The University Supervisor is asked to complete this assessment in collaboration with the Cooperating Teacher(s) midterm and at the conclusion of student teaching and to then review it in the three-participant conferences with the Cooperating Teacher(s) and Student Teacher on these two occasions.

Please mark the mid-term and final reviews of candidate proficiencies on this form by using different types of marks or colors of ink/highlighters.

<table>
<thead>
<tr>
<th>Mid-Term Review</th>
<th>Final Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE of CONFERENCE: ___________________</td>
<td>DATE of CONFERENCE: ___________________</td>
</tr>
<tr>
<td>University Supervisor Signature: ___________________</td>
<td>University Supervisor Signature: ___________________</td>
</tr>
<tr>
<td>Cooperating Teacher Signature: ___________________</td>
<td>Cooperating Teacher Signature: ___________________</td>
</tr>
<tr>
<td>Student Teacher Signature: ___________________</td>
<td>Student Teacher Signature: ___________________</td>
</tr>
</tbody>
</table>

This document will serve as the scoring guide and file record card for this assessment. Please make sure the final scores are marked clearly for data calculation.

6/25/15
**Assessment Item #1: Progression for InTASC Standard #1 (Learner Development)**

The student teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.

<table>
<thead>
<tr>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>(1) The student teacher observes learners, but inaccurately identifies changes and patterns in learners across areas of development.</td>
</tr>
<tr>
<td></td>
<td>(2) The student teacher seeks information about learners that is irrelevant to designing learning experiences.</td>
</tr>
<tr>
<td></td>
<td>(3) The learning experiences designed by the student teacher neither capitalize on the strengths of learners nor build up the weaker areas of learner development.</td>
</tr>
<tr>
<td>0.5</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
</tr>
<tr>
<td></td>
<td>(1) The student teacher observes learners, accurately identifying explicit and implicit changes and patterns in learners across areas of development, but does not use the observational data to adjust her/his teaching.</td>
</tr>
<tr>
<td></td>
<td>(2) The student teacher gathers relevant information about learner backgrounds, but does not use the information obtained to design learning experiences.</td>
</tr>
<tr>
<td></td>
<td>(3) The student teacher designs experiences that capitalize on the strengths of learners and that could build up the weaker areas of learner development, but does not carry out the planned experiences.</td>
</tr>
<tr>
<td>1</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
</tr>
<tr>
<td>1.5</td>
<td>(1) The student teacher observes learners, accurately identifying explicit and implicit changes and patterns in learners across areas of development, and seeks resources, including those from families and colleagues, to adjust her/his teaching.</td>
</tr>
<tr>
<td></td>
<td>(2) The student teacher actively seeks relevant information about learner backgrounds and interests and then uses the information obtained to design and engage learners in developmentally appropriate learning experiences.</td>
</tr>
<tr>
<td></td>
<td>(3) The student teacher consistently designs and engages learners in a variety of appropriate learning experiences that capitalize on the strengths of learners and that build up the weaker areas of learner development.</td>
</tr>
<tr>
<td>2</td>
<td>The student teacher meets all of the expectations of a rating of 2.</td>
</tr>
</tbody>
</table>
The student teacher uses understanding of learners’ commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.

<table>
<thead>
<tr>
<th>Assessment Item #2: Progression for InTASC Standard #2 (Learning Differences)</th>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student teacher uses understanding of learners’ commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.</td>
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</tbody>
</table>

