning, integrating, and implementing the curriculum</td>
<td>used some current knowledge and/or standards from multiple subject areas in planning, integrating, and/or implementing the curriculum</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to use any current knowledge and standards from multiple subject areas in planning, integrating, and implementing the curriculum</td>
</tr>
<tr>
<td>ELEMENT 3P3:</td>
<td>Incorporate the ideas, interests, and experiences of all young adolescents in curriculum</td>
<td>incorporated the ideas, interests, and experiences of all students in the curriculum</td>
<td>incorporated the ideas, interests, and/or experiences of some students in the curriculum</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to incorporate the ideas, interests, and experiences of any students in the curriculum</td>
</tr>
<tr>
<td>ELEMENT 3P4:</td>
<td>Develop and teach an integrated curriculum</td>
<td>developed and taught an integrated curriculum</td>
<td>sometimes developed and/or taught an integrated curriculum</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to ever develop and teach an integrated curriculum</td>
</tr>
<tr>
<td>ELEMENT 3P5:</td>
<td>Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives</td>
<td>taught the curriculum in ways that encouraged all students to observe, question, and interpret knowledge and ideas from diverse perspectives</td>
<td>taught the curriculum in ways that encouraged some students to observe, question, and/or interpret knowledge and/or ideas from diverse perspectives</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to teach the curriculum in ways that encouraged any student to observe, question, and interpret knowledge and ideas from diverse perspectives</td>
</tr>
<tr>
<td>ELEMENT 3P6:</td>
<td>Provide all young adolescents with multiple opportunities to learn in integrated ways</td>
<td>provided all students with multiple opportunities to learn in integrated ways</td>
<td>provided some students with opportunities to learn in integrated ways</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to provide any student with multiple opportunities to learn in integrated ways</td>
</tr>
<tr>
<td>ELEMENT 3P7: Participate in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities)</td>
<td>participated in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities)</td>
<td>above level 1, but below level 2</td>
<td>participated in some professional roles within the total school curriculum</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to participate in any professional roles within the total school curriculum</td>
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</tr>
<tr>
<td>ELEMENT 3P8: Use multiple assessment strategies that effectively measure student mastery of the curriculum</td>
<td>used multiple assessment strategies that effectively measured student mastery of the curriculum</td>
<td>above level 1, but below level 2</td>
<td>used some assessment strategies that measured student mastery of the curriculum</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to use any assessment strategies that effectively measured student mastery of the curriculum</td>
</tr>
<tr>
<td>ELEMENT 3P9: Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning</td>
<td>incorporated appropriate technologies in planning, integrating, implementing, and assessing the curriculum and student learning</td>
<td>above level 1, but below level 2</td>
<td>incorporated technologies in planning, integrating, implementing, and/or assessing the curriculum and student learning</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to incorporate any technology in planning, integrating, implementing and assessing the curriculum and student learning</td>
</tr>
<tr>
<td>ELEMENT 3P10: Articulate curriculum to various stakeholder groups</td>
<td>articulated the curriculum to students and parents</td>
<td>above level 1, but below level 2</td>
<td>articulated the curriculum to students</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to articulate the curriculum to any student and any parent</td>
</tr>
<tr>
<td>ELEMENT 4K3: Are knowledgeable about teaching and assessment strategies that are especially effective in their teaching fields</td>
<td>demonstrated detailed knowledge about teaching and assessment strategies that are especially effective in his/her teaching fields</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic knowledge about teaching and assessment strategies that are especially effective in his/her teaching fields</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any knowledge about teaching and assessment strategies that are especially effective in his/her teaching fields</td>
</tr>
<tr>
<td>ELEMENT 4D1: Value the importance of staying current in their teaching fields</td>
<td>demonstrated that s/he values the importance of staying current in his/her teaching fields</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he sometimes values the importance of staying current in his/her teaching fields</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever values the importance of staying current in his/her teaching fields</td>
</tr>
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</tr>
<tr>
<td>ELEMENT 4D2: Are committed to the importance of integrating content</td>
<td>consistently demonstrated that s/he is committed to the importance of integrating content</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he is somewhat committed to the importance of integrating content</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he is ever committed to the importance of integrating content</td>
</tr>
<tr>
<td>ELEMENT 4D3: Are committed to using content specific teaching and assessment strategies</td>
<td>demonstrated that s/he is committed to using content specific teaching and assessment strategies</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he is somewhat committed to using content specific teaching and/or assessment strategies</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he is ever committed to using content specific teaching and assessment strategies</td>
</tr>
<tr>
<td>ELEMENT 4D4: Value the integration of state-of-the-art technologies and literacy skills in all teaching fields</td>
