

Profile of Student Teaching Performance:

Reference Guide

for Observing and Assessing Student Teachers

Foreign Language PK-12 Licensure



*Education Department
Eastern Mennonite University
1200 Park Road
Harrisonburg, VA 22802-2462*

*Telephone: 540-432-4142
FAX: 540-432-4444
E-mail: education@emu.edu*

REVISED JUNE 2016

BY

***JEREMY ALDRICH, HARRISONBURG CITY SCHOOLS
MARY O'DONNELL, JAMES MADISON UNIVERSITY
AMANDA PICKETT, ROCKINGHAM COUNTY SCHOOLS***

Culturally Responsive Practice Indicator Questions Revised June 2024

**Cory Blanton, Rockingham County Public Schools
Sharon Blatz, James Madison University
Jennie Carr, Bridgewater College
Hilary Campbell, James Madison University
Alison Cornish, Waynesboro City Public Schools
Jennifer Hackley, Mary Baldwin University**

**Dara Hall, James Madison University
Jessica Lewellen, James Madison University
Ronald Shultz, Eastern Mennonite University
Susan Sites, James Madison University
Emily Stewart, James Madison University
2023-24 Clinical Faculty Refresher Workshop
Participants**



Dear Student Teacher, Cooperating Teacher, and University Consultant:

This document serves as a reference guide for student teachers, cooperating teachers, and university consultants involved in observing and assessing the performance of EMU student teachers. It should be used when completing the *Formative Observation of Student Teaching* form and the *Assessment of Student Teaching* form (both mid-block and final). It has been carefully coordinated and cross-referenced with the six program outcomes delineated in Eastern Mennonite University's conceptual framework. A summary of the framework is contained in the *Student Teaching Handbook*, and a copy of the cross-reference matrix is available upon request. The assessment and reference guide has also been developed using research-based guidelines by subject experts. It incorporates all 10 InTASC standards and all seven Virginia Teaching Performance Standards, as well as subject-specific standards and guidelines, and encourages a performance-based process for supporting the professional growth of pre-service teachers *over time*.

When using this reference guide for *observing* student teachers, the guidelines should typically be interpreted in terms of *discrete* instructional activities (the single lesson, project, or other activity being observed). Depending upon the activity being observed, it may not be appropriate to address all competencies on the observation form each time. Feedback should focus on narrative comments and suggestions to encourage reflection and assist the student teacher in his/her journey toward professional competence as a beginning teacher. *The anchors for each competency should be used only to help focus the nature of this feedback; student teaching performance should not be "rated" during an observation.*

When this reference guide is used for mid-block and final *performance assessment*, the guidelines should be interpreted more broadly in terms of instructional activities *over time*. Although narrative comments should still focus on providing feedback for continuing professional growth as a pre-service teacher, *anchors should also be used at this time to assign a rating for all competencies*. If a student teacher's performance cannot be fully described by an anchor level's indicator, then you should not choose that level. Narrative comments should always accompany any rating when needed to explain the rationale for the rating.

Please Note: The top score is Exceeds Expectations (EE) and is an appropriate rating for a competent in-service teacher. In unusual situations, a highly competent student might earn this rating. By drawing the continuum of behaviors into the realm of excellence, it allows candidates to see that their professional skills will and should continue to evolve as they journey into their careers.

This evaluation cannot be shared with anyone outside of the university without the written consent of the student teacher.

We hope that this process for assessing the performance of student teachers will be helpful to all participants – student teachers, cooperating teachers, and university consultants alike. As always, we welcome your comments and suggestions for further improving the preparation of Eastern Mennonite University's teachers.

Sincerely,
Ron Shultz, Coordinator of Field Placement
EMU Education Department

Sources in parentheses include TELL Project Foundational Criteria (FC), TELL Project Full Class Observation Tool, and ACTFL World-Readiness Standards (the 5 C's: Communication, Connections, Cultures, Communities, Comparisons).

A. PROFESSIONAL KNOWLEDGE The student teacher...

DN = Does Not Meet Expectations, DE = Developing Towards Expectations, ME = Meets Expectations (TARGET), EE = Exceeds Expectations

✓	A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS). InTASC 4n
DN	inaccurately and inconsistently references the appropriate content standards.
DE	references appropriate content standards in daily plans;
ME	AND... explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE	AND... clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:

Does the student teacher...

- reference specific SOLs and ACTFL Standards or "Can Do" statements in the lesson plan? (FC2)
- clearly relate the standard to ALL planned activities and assessments?

✓	A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4a, 4l, 7g
DN	inaccurately presents key subject matter ideas and skills.
DE	demonstrates accurate knowledge and skills of subject area;
ME	AND... uses representation and/or an explanation that captures key subject matter ideas and skills;
EE	AND... uses <u>multiple</u> representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:

Does the student teacher...