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>(1) The student teacher observes individual and groups of learners, but does not accurately identify the specific needs of learners.</td>
<td>(1) The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>(1) The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
<td>(1) The student teacher observes individual and groups of learners, accurately identifies the specific needs of learners, and responds with individualized support, flexible grouping, and varied learning experiences.</td>
<td></td>
</tr>
<tr>
<td>(2) The student teacher cannot accurately describe how diverse learners process information and develop skills.</td>
<td>(2) The student teacher can accurately describe how diverse learners process information and develop skills, but does not incorporate multiple approaches to learning that engage a range of learner preferences.</td>
<td>(2) The student teacher can accurately describe how diverse learners process information and develop skills, and incorporates multiple approaches to learning that engage a range of learner preferences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) The student teacher cannot accurately describe learners' language proficiency levels.</td>
<td>(3) The student teacher can accurately describe learners' language proficiency levels, but does not incorporate tools of language development into planning and instruction.</td>
<td>(3) The student teacher can accurately describe learners' language proficiency levels and incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to those with communication deficiencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) In carrying out lessons, the student teacher does not relate the content to the personal, family, community, and cultural experiences and norms of students.</td>
<td>(4) In carrying out lessons, the student teacher includes perspectives and discussions of content that include the personal, family, community, and cultural experiences and norms relevant to the group of students as a whole.</td>
<td>(4) In carrying out lessons, the student teacher incorporates multiple perspectives and discussions of content that include each learner's personal, family, community, and cultural experiences and norms.</td>
<td></td>
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</tr>
<tr>
<td>(5) The student teacher demonstrates knowledge of interventions, modifications, and accommodations based on IEPs, IFSPs, 504s, and other legal requirements, but does not apply that knowledge in planning and carrying out instruction.</td>
<td>(5) The student teacher applies interventions, modifications, or accommodations based on IEPs, IFSPs, 504s, and other legal requirements, but does not seek advice and support from specialized support staff and families.</td>
<td>(5) The student teacher applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s, and other legal requirements, seeking advice and support from specialized support staff and families.</td>
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</tr>
<tr>
<td>(6) The student teacher inconsistently follows the process, designated by the school or district, for identifying and addressing learner needs.</td>
<td>(6) The student teacher follows the process, designated by the school or district, for identifying and addressing learner needs, but fails to consistently document learner progress.</td>
<td>(6) The student teacher consistently follows the process, designated by the school or district, for identifying and addressing learner needs, and always and accurately documents learner progress.</td>
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</tr>
</tbody>
</table>
## Assessment Item #3: Progression for InTASC Standard #3: Part 1

### (Learning Environments)

The student teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.

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<thead>
<tr>
<th></th>
<th>Mid-Term Rating</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>(1) The student teacher sets on-the-spot expectations for the learning environment rather than during the planning of activities.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>The student teacher identifies, in planning, expectations for a safe, positive learning environment and the expectations are appropriate for the planned activities, but the student teacher neglects to clearly communicate the expectations to and model the expectations for students.</td>
</tr>
<tr>
<td>(2) The student teacher does not plan strategies to help support the environment expectations for learning activities.</td>
<td>(2) The student teacher develops on-the-spot strategies to help support the environment expectations for learning activities.</td>
<td>(3) The student teacher communicates verbally and nonverbally in ways that demonstrate respect for the class as a whole.</td>
</tr>
<tr>
<td>(3) The student teacher communicates in ways that do not demonstrate respect for individual learners or for the class as a whole.</td>
<td>(3) The student teacher communicates verbally and nonverbally in ways that demonstrate respect for each learner as well as for the class as a whole.</td>
<td>(4) The student teacher is willing to give of her/his time to listen to learners; however, while s/he pays attention to students, s/he does not always hear their intended messages.</td>
</tr>
<tr>
<td>(4) The student teacher is a time-oriented listener concerned with efficiency. S/he does not want the whole story, but rather just wants the facts that are pertinent. S/he wants the information to be clear and to the point.</td>
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</tbody>
</table>
## Assessment Item #4: Progression for InTASC Standard #3: Part 2
(Learning Environments, continued)

The student teacher manages the learning environment to engage learners actively.

<table>
<thead>
<tr>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(1) Substantial amounts of instructional time are spent on activities of little instructional value OR the pacing of lessons is inappropriate for the content and/or the learners.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>(1) The pacing of lessons is appropriate for most learners and non-instructional procedural matters do not occupy an excessive amount of time.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
<td>(1) The student teacher provides learners with activities of instructional value for the entire instructional time and paces lessons appropriately according to the individual needs of each learner. Any non-instructional procedures are performed efficiently.</td>
</tr>
<tr>
<td>(2) The student teacher chooses methods, activities, or materials that are unrelated to the goals of lessons OR the student teacher chooses methods, activities, or materials that are clearly not appropriate for developing a range of learner skills.</td>
<td>(2) The student teacher chooses methods, activities, and materials that are aligned with the goals of lessons AND that are appropriate for the whole group of learners in general.</td>
<td>(3) The student teacher uses interactive technologies in the delivery of content.</td>
<td>(2) The student teacher chooses a variety of methods, activities, and materials that are aligned with the goals of lessons AND that provide for differentiated learning experiences that are appropriate for individuals and for small groups of learners to develop a range of learner skills.</td>
<td>(3) The student teacher provides opportunities for learners to use appropriate interactive technologies responsibly.</td>
</tr>
<tr>
<td>(3) The student teacher relies purely on the use of lecture in the delivery of content.</td>
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</tbody>
</table>