<td>demonstrated that s/he values the integration of state-of-the-art technologies and literacy skills in all teaching fields</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat values the integration of state-of-the-art technologies and/or literacy skills in all teaching fields</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever values the integration of state-of-the-art technologies and literacy skills in all teaching fields</td>
</tr>
<tr>
<td>ELEMENT 4P1: Use their depth and breadth of content knowledge in ways that maximize student learning</td>
<td>used his/her depth and breadth of content knowledge in ways that maximized student learning</td>
<td>above level 1, but below level 2</td>
<td>used his/her depth and breadth of content knowledge in ways that somewhat maximized student learning</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to use his/her depth and breadth of content knowledge in any way that maximized student learning</td>
</tr>
<tr>
<td>ELEMENT 4P2: Use effective content specific teaching and assessment strategies</td>
<td>consistently used effective content specific teaching and assessment strategies</td>
<td>above level 1, but below level 2</td>
<td>used some effective content specific teaching and/or assessment strategies</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to use any effective content specific teaching and assessment strategies</td>
</tr>
<tr>
<td>ELEMENT 4P3: Engage all young adolescents in content that incorporates their ideas, interests, and experiences</td>
<td>engaged all students in content that incorporated their ideas, interests, and experiences</td>
<td>above level 1, but below level 2</td>
<td>engaged some students in content that incorporated their ideas, interests, and/or experiences</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to engage any student in content that incorporated his/her ideas, interests, and experiences</td>
</tr>
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</tr>
<tr>
<td>ELEMENT 4P4: Teach in ways that help all young adolescents understand the integrated nature of knowledge</td>
<td>taught in ways that helped all students understand the integrated nature of knowledge</td>
<td>above level 1, but below level 2</td>
<td>taught in ways that helped some students understand the integrated nature of knowledge</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to teach in ways that helped any student understand the integrated nature of knowledge</td>
</tr>
<tr>
<td>ELEMENT 4P5: Integrate state-of-the-art technologies and literacy skills into teaching content to all young adolescents</td>
<td>consistently integrated available state-of-the-art technologies and literacy skills into teaching content to all students</td>
<td>above level 1, but below level 2</td>
<td>integrated some available state-of-the-art technologies and/or literacy skills into teaching content to some students</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to integrate any available state-of-the-art technologies and literacy skills into teaching content to any student</td>
</tr>
<tr>
<td>ELEMENT 4P6: Engage in activities designed to extend knowledge in their teaching fields</td>
<td>engaged in multiple activities designed to extend his/her knowledge in his/her teaching fields</td>
<td>above level 1, but below level 2</td>
<td>engaged in an activity designed to extend his/her knowledge in his/her teaching fields</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to engage in any activity designed to extend his/her knowledge in his/her teaching fields</td>
</tr>
<tr>
<td>ELEMENT 5K1: Understand the principles of instruction and the research base that supports them</td>
<td>demonstrated detailed understanding of the principles of instruction and the research base that supports them</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic understanding of the principles of instruction and/or the research base that supports them</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any understanding of the principles of instruction and the research base that supports them</td>
</tr>
<tr>
<td>ELEMENT 5K2: Know a wide variety of teaching, learning, and assessment strategies, and when to implement them</td>
<td>demonstrated knowledge of a wide variety of teaching, learning, and assessment strategies, and was very alert as to when to implement them</td>
<td>above level 1, but below level 2</td>
<td>demonstrated some knowledge of a variety of teaching, learning, and/or assessment strategies, and was somewhat alert as to when to implement them</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any knowledge of a variety of teaching, learning, and assessment strategies, and when to implement them</td>
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</tr>
<tr>
<td>ELEMENT 5K3: Know that teaching higher order thinking skills is an integral part of instruction and assessment</td>
<td>demonstrated that s/he thoroughly understood that teaching higher order thinking skills is an integral part of instruction and assessment</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat understood that teaching higher order thinking skills is an integral part of instruction and/or assessment</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any understanding that teaching higher order thinking skills is an integral part of instruction and assessment</td>
</tr>
<tr>
<td>ELEMENT 5K4: Know how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations</td>
<td>demonstrated detailed knowledge of how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic knowledge of how to select and/or develop formal, informal, and/or performance assessments based on their relative advantages and limitations</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any knowledge of how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations</td>
</tr>
<tr>
<td>ELEMENT 5K5: Understand ways to teach the concepts and skills of inquiry and communication</td>
<td>demonstrated detailed understanding of ways to teach the concepts and skills of inquiry and communication</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic understanding of ways to teach the concepts and skills of inquiry and/or communication</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any understanding of ways to teach the concepts and skills of inquiry and communication</td>