- stay in the target language 90% or more of the time with correct usage? (FC7)
- make ties to culture, communities, connections, and/or comparisons during the lesson? (Cultures, Communities, Connections, Comparisons)

✓	A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN	references content to NEITHER the students' past and future learning experiences NOR related subject areas.
DE	references content to EITHER the students' past and future learning experiences OR related subject areas.
ME	references content to BOTH the students' past and future learning experiences AND related subject areas;
EE	AND... references content to real world experiences and applications.

Questions for Reflection:

Does the lesson...

- include a link to prior learning experiences? (FC4)
- include connections to other subject areas and/or diverse perspectives? (Connections)

✓	A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q
DN	presents content without acknowledgement of alternative disciplinary perspectives.
DE	purposefully presents content that acknowledges alternative disciplinary perspectives;
ME	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE	AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:

Does the student teacher...

1. articulate their own potential bias?
2. identify potential bias when selecting content?
3. address bias in materials and methods in the areas of culture, religion, socio-economic status, etc.?
4. access current standards of learning and ensure alignment?
5. implement diverse methods?
6. recognize perspectives, dialects, and cultural norms of multiple cultures?

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher...

DN = Does Not Meet Expectations, DE = Developing Towards Expectations, ME = Meets Expectations (TARGET), EE = Exceeds Expectations

✓	B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	AND... sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE	AND... matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Are the daily performance objectives focused on proficiency targets and based on meaningful contexts? (FC3)
2. Are the lesson's performance objectives clearly stated in student-friendly language? (FC6)
3. Are the objectives referenced throughout the lesson?

✓	B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k
DN	uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	uses appropriate formal and informal assessments that are linked to learning outcomes;
ME	AND... can articulate ways formal and informal assessments should impact future learning activities;
EE	AND... has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

1. Are the assessments clearly linked to the objectives? (FC10)
2. Are the assessments balanced between knowledge and performance? (FC9)
3. Is there a discrepancy between what is taught and what is assessed?

✓	B3. CHECKS FOR UNDERSTANDING TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l
DN	makes few or no attempts to determine student comprehension AND gives students little or no feedback.
DE	monitors student comprehension of content AND provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content AND provides students with timely meaningful feedback.
EE	AND... analyzes individual and group comprehension of the content AND gives all students substantive and specific feedback.

Questions for Reflection:

Does the student teacher...

1. provide frequent descriptive feedback, which is supported by evidence from student performance? (FC11)
2. use rubrics as a way to define quality and provide feedback? (FC11)
3. use a grading system that weighs performance more heavily than language knowledge? (e.g., grammar, vocabulary) (FC12)

✓	B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h,6k, 6l, 6t, 6u
DN	unable to articulate effectiveness of teaching based on student learning data.
DE	able to articulate effectiveness of teaching based on student learning data;
ME	AND... systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE	AND... uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

Does the student teacher...

1. identify learner- or group- specific trends within assessment data?
2. utilize multiple relevant data sources to inform instruction?

✓	B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u
DN	does not adapt assessments to accommodate student needs or experiences.
DE	inconsistently attempts to adapt assessments to accommodate student needs and experiences.
ME	consistently adapts assessments to accommodate most student needs and experiences.
EE	thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

Does the student teacher...

1. collaborate with the cooperative teacher and resource teachers (SPED, ELL, Intervention specialist, etc.) to create/modify assessments?
2. reference ELL/IEP/504 plans in making assessment accommodations?
3. demonstrate the ability to scaffold and administer informal assessments to meet the diverse needs of student learners?
4. provide modality choices for assessment formatting and students' response (for example, visual, auditory, oral, paper/pencil, technology, proving their answers), when possible or appropriate?

5. show awareness of cultural differences and modify assessments respectfully and appropriately?

C. INSTRUCTIONAL PLANNING The student teacher...

DN = Does Not Meet Expectations, DE = Developing Towards Expectations, ME = Meets Expectations (TARGET), EE = Exceeds Expectations

✓		C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS. InTASC 2c, 7j, 7n
DN		is unfamiliar with the background, experiences, and skill level of most students in the class.
DE		is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME		AND ...uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE		demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

1. Does the student teacher use information about students' backgrounds to inform instruction? (FC1)

✓		C2. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b
DN		plans undifferentiated instruction.
DE		plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME		effectively plans differentiated instruction and selects classroom resources that are culturally inclusive to address the unique characteristics of most individuals in the class;
EE		AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

Does the student teacher..

1. intentionally select materials/resources (visuals, texts, etc.) that respect and promote the different cultures within the classroom?
2. incorporate instructional examples that reflect multiple perspectives in the classroom?
3. demonstrate the understanding of the unique needs of the students and plan accordingly?
4. plan instructional strategies to meet student needs?