### Professional Growth Feedback re: THE LEARNER AND LEARNING

- The student teacher meets some, but not all of the expectations for a rating of 1.
- The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.
- The student teacher provides learners with activities of instructional value for the entire instructional time and paces lessons appropriately according to the individual needs of each learner. Any non-instructional procedures are performed efficiently.
- The student teacher chooses a variety of methods, activities, and materials that are aligned with the goals of lessons AND that provide for differentiated learning experiences that are appropriate for individuals and for small groups of learners to develop a range of learner skills.
- The student teacher provides opportunities for learners to use appropriate interactive technologies responsibly.
### CATEGORY II: Content Knowledge

#### Assessment Item #5: Progression for InTASC Standard #4 (Content Knowledge) part 1

<table>
<thead>
<tr>
<th>Mid-Term Rating</th>
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<tbody>
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</tbody>
</table>

The student teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

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</thead>
<tbody>
<tr>
<td></td>
<td>(1) The content appears incomprehensible to students OR the student teacher carries out lessons that contain substantive inaccuracies.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>(1) The content of lessons is accurate and the content appears to be comprehensible to the students. (2) The student teacher draws upon his/her knowledge of common misconceptions in the content area when preparing plans for teaching lessons.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
</tr>
</tbody>
</table>

#### Assessment Item #6: Progression for InTASC Standard #4 part 2 (Content Knowledge, continued)

The student teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

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</thead>
<tbody>
<tr>
<td></td>
<td>(1) The student teacher uses repetitive explanations in response to students’ questions regarding their lack of understanding of the content.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>(1) In planning lessons, the student teacher prepares an explanation, representation, and learning experience for each concept taught. (2) The student teacher plans and leads learners as a whole class through inquiry activities. (3) The student teacher accurately explains how the content relates to the content of previous or future lessons. (4) The student teacher uses academic language in carrying out lessons, but does not hold expectations for learners to be able to use such language.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
</tr>
<tr>
<td>Assessment Item #7: Progression for InTASC Standard #5 (Application of Content) part 1</td>
<td>Mid-Term Rating</td>
<td>Final Rating</td>
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<td>0.5</td>
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<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>(1) The student teacher unsuccessfully helps learners see relationships across disciplines OR provides inaccurate examples of relationships across disciplines.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>(1) The student teacher helps learners see surface-level relationships across disciplines by providing simplistic real-world examples.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
<td>(1) The student teacher helps learners to see relationships across disciplines by accurately making connections between curriculum materials in a content area and related perspectives from another content area or areas, accurately explaining how the content is used in solving specific real-world problems and issues.</td>
</tr>
<tr>
<td>(2) The student teacher engages learners in recalling information about the content.</td>
<td>(2) The student teacher engages learners in grasping the meaning of the content.</td>
<td>(2) The student teacher engages learners in making, visual illustrations, and metaphors without regard so as how each individual can best demonstrate her/his understanding of the content.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Item #8: Progression for InTASC Standard #5 part 2 (Application of Content, continued)</th>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>(1) The student teacher discourages learners to think independently, creatively, or critically in the context of the content being studied.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>(1) The student teacher encourages learners to think independently, creatively, or critically in the context of the content being studied.</td>
</tr>
<tr>
<td>(2) The student teacher is unable to identify the literacy and communication skills needed by learners to support their learning in the content area(s) being taught.</td>
<td>(2) The student teacher is aware of the literacy and communication skills needed by learners to support their learning in the content area(s) being taught, but does not purposely develop plans for assisting learners in the development of those skills.</td>
<td>(2) The student teacher provides opportunities for groups of learners to demonstrate their understanding in unique ways, such as model making, visual illustrations, and metaphors without regard so as how each individual can best demonstrate her/his understanding of the content.</td>
</tr>
<tr>
<td>(3) The student teacher pre-determines how students as a whole class can best demonstrate their learning without learner input.</td>
<td>(3) The student teacher provides opportunities for groups of learners to demonstrate their understanding in unique ways, such as model making, visual illustrations, and metaphors without regard so as how each individual can best demonstrate her/his understanding of the content.</td>
<td>(4) In carrying out lessons, the student teacher utilizes study guides with learners that identify the content for which learners are accountable.</td>
</tr>
<tr>
<td>(4) The student teacher does not provide students with learning supports while carrying out lessons.</td>
<td>(4) The student teacher utilizes study guides with learners that identify the content for which learners are accountable.</td>
<td>(5) The student teacher structures interactions among learners within the class to support and deepen learning.</td>
</tr>
</tbody>
</table>
## Professional Growth Feedback re: CONTENT KNOWLEDGE