</tr>
<tr>
<td>ELEMENT 5K6: Know how to evaluate the effectiveness of teaching strategies</td>
<td>demonstrated detailed knowledge of how to evaluate the effectiveness of teaching strategies</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic knowledge of how to evaluate the effectiveness of teaching strategies</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any knowledge of how to evaluate the effectiveness of teaching strategies</td>
</tr>
<tr>
<td>ELEMENT 5K7: Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials)</td>
<td>demonstrated detailed understanding of how to motivate all students and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials)</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic understanding of how to motivate some students and/or facilitate their learning through the use of a variety of developmentally responsive materials and/or resources</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any understanding of how to motivate any student and facilitate his/her learning</td>
</tr>
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</tr>
<tr>
<td>ELEMENT 5K8: Know effective, developmentally responsive classroom management techniques</td>
<td>demonstrated detailed knowledge of effective, developmentally responsive classroom management techniques</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic knowledge of some effective, developmentally responsive classroom management techniques</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate knowledge of any effective, developmentally responsive classroom management techniques</td>
</tr>
<tr>
<td>ELEMENT 5K9: Understand the multiple roles of assessment in the instructional process (e.g., monitoring learning, evaluating student progress, and modifying teaching strategies)</td>
<td>demonstrated comprehensive understanding of the multiple roles of assessment in the instructional process (e.g., monitoring learning, evaluating student progress, and modifying teaching strategies)</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic understanding of some of the roles of assessment in the instructional process</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate understanding of any of the roles of assessment in the instructional process</td>
</tr>
<tr>
<td>ELEMENT 5D1: Value the need for a repertoire of teaching/learning strategies that are appropriate for teaching all young adolescents</td>
<td>demonstrated that s/he values the need for a repertoire of teaching/learning strategies that are appropriate for teaching all young adolescents</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat values the need for a repertoire of teaching/learning strategies that are appropriate for teaching young adolescents</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever values any need for a repertoire of teaching/learning strategies that are appropriate for teaching young adolescents</td>
</tr>
<tr>
<td>ELEMENT 5D2: Value the need for providing and maintaining environments that maximize student learning</td>
<td>demonstrated that s/he values the need for providing and maintaining environments that maximize student learning</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat values the need for providing and/or maintaining environments that maximize student learning</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever values any need for providing and maintaining environments that maximize student learning</td>
</tr>
<tr>
<td>ELEMENT 5D3: Believe that instructional planning is important and must be developmentally responsive</td>
<td>demonstrated that s/he believes that instructional planning is important and must be developmentally responsive</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat believes that instructional planning is important and/or must be developmentally responsive</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any belief that instructional planning is important and must be developmentally responsive</td>
</tr>
<tr>
<td>ELEMENT 5D4: Value opportunities to plan instruction collaboratively with teammates and other colleagues</td>
<td>demonstrated that s/he valued opportunities to plan instruction collaboratively with his/her cooperating teacher</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat valued opportunities to plan instruction collaboratively with his/her cooperating teacher</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever valued opportunities to plan instruction collaboratively with cooperating teacher</td>
</tr>
<tr>
<td>ELEMENT 5D7: Appreciate the importance of teaching strategies that are current and supported by research and successful practice</td>
<td>demonstrated that s/he appreciates the importance of teaching strategies that are current and supported by research and successful practice</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat appreciates the importance of teaching strategies that are current and/or supported by research and/or successful practice</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever appreciates the importance of teaching strategies that are current and supported by research and successful practice</td>
</tr>
<tr>
<td>ELEMENT 5P1: Use a variety of teaching/learning strategies and resources that motivate young adolescents to learn</td>
<td>consistently used a variety of teaching/learning strategies and resources that motivated all students to learn</td>
<td>above level 1, but below level 2</td>
<td>occasionally used teaching/learning strategies and resources that motivated some students to learn</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to use teaching/learning strategies and resources that motivated any student to learn</td>
</tr>
<tr>
<td>ELEMENT 5P2: Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning</td>
<td>created learning experiences that encouraged exploration and problem solving so all students could be actively engaged in learning</td>
<td>above level 1, but below level 2</td>
<td>created some learning experiences that encouraged exploration and/or problem solving so some students could be actively engaged in learning</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to create any learning experience that encouraged exploration and problem solving</td>
</tr>
<tr>