✓		C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l
DN		plans ineffective methods and activities to meet the learning outcomes.
DE		plans effective methods and activities to meet the learning outcomes;
ME		AND ...uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE		AND ...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:

Does the student teacher..

1. include a variety of activities that are based on student attention span and which account for realistic pacing in the instructional plan? (FC5)
2. ensure that students are engaged in language learning opportunities anchored in the three modes of communication - interpretive, interpersonal, and presentational? (FC8)

✓	C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r
DN	rarely or ineffectively integrates instructional technology in planning.
DE	sometimes effectively integrates instructional technology in planning;
ME	regularly integrates effective instructional technology in planning to meet learning outcomes;
EE	AND... integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflections:

Does the plan...

1. provide students with comprehensible input through a variety of digital and print media? (FC13)
2. include the use of learning tools in a manner respectful of authorship and ownership? (FC14)

✓	C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	AND... planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Are the daily objectives focused on proficiency targets and based on meaningful contexts? (FC3)

✓	C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the student teacher plan for smooth and efficient transitions throughout the lesson? (FC5)

D. LEARNING ENVIRONMENT The student teacher...

DN = Does Not Meet Expectations, DE = Developing Towards Expectations, ME = Meets Expectations (TARGET), EE = Exceeds Expectations

✓	D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	AND explains the purpose for these choices to all students.

Questions for Reflection:

Does the student teacher...

1. ensure the physical environment allows access for students with special needs (such as by integrating elements of Universal Design for Learning)?

- use official information about students' backgrounds to help create a safe and positive environment, particularly for students who are experiencing trauma (FC1)
- use words and mannerisms that express a "growth mindset" toward all students?

✓	D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	AND... purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	AND... fosters regular student collaboration and models high expectations for all students.

Questions for Reflection:

Does the student teacher...

- configure the classroom to promote teamwork and interaction among all students?
- create a positive learning environment with the students through respectful interaction with each other? (FC1)
- create an instructional plan that communicates to all students that they are respected, cared for, and have valuable contributions to make through collaboration?

✓	D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior AND explain why changes were made.

Questions for Reflection:

Does the student teacher...

- ensure that classroom rules are displayed, enforced, and familiar to the students?
- treat all learners consistently and fairly?
- work with parents and school administrators to communicate and clarify the classroom rules? (FC1, FC15)

✓	D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds AND acknowledge cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME	AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:

Does the student teacher...

- use Universal Design for Learning to adapt appropriate lesson resources (images, materials, cultural artifacts) instructional methods, and strategies that are compatible with students' backgrounds, ages, and abilities?

2. research appropriate communication methods based on cultural differences and abilities of students?
3. model appreciation, respect, empathy, and understanding for diverse cultures and abilities?

E. INSTRUCTIONAL DELIVERY The student teacher...

DN = Does Not Meet Expectations, DE = Developing Towards Expectations, ME = Meets Expectations (TARGET), EE = Exceeds Expectations

✓	E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j
DN	presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	AND... ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND... consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

Does the student teacher...

1. plan how they will explain/introduce activities and concepts using only the target language? (FC4)
2. check for understanding in a variety of ways throughout the lesson? (FC4)
3. share the planned sequence of learning activities with the students such as by posting it on the board or previewing it at the start of the lesson? (Full Class Observation Tool)

✓	E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4a, 4l, 8a, 8h
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	AND... makes content relevant to students' prior experiences;
EE	AND... continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:

1. Does the student teacher use realia, props, manipulatives, and other resources to make input comprehensible? (FC13)

✓	E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	AND... keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

Does the student teacher...

1. reference their lesson plan and respond to changing needs during the class period?
2. ensure that all students engage in activities designed to meet the daily performance objectives? (Full Class Observation Tool)
3. allow for students to participate in activities for physical movement? (Full Class Observation Tool)
4. ensure that students engage in varied pairs and/or small group activities? (Full Class Observation Tool)
5. use a variety of strategies such as visuals, concrete objects, hands-on experiences, and circumlocution to make their language use comprehensible? (FC7)

✓	E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n
DN	uses technology ineffectively to support student learning.
DE	provides students with guided practice in using technology to support student learning when appropriate and as available;
ME	AND...engages students in learning experiences with technology that is appropriate and challenging;
EE	AND...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:

Does the student teacher...

1. use a variety of learning tools to facilitate the lesson? (Full Class Observation Tool)
2. use available technologies to have students develop real world language abilities? (Full Class Observation Tool)
3. use colorful visuals which are large enough to be seen by all students and are culture specific? (Full Class Observation Tool)

✓	E5. FACILITATES STUDENTS' USE OF HIGHER-LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f
DN	instruction includes only lower-level thinking skills (e.g. using only low level questions).
DE	instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME	prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE	AND...assesses their growth and development in use of higher-level thinking skills.