### CATEGORY III: Instructional Practice

<table>
<thead>
<tr>
<th>Assessment Item #9: Progression for InTASC Standard #6 (Assessment) part 1</th>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.</td>
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</tbody>
</table>

<table>
<thead>
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<th>0.5</th>
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<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student teacher designs and/or adapts and uses summative assessments only.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>(1) The student teacher designs and/or adapts formative assessments at Bloom’s lower intellectual skill and behavior levels and uses the assessments while carrying out lessons.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
<td>(1) The student teacher designs and/or adapts a variety of formative assessments across the range of Bloom's intellectual skill and behavior levels, matching the methods of assessment with the types of learning objectives, and uses the assessments while carrying out lessons.</td>
</tr>
<tr>
<td>(2) The student teacher uses the data from summative assessments only for the purpose of determining end-of-term grades.</td>
<td>(2) The student teacher uses the data from formative assessments only for the purpose of adjusting instruction within lessons.</td>
<td>(2) The student teacher uses data from multiple types of formative and summative assessments that are aligned with standards to draw conclusions about learner progress toward learning objectives and uses these analyses to adjust and guide future instruction to meet individual learner needs.</td>
<td>(3) The student teacher participates in collegial conversations with her/his cooperating teacher(s) and other professionals in the building about how to improve her/his instructional practices based on summative assessment data.</td>
<td></td>
</tr>
<tr>
<td>(3) The student teacher does not use assessment data for the purpose of improving instructional practices.</td>
<td>(3) The student teacher discusses with her/his cooperating teacher(s) how to improve her/his instructional practices based on summative assessment data.</td>
<td>(3) The student teacher participates in collegial conversations with her/his cooperating teacher(s) and other professionals in the building about how to improve her/his instructional practices based on formative and summative assessment data.</td>
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</tbody>
</table>
### Assessment Item #10: Progression for InTASC Standard #6 (Assessment, cont’d) part 2

<table>
<thead>
<tr>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The student teacher uses assessment to engage learners in their own growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0</th>
<th>0.5</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(1) The student teacher makes no attempt to determine whether learners understand the content and gives them no feedback.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>(1) The student teacher monitors whole group understanding of content and provides feedback to whole groups as necessary.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
<td>(1) The student teacher engages each learner in examining samples of quality work on the type of assignments being given. S/he provides learners with criteria for assignments to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements.</td>
</tr>
<tr>
<td>(2) The student teacher keeps records of the performance of individual learners for the purpose of determining end-of-term grades.</td>
<td>(2) The student teacher makes digital and/or other records of learner performance and uses the performance data recorded to monitor whole group progress for the purpose of planning future instruction.</td>
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</table>

### Assessment Item #11: Progression for InTASC Standard #6 (Assessment, cont’d) part 3

<table>
<thead>
<tr>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(1) The student teacher designs and/or adapts summative assessments that are only partially aligned with the learning objectives of the lessons taught.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>(1) Following the teaching of lessons, the student teacher designs and/or adapts assessments matched with the learning objectives of the lessons taught.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
<td>(1) Prior to the teaching of lessons, the student teacher designs and/or adapts assessments that are matched with the learning objectives of the lessons to be taught and gives learners multiple practice assessments throughout the course of instructional units for the purpose of promoting growth.</td>
</tr>
<tr>
<td>(2) The student teacher designs and/or adapts only summative assessments and only for the purpose of determining end-of-term grades rather than for guiding future instruction.</td>
<td>(2) The student teacher engages in the ethical practice of designing, using, and administering formal and informal assessments for the purposes they are intended, but is not consistent in accurately interpreting the results of the data gathered from the assessments.</td>
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</tr>
<tr>
<td>(3) The student teacher appears to be unaware of the expected assessment accommodations to be provided as set forth in the IEPs of individual learners.</td>
<td>(3) The student teacher appears to be aware of the expected assessment accommodations to be provided as set forth in the IEPs of individual learners, but does not follow-through in making the expected accommodations.</td>
<td></td>
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</tr>
<tr>
<td>(4) The student teacher communicates explicitly and/or implicitly to individuals, to groups within a class, or to the class as a whole that they are incapable of learning OR the student teacher’s expectations for student learning are very low.</td>
<td>(4) The student teacher does nothing to communicate to any learner that the learner is incapable of meeting the learning expectations.</td>
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<tr>
<td></td>
<td></td>
<td>(2) The student teacher engages in the ethical practice of designing, using, and administering formal and informal assessments for the purposes they are intended and accurately interprets the results of the data gathered from the assessments.</td>
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<tr>
<td></td>
<td></td>
<td>(3) The student teacher implements required accommodations in assessments and testing conditions as set forth in the IEPs of individual learners with disabilities and language learning needs.</td>
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<tr>
<td></td>
<td></td>
<td>(4) The student teacher differentiates assessments, actively encouraging learners to meet challenging learning expectations.</td>
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</tbody>
</table>
### Assessment Item #12: Progression for InTASC Standard #7 (Planning for Instruction) part 1