<td>ELEMENT 5P3: Plan effective instruction individually and with colleagues</td>
<td>consistently planned effective instruction individually and with cooperating teacher</td>
<td>above level 1, but below level 2</td>
<td>sometimes planned effective instruction individually and/or with cooperating teacher</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to plan any effective instruction individually and with cooperating teacher</td>
</tr>
<tr>
<td>ELEMENT 5P4: Provide all young adolescents with opportunities to engage in independent and collaborative inquiry</td>
<td>provided all students with opportunities to engage in independent and collaborative inquiry</td>
<td>above level 1, but below level 2</td>
<td>provided some students with opportunities to engage in independent and/or collaborative inquiry</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to provide any students with opportunities to engage in independent and collaborative inquiry</td>
</tr>
<tr>
<td>ELEMENT 5P5: Participate in professional development activities that increase their knowledge of effective teaching/learning strategies</td>
<td>participated in professional development activities during student teaching that increased his/her knowledge of effective teaching/learning strategies</td>
<td>above level 1, but below level 2</td>
<td>participated in a professional development activity during student teaching that increased his/her knowledge of effective teaching/learning strategies</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to participate in any professional development activity during student teaching that increased his/her knowledge of effective teaching/learning strategies</td>
</tr>
<tr>
<td>ELEMENT 5P6: Establish equitable, caring, and productive learning environments for all young adolescents</td>
<td>established equitable, caring, and productive learning environments for all students</td>
<td>above level 1, but below level 2</td>
<td>established equitable, caring, and/or productive learning environments for some students</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to establish equitable, caring, and productive learning environments for any student</td>
</tr>
<tr>
<td>ELEMENT 5P7: Employ fair, effective, developmentally responsive classroom management techniques</td>
<td>consistently employed fair, effective, and developmentally responsive classroom management techniques</td>
<td>above level 1, but below level 2</td>
<td>employed some fair, effective, and/or developmentally responsive classroom management techniques</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to employ any fair, effective, and developmentally responsive classroom management techniques</td>
</tr>
<tr>
<td>ELEMENT 5P8: Implement a variety of developmentally responsive assessment measures (e.g., portfolios, authentic assessments, student self-evaluation)</td>
<td>implemented a wide variety of developmentally responsive assessment measures (e.g., portfolios, authentic assessments, student self-evaluation)</td>
<td>above level 1, but below level 2</td>
<td>implemented some developmentally responsive assessment measures</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to implement any developmentally responsive assessment measures</td>
</tr>
<tr>
<td>ELEMENT 5P9: Maintain useful records and create an effective plan for evaluation of student work and achievement</td>
<td>maintained useful records and created an effective plan for the evaluation of student work and achievement</td>
<td>above level 1, but below level 2</td>
<td>maintained records and/or created a plan for the evaluation of student work and/or achievement</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to maintain useful records and create an effective plan for evaluation of student work and achievement</td>
</tr>
<tr>
<td>ELEMENT 6K8: Understand the importance of following school district policies and protocol regarding interagency partnerships and collaboratives</td>
<td>demonstrated comprehensive understanding of the importance of following school district policies and protocols</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic understanding of the importance of following school district policies and/or protocols</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any understanding of the importance of following school district policies and protocols</td>
</tr>
<tr>
<td>ELEMENT 6D5: Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and economic conditions</td>
<td>demonstrated that s/he consistently values and appreciates all students regardless of family circumstances, community environment, health, and economic conditions</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat values and/or appreciates some students regardless of family circumstances, community environment, health, and/or economic conditions</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever values and appreciates any students regardless of family circumstances, community environment, health, and economic conditions</td>
</tr>
<tr>
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</tr>
<tr>
<td>ELEMENT 6D6: Value the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families</td>
<td>demonstrated that s/he consistently values the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all students and their families</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat values the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and/or interests of some students and their families</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever values the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of any student and his/her family</td>
</tr>
<tr>
<td>ELEMENT 6D7: Realize and value the importance of communicating effectively with family and community members</td>
<td>demonstrated that s/he consistently realizes and values the importance of communicating effectively with family and community members</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat realizes and/or values the importance of communicating effectively with family and/or community members</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever realizes and values any importance of communicating effectively with family and community members</td>
</tr>
<tr>