Questions for Reflection:

Does the student teacher...

1. allow for all students to participate in activities aimed at various levels of thinking appropriate to their stages of learning? (Full Class Observation Tool)
2. ensure that all students participate in meaningful ways?

✓	E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.

Questions for Reflection:

1. Does instruction engage all students by building in differentiation and extension activities?

✓	E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	AND...performs non-instructional procedures efficiently.

Questions for Reflection:

1. Are transitions between activities smooth and efficient? (FC5)

✓	E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p
DN	communicates and engages in ways that are not responsive or respectful to diverse groups.
DE	models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME	AND intentionally teaches students how to communicate and engage with diverse groups;
EE	AND...ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:

Does the student teacher...

1. implement strategies to engage all students in conversations and feedback?
2. show that they are able to identify and capitalize on teachable moments to promote inclusivity and understanding?
3. empower students to advocate for their own personal culture while also respecting the culture of others?
4. use conflict resolution strategies to foster a positive classroom environment and prevent power imbalances (i.e. one student dominating conversations, avoiding cliques, and preventing bullying)?
5. model acceptance through respectful interaction and communication?
6. use verbal and written language that is nondiscriminatory and equitable for all?
7. employ flexible grouping consistently?
8. provide ways for and model how students can share their views with each other in a respectful manner?
9. plan for and provide opportunities for varied communication methods?

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher...

DN = Does Not Meet Expectations, DE = Developing Towards Expectations, ME = Meets Expectations (TARGET), EE = Exceeds Expectations

✓	F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	AND...sets and implements professional goals to improve student learning.

Questions for Reflection:

Does the student teacher...

1. provide opportunities for self-assessment and/or peer-assessment? (Full Class Observation Tool)
2. change their instructional plan based on analysis and reflection instead of simply striving to "cover" the content?

✓		F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h
DN		provides unclear evidence to document student learning.
DE		collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
ME		AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE		AND applies differentiated strategies using a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. Does the grading system weigh performance more heavily than language knowledge? (FC12)
2. Does the student teacher track learning over time in a way that informs instruction and encourages positive student behaviors?

✓		F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r
DN		relies solely on own knowledge to improve instruction.
DE		seeks information from the cooperating teacher AND attempts to use it to improve instruction.
ME		seeks information from professional resources AND uses it to improve instruction.
EE		seeks information from varied professional resources AND uses it effectively to improve instruction.

Questions for Reflection:

1. Can the student teacher articulate a research basis and/or theoretical approach to their teaching?
2. Has the student teacher developed a professional learning network of educators either in person and/or online with whom they regularly share information and questions?

G. PROFESSIONALISM The student teacher...

DN = Does Not Meet Expectations, DE = Developing Towards Expectations, ME = Meets Expectations (TARGET), EE = Exceeds Expectations

✓		G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o
DN		acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE		inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME		consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE		AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

1. Does the student teacher maintain the highest standards of professional conduct in the community, classroom, and through professional affiliations? (FC16)

✓		G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r
DN		infrequently participates in school-based learning experiences.
DE		takes ownership of professional growth by participating in school-based professional learning experiences;
ME		AND ...practices the new strategies learned to support student learning;
EE		AND ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Questions for Reflection:

1. Does the student teacher participate in professional development opportunities both within the district and beyond throughout the school year and in the summer? (FC18)

✓	G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n
DN	frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation services as appropriate;
EE	AND...uses multiple methods for communication, including appropriate technology.

Questions for Reflection:

Does the student teacher...

1. make an effort to continually learn about effective ways to communicate in English and in the target language?
2. collaborate beyond what is required in their department, school, and district? (FC18)

✓	G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q
DN	uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE	consults with colleagues and specialists about stakeholder communication needs;
ME	AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE	AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:

Does the student teacher...

1. use inclusive communication strategies?
2. seek input from multiple sources to meet students' learning and socioemotional needs (SPED, ELL, Counselors, Speech therapist, etc.)?
3. use modes of communication that ensure all stakeholders are able to access the information?
4. use inclusive communication strategies in professional settings? In what ways?
5. demonstrate awareness of their responsibility to provide and facilitate inclusive communication for all stakeholders?
6. model positive and respectful attitude regarding inclusive communication practices in informal professional settings?

✓	G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;

EE		AND...communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.
----	--	---

Questions for Reflection:

1. Does the student teacher involve all stakeholders by engaging them in discussions of the goals of the program? (FC15)

✓	G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m	
DN		demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE		occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME		utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE		AND... incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction AND incorporates diverse groups that are not represented in the classroom or school community.

Questions for Reflection:

1. Is the student teacher a reflective practitioner? (FC17)