The student teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.

<table>
<thead>
<tr>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>(1) The student teacher plans and carries out lessons without any focus on specific measurable learning objectives.</td>
<td>(1) The student teacher meets some, but not all of the expectations for a rating of 1.</td>
</tr>
<tr>
<td>(2) The student teacher plans and sequences learning experiences without any linkage to learning objectives.</td>
<td>(2) The student teacher plans and sequences learning experiences and performance tasks linked to learning objectives.</td>
</tr>
<tr>
<td>(3) The student teacher focuses her/his planning and delivery of instruction only on the whole group.</td>
<td>(3) The student teacher identifies individual learners and/or groups of learners who need additional support and designs learning experiences to support their progress.</td>
</tr>
<tr>
<td>(4) The student teacher limits her/his use of technology in the delivery of content to power point presentations.</td>
<td>(4) The student teacher integrates technology resources into instructional plans and the student teacher uses those resources in carrying out lessons.</td>
</tr>
</tbody>
</table>

### Assessment Item #13: Progression for InTASC Standard #7 (Planning for Instruction, cont’d) part 2

The student teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student’s learning needs.

<table>
<thead>
<tr>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>(1) The student teacher plans instruction based only on the sequence of the respective textbook and/or instructional materials provided.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
</tr>
<tr>
<td>(2) The student teacher makes no attempt to determine whether learners understand the content during the course of a unit of instruction and gives them no feedback.</td>
<td>(2) The student teacher monitors whole group understanding of the content and provides whole group feedback as necessary.</td>
</tr>
</tbody>
</table>
### Assessment Item #14: Progression for InTASC Standard #7 (Planning for Instruction, continued) part 3

The student teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.

<table>
<thead>
<tr>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>(1) The student teacher plans instruction based upon the textbook/instructional materials provided.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
</tr>
<tr>
<td>(2) The student teacher does not use learner performance data to plan instruction or provide feedback.</td>
<td>(2) The student teacher uses the data from formative assessments only for the purpose of adjusting instruction within lessons.</td>
</tr>
<tr>
<td>(3) The student teacher does not use information from families to adjust his/her plans.</td>
<td>(3) The student teacher uses information from informal interactions with families to adjust his/her plans.</td>
</tr>
</tbody>
</table>

### Assessment Item #15: Progression for InTASC Standard #8 (Instructional Strategies) part 1

The student teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.

<table>
<thead>
<tr>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>(1) The student teacher limits students’ learning experiences to the instructional strategies prescribed within the provided textbook and without regard to the appropriateness of the strategies for students.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
</tr>
<tr>
<td>(2) The student teacher plans lessons based upon what comes next in the prescribed textbook and/or instructional materials provided.</td>
<td>(2) The student teacher plans lessons based on clear learning objectives that are appropriate for most learners.</td>
</tr>
<tr>
<td>(3) The student teacher does not identify processes that would be helpful to students for learning the content.</td>
<td>(3) The student teacher prepares learners to use specific content-related processes and academic language for fully grasping the content. S/he also incorporates strategies to build group work skills.</td>
</tr>
<tr>
<td>(4) The student teacher uses generic instructional strategies prescribed within the provided textbook and/or instructional materials without regard to the whole class, individual learners, and the discipline under study.</td>
<td>(4) The student teacher analyzes the learner needs of a class as a whole and uses instructional strategies to respond to those needs.</td>
</tr>
</tbody>
</table>
(5) The student teacher appears to have no awareness of learners with communication deficiencies, but does not identify supports to address their needs. (5) The student teacher seeks assistance in identifying learners with communication deficiencies and in identifying appropriate strategies to support the needs of those learners.