<td>ELEMENT 6D8: Accept the responsibility of working with family and community members to increase student welfare and learning</td>
<td>consistently accepted the responsibility of working with family and community members to increase student welfare and learning</td>
<td>above level 1, but below level 2</td>
<td>occasionally accepted the responsibility of working with family and/or community members to increase student welfare and/or learning</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to accept any responsibility for working with family and community members to increase student welfare and learning</td>
</tr>
<tr>
<td>ELEMENT 6P1: Establish respectful and productive relationships with family and community members that maximize student learning and well being</td>
<td>consistently established respectful and productive relationships with family and community members that maximized student learning and well being</td>
<td>above level 1, but below level 2</td>
<td>established some respectful and/or productive relationships with family and/or community members that maximized student learning and/or well being</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to establish any respectful and productive relationships with family and community members that maximized student learning and well being</td>
</tr>
<tr>
<td>ELEMENT 6P2: Act as advocates for all young adolescents in the school and in the larger community</td>
<td>consistently acted as an advocate for all students</td>
<td>above level 1, but below level 2</td>
<td>occasionally acted as an advocate for some students</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to act as an advocate for any student</td>
</tr>
<tr>
<td>ELEMENT 6P3: Connect instruction to the diverse community experiences of all young adolescents</td>
<td>consistently connected instruction to the diverse community experiences of all students</td>
<td>above level 1, but below level 2</td>
<td>occasionally connected instruction to the diverse community experiences of some students</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to connect any instruction to diverse community experiences of students</td>
</tr>
<tr>
<td>ELEMENT 6P5: Participate in activities designed to enhance educational experiences that transcend the school campus</td>
<td>participated in activities during student teaching designed to enhance educational experiences that transcended the school</td>
<td>above level 1, but below level 2</td>
<td>attended an activity during student teaching designed to enhance educational experiences that transcended the school</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to participate in any activity during student teaching designed to enhance educational experiences that transcended the school</td>
</tr>
<tr>
<td>ELEMENT 6P6: Encourage all young adolescents to participate in community activities and services that contribute to their welfare and learning (e.g., service-learning, health services, after-school programs)</td>
<td>encouraged all students to participate in community activities and services that contributed to their welfare and learning (e.g., service-learning, health services, after-school programs)</td>
<td>above level 1, but below level 2</td>
<td>encouraged some students to participate in community activities and/or services that contributed to their welfare and/or learning</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to encourage any student to participate in community activities and services that contributed to his/her welfare and learning</td>
</tr>
<tr>
<td>ELEMENT 6P7: Demonstrate the ability to participate in parent conferences</td>
<td>attended and participated appropriately in parent-teacher conferences</td>
<td>above level 1, but below level 2</td>
<td>attended parent-teacher conferences</td>
<td>above level 0, but below level 1</td>
<td>failed to attend any parent-teacher conference</td>
</tr>
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</tr>
<tr>
<td>ELEMENT 7K1: Understand their evolving role as middle level education professionals</td>
<td>demonstrated comprehensive understanding of his/her evolving role as a middle level education professional</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic understanding of his/her evolving role as a middle level education professional</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any understanding of his/her evolving role as a middle level education professional</td>
</tr>
<tr>
<td>ELEMENT 7K6: Understand teaming/collaborative theories and processes</td>
<td>demonstrated comprehensive understanding of teaming/collaborative theories and processes</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic understanding of teaming/collaborative theories and/or processes</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any understanding of teaming/collaborative theories and processes</td>
</tr>
<tr>
<td>ELEMENT 7K8: Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships</td>
<td>demonstrated comprehensive understanding of the need for continual reflection on young adolescent development, the instructional process, and professional relationships</td>
<td>above level 1, but below level 2</td>
<td>demonstrated basic understanding of the need for continual reflection on young adolescent development, the instructional process, and/or professional relationships</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any understanding of the need for continual reflection on young adolescent development, the instructional process, and professional relationships</td>
</tr>
<tr>
<td>ELEMENT 7K10: Are fluent in the integration of a range of technologies (e.g., film, computers) in their professional roles with curriculum, instruction, and assessment</td>
<td>demonstrated confidence in the integration of a range of technologies (e.g., film, computers) in his/her professional roles with curriculum, instruction, and assessment</td>
<td>above level 1, but below level 2</td>
<td>demonstrated some confidence in the integration of a range of technologies in his/her professional roles with curriculum, instruction, and/or assessment</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any confidence in the integration of a range of technologies in his/her professional roles with curriculum, instruction, and assessment</td>
</tr>
<tr>