Assessment Item #16: Progression for InTASC Standard #8 (Instructional Strategies, continued) part 2

<table>
<thead>
<tr>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0</th>
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<th>1</th>
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<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student teacher uses the provided textbook and/or instructional materials as the only source of information for helping students learn the content.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>The student teacher helps learners use a variety of sources and tools to access information related to learning objectives.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
<td>(1) The student teacher helps learners use a variety of sources and tools, including technology, to access information related to learning objectives. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience.</td>
</tr>
<tr>
<td>(2) The student teacher discourages learners from thinking independently, creatively, and critically.</td>
<td>(2) The student teacher encourages learners to think independently, creatively, and critically in the context of the content being studied.</td>
<td>(3) In addition to matching, multiple-choice, and true/false questions, the student teacher uses constructed-response assignments as a means for learners to demonstrate their understanding of the content.</td>
<td>(3) In addition to matching, multiple-choice, and true/false questions, the student teacher uses constructed-response assignments as a means for learners to demonstrate their understanding of the content.</td>
<td>(2) The student teacher uses activities or strategies at Bloom’s higher intellectual skill and behavior levels that are specifically designed to elicit learners to think independently, creatively, and critically about the content being studied.</td>
</tr>
<tr>
<td>(3) The student teacher limits learners’ demonstrations of content understanding to matching, multiple-choice, and true/false questions.</td>
<td>(3) The student teacher limits learners’ demonstrations of content understanding to matching, multiple-choice, and true/false questions.</td>
<td>(4) The student teacher encourages learners to pose clarifying questions they have about the content and thoughtfully responds to those questions.</td>
<td>(4) The student teacher encourages learners to pose clarifying questions they have about the content and thoughtfully responds to those questions.</td>
<td>(3) The student teacher models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so.</td>
</tr>
<tr>
<td>(4) The student teacher limits the delivery of content to lecture only and to only asking learners if they have any questions.</td>
<td>(4) The student teacher limits the delivery of content to lecture only and to only asking learners if they have any questions.</td>
<td></td>
<td>(4) The student teacher develops learners’ abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another’s ideas, and questioning for clarification.</td>
<td>(4) The student teacher develops learners’ abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another’s ideas, and questioning for clarification.</td>
</tr>
</tbody>
</table>

Professional Growth Feedback re: INSTRUCTIONAL PRACTICE
### CATEGORY IV: PROFESSIONAL RESPONSIBILITY

#### Assessment Item #17: Progression for InTASC Standard #9
(Professional Learning and Ethical Practice) part 1

The student teacher engages in continuous professional learning to more effectively meet the needs of each learner.

<table>
<thead>
<tr>
<th>Assessment Item #</th>
<th>Mid-Term Rating</th>
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</tr>
</thead>
<tbody>
<tr>
<td>#17</td>
<td></td>
<td></td>
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<tr>
<td><strong>Professional Learning and Ethical Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid-Term Rating</strong></td>
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<tr>
<td><strong>Final Rating</strong></td>
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</tr>
</thead>
<tbody>
<tr>
<td>(1) The student teacher cannot accurately identify strengths and weaknesses of lessons in relation to learning objectives.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>(1) The student teacher accurately describes the strengths and weaknesses of lessons in relation to learning objectives and describes in general terms how s/he could use the experiences from lessons in future instruction.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
<td>(1) The student teacher accurately describes the strengths and weaknesses of lessons in relation to learning objectives and describes in specific terms how s/he could use the experiences from lessons in future instruction. Additionally, s/he supports her/his judgments with precise evidence from lessons. Furthermore, the student teacher engages in structured professional learning opportunities to (a) reflect on, identify, and address improvement needs and (b) enable her/him to provide all learners with engaging curricula and learning experiences.</td>
</tr>
<tr>
<td>(2) The student teacher is unaware that there are professional activities required by the state in order to meet ongoing licensure requirements.</td>
<td></td>
<td></td>
<td></td>
<td>(2) The student teacher is knowledgeable about the specific professional activities required by the state in order to meet ongoing licensure requirements.</td>
</tr>
<tr>
<td>(3) The student teacher demonstrates no knowledge of resources for professional learning available through colleagues in the school, district, or university.</td>
<td>The student teacher demonstrates knowledge of resources for professional learning and attempts to consult with colleagues when necessary on matters related to learning and instruction.</td>
<td></td>
<td>(3) The student teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.</td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment Item #18: Progression for InTASC Standard #9
(Professional Learning and Ethical Practice, continued) part 2

The student teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners’ needs.