<td>ELEMENT 7D1: Value learning as a life-long process</td>
<td>demonstrated that s/he consistently values learning as a life-long process</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat values learning as a life-long process</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate any value in learning as a life-long process</td>
</tr>
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</tr>
<tr>
<td>ELEMENT 7D2: Perceive themselves as members of the larger learning community</td>
<td>demonstrated that s/he consistently perceives him/herself as a member of the larger learning community</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he sometimes perceives him/herself as a member of the larger learning community</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever perceives him/herself as a member of the larger learning community</td>
</tr>
<tr>
<td>ELEMENT 7D3: Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations)</td>
<td>demonstrated that s/he consistently believes that his/her professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations)</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat believes that his/her professional responsibilities extend beyond the classroom and/or school</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever believes that his/her professional responsibilities extend beyond the classroom and school</td>
</tr>
<tr>
<td>ELEMENT 7D4: Believe in maintaining high standards of ethical behavior and professional competence</td>
<td>demonstrated that s/he consistently believes in maintaining high standards of ethical behavior and professional competence</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat believes in maintaining high standards of ethical behavior and/or professional competence</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever believes in maintaining high standards of ethical behavior and professional competence</td>
</tr>
<tr>
<td>ELEMENT 7D5: Are committed to helping all young adolescents become thoughtful, ethical, democratic citizens</td>
<td>demonstrated that s/he is consistently committed to helping all students become thoughtful, ethical, and democratic citizens</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he is sometimes committed to helping some students become thoughtful, ethical, and/or democratic citizens</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he is ever committed to helping students become thoughtful, ethical, and democratic citizens</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>Description</td>
<td>Performance Level</td>
<td>Description</td>
<td>Performance Level</td>
<td>Performance Level</td>
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</tr>
<tr>
<td>7D6</td>
<td>Are committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he is somewhat committed to refining classroom practices that address the needs of some students based on research, successful practice, and/or experience</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he is ever committed to refining classroom practices that address the needs of any student based on research, successful practice, and experience</td>
</tr>
<tr>
<td>7D7</td>
<td>Value collegiality as an integral part of their professional practice</td>
<td>above level 1, but below level 2</td>
<td>demonstrated that s/he somewhat values collegiality as an integral part of his/her professional practice</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to demonstrate that s/he ever values collegiality as an integral part of his/her professional practice</td>
</tr>
<tr>
<td>7P1</td>
<td>Model positive attitudes and appropriate behaviors for all young adolescents</td>
<td>above level 1, but below level 2</td>
<td>sometimes modeled positive attitudes and/or appropriate behaviors for some of his/her students</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to ever model positive attitudes and appropriate behaviors for any student</td>
</tr>
<tr>
<td>7P2</td>
<td>Serve as advisors, advocates, and mentors for all young adolescents</td>
<td>above level 1, but below level 2</td>
<td>occasionally served as an advisor, advocate, and/or mentor for some students</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to serve as an advisor, advocate, and mentor for any student</td>
</tr>
<tr>
<td>7P3</td>
<td>Work successfully as members of interdisciplinary teams and as part of the total school environment</td>
<td>above level 1, but below level 2</td>
<td>worked successfully with the cooperating teacher or other teachers in the building</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to work successfully with the cooperating teacher and other teachers in the building</td>
</tr>
<tr>
<td>ELEMENT 7P4: Engage in and support ongoing professional practices for self and colleagues (e.g., attend professional development activities and conferences, participate in professional organizations)</td>
<td>engaged in and supported ongoing professional practices (e.g., attended professional development activities and conferences, participated in professional organizations)</td>
<td>above level 1, but below level 2</td>
<td>engaged in or supported a professional practice</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to engage in and support any professional practices</td>
</tr>
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</tr>
<tr>
<td>ELEMENT 7P5: Read professional literature, consult with colleagues, maintain currency with a range of technologies, and seek resources to enhance their professional competence</td>
<td>consistently read professional literature, consulted with cooperating teacher, maintained currency with a range of technologies, and sought resources to enhance his/her professional competence</td>
<td>above level 1, but below level 2</td>
<td>occasionally read professional literature, occasionally consulted with cooperating teacher, occasionally maintained currency with a range of technologies, and/or occasionally sought resources to enhance his/her professional competence</td>
<td>above level 0, but below level 1</td>
<td>consistently failed to read any professional literature, consult with cooperating teacher, maintain any currency with a range of technologies, and seek any resources to enhance his/her professional competence</td>
</tr>
</tbody>
</table>