<table>
<thead>
<tr>
<th>Assessment Item #</th>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>#18</td>
<td></td>
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<tr>
<td><strong>Professional Learning and Ethical Practice, continued</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid-Term Rating</strong></td>
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<tr>
<td><strong>Final Rating</strong></td>
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</table>

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<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student teacher makes no attempt to determine whether learners understand the content; thus, providing her/him with no basis for reflecting upon improving her/his instructional practices.</td>
<td>The student teacher meets some, but not all of the expectations for a rating of 1.</td>
<td>(1) The student teacher monitors the students’ understanding of the content and provides the whole group with feedback as necessary, but does not gain any learning from the experiences for planning future instruction.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 2.</td>
<td>(1) The student teacher observes and reflects upon learners’ responses to instruction to (a) provide individual learners with substantive and specific feedback and (b) identify areas and set goals for improved practice.</td>
</tr>
<tr>
<td>(2) The student teacher makes no attempt to address the specific learning needs of students.</td>
<td>(2) The student teacher attempts to find ways to address the specific learning needs of learners, but cannot suggest any specific, practical actions that s/he has not already tried.</td>
<td></td>
<td>(2) The student teacher seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, and is able to suggest specific, practical actions that s/he intends to take to address the specific learning needs of students.</td>
<td></td>
</tr>
<tr>
<td>(3) The student teacher uses student-learning data only for the purpose of calculating end-of-term grades.</td>
<td>(3) The student teacher gathers student-learning data for the purpose of planning future lessons.</td>
<td></td>
<td>(3) The student teacher gathers, synthesizes, and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners’ needs.</td>
<td></td>
</tr>
</tbody>
</table>
The student teacher practices the profession in an ethical manner.

<table>
<thead>
<tr>
<th>0</th>
<th>0.5</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student teacher consistently neglects to act in accordance with ethical codes of conduct and professional standards.</td>
<td>(1) The student teacher usually, but not always, acts in accordance with ethical codes of conduct and professional standards.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 1.</td>
<td>(1) The student teacher consistently acts in accordance with ethical codes of conduct and professional standards.</td>
<td>(1) The student teacher consistently acts in accordance with ethical codes of conduct and professional standards.</td>
</tr>
<tr>
<td>(2) The student teacher does not follow all of the laws and policies related to learners’ rights and teachers’ responsibilities; lacks awareness of district and school policies related to discipline, crisis management, emergency, and evacuation procedures; and places students in potentially harmful situations.</td>
<td>(2) The student teacher complies with laws and policies related to learners’ rights and teachers’ responsibilities, but does not consistently follow district and school policies related to discipline, crisis management, emergency, and evacuation procedures; however, s/he does not place students in harmful situations.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 1.</td>
<td>(2) The student teacher complies with all laws and policies related to learners’ rights and teachers’ responsibilities and knows and follows district and school policies related to discipline, crisis management, emergency, and evacuation procedures.</td>
<td>(2) The student teacher complies with all laws and policies related to learners’ rights and teachers’ responsibilities and knows and follows district and school policies related to discipline, crisis management, emergency, and evacuation procedures.</td>
</tr>
<tr>
<td>(3) The student teacher uses technology in unsafe, illegal, and/or unethical ways.</td>
<td>(3) The student teacher usually, but not always, uses technology in safe, legal, and ethical ways.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 1.</td>
<td>(3) The student teacher consistently uses technology in safe, legal, and ethical ways.</td>
<td>(3) The student teacher consistently uses technology in safe, legal, and ethical ways.</td>
</tr>
<tr>
<td>(4) The student teacher does not monitor the safe and legal use of technology by learners.</td>
<td>(4) The student teacher models acceptable use policies for technology resources.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 1.</td>
<td>(4) The student teacher advocates safe, legal, and ethical use of technology and information.</td>
<td>(4) The student teacher advocates safe, legal, and ethical use of technology and information.</td>
</tr>
<tr>
<td>(5) The student teacher is unfair in the treatment of students.</td>
<td>(5) The student teacher is fair in the treatment of students and does not accept obviously unfair behavior among students.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 1.</td>
<td>(5) The student teacher is fair in the treatment of students and does not accept obviously unfair behavior among students.</td>
<td>(5) The student teacher is fair in the treatment of students, actively encourages fairness among students, recognizes how his/her identity affects perceptions and biases, and reflects on the fairness and equity of his/her decisions.</td>
</tr>
<tr>
<td>(6) The student teacher demonstrates a lack of understanding as to why it is important to become familiar with students’ background experiences, does not know how to find this information, and lacks familiarity with students’ background experiences.</td>
<td>(6) The student teacher demonstrates some understanding of why it is important to become familiar with students’ background experiences and has some familiarity with the background experiences of the class as a whole.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 1.</td>
<td>(6) The student teacher demonstrates a comprehensive understanding of why it is important to become familiar with students’ background experiences, can describe several ethical procedures for obtaining this information, and demonstrates a clear understanding of students’ background knowledge and experiences.</td>
<td>(6) The student teacher demonstrates a comprehensive understanding of why it is important to become familiar with students’ background experiences, can describe several ethical procedures for obtaining this information, and demonstrates a clear understanding of students’ background knowledge and experiences.</td>
</tr>
<tr>
<td>(7) The student teacher communicates explicitly or implicitly to individuals, to groups within a class, or to the class as a whole that they are incapable of learning OR that her/his expectations for student learning are very low.</td>
<td>(7) The student teacher does nothing to communicate to any learner that s/he is incapable of meeting learning expectations.</td>
<td>The student teacher meets all of the expectations of a rating of 1 and some, but not all of the expectations for a rating of 1.</td>
<td>(7) The student teacher actively encourages students to meet challenging learning expectations, reflects on the needs of individual learners and how well they are being addressed, and seeks to build support for all learners.</td>
<td>(7) The student teacher actively encourages students to meet challenging learning expectations, reflects on the needs of individual learners and how well they are being addressed, and seeks to build support for all learners.</td>
</tr>
</tbody>
</table>
### Assessment Item #20: Progression for InTASC Standard #10 (Leadership and Collaboration) part 1

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.</td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td>(1) The student teacher initiates communication with her/his cooperating teacher(s) only as a critical need arises.</td>
<td>(1) The student teacher has ongoing professional dialogue with her/his cooperating teacher(s), but seldom uses the advice and support provided.</td>
</tr>
<tr>
<td>1</td>
<td>(2) The student teacher restricts her/his experience in the school to direct teaching in her/his assigned classroom(s) for clinical practice.</td>
<td>(2) The student teacher actively participates in classroom activities beyond those assigned responsibilities for clinical practice.</td>
</tr>
<tr>
<td>1.5</td>
<td>(3) The student teacher does not elicit information from others about learners and their experiences.</td>
<td>(3) In addition to data gathered from the cooperating teacher(s), the student teacher elicits information about learners and their experiences from building-level staff and uses this communication to support learner development and growth.</td>
</tr>
<tr>
<td>2</td>
<td>(4) The student teacher demonstrates no knowledge of resources available through colleagues in the school or district OR the student teacher is aware of such resources, but does not attempt to use them, despite obvious needs to do so.</td>
<td>(4) The student teacher can identify forms of communication that s/he can use to communicate with families of students for various reasons, but cannot provide evidence of using such forms of communication.</td>
</tr>
</tbody>
</table>

### Assessment Item #21: Progression for InTASC Standard #10 (Leadership and Collaboration, continued) part 2

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.</td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td>(1) The student teacher consistently relies on her/his cooperating teacher(s) to instruct her/him in what to do.</td>
<td>(1) The student teacher’s initiative for directing student learning toward high expectations fluctuates from time-to-time.</td>
</tr>
<tr>
<td>1</td>
<td>(2) The student teacher believes there is no purpose in sharing plans, being observed, and seeking feedback.</td>
<td>(2) The student teacher is hesitant to share plans, be observed, and seek feedback, but believes these activities are important processes in professional growth.</td>
</tr>
<tr>
<td>1.5</td>
<td>(3) The student teacher views action research as a waste of time.</td>
<td>(3) The student teacher works to improve her/his practice through professional readings.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>(1) The student teacher consistently takes the initiative for directing student learning toward high expectations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) The student teacher makes practice transparent by sharing plans and inviting observation and feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) The student teacher works to improve her/his practice through action research within her/his clinical practice classroom(s).</td>
</tr>
</tbody>
</table>

### Professional Growth Feedback re: PROFESSIONAL RESPONSIBILITY