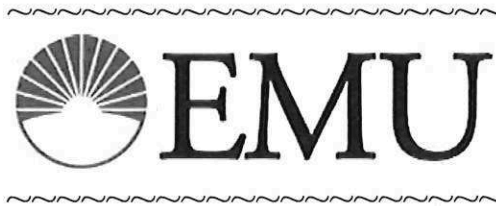# Profile of Student Teaching Performance:

Reference Guide

for Observing and Assessing Student Teachers

Special Education K-12 Licensure

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NOTES:
1. Questions for Reflection are used to help define the ME and EE levels for the performance indicators. The questions that are specifically for EE are noted with [EE] at the beginning of the question. Not every indicator has questions specific to the EE question.
2. Some questions may be geared to those student teachers who are in inclusion settings versus self-contained/resource settings. If you have questions about a specific indicator and how to evaluate the student teacher, please speak to the college/university consultant/supervisor.

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;
M	E	AND… explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		AND… clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:
1. Does the student teacher document specific SOLs and/or special curriculum objectives in lesson plans (IE ASOLs, IEP goals, etc.)?
2. Does the student teacher use the SOL/ASOL (and/or IEP annual goals) as the anchor for all instruction/activities/assessments?
3. If applicable, do the activities follow the division pacing guides?
4. Is content age- and ability-appropriate for student(s) with disabilities?
5. [EE] Does the teacher have a *deep* knowledge of student content standards and *learning progressions* in the discipline s/he teaches? (InTASC 4n)

		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;
M	E	AND…uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		AND…uses **multiple** representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:
1. Do the instructional materials, activities, tools of inquiry and assessments support understanding of the basic structures and relationships within and across curricula (for example, graphic organizers or content maps) to create meaningful progressions in the curriculum for individuals with exceptionalities? (CEC 3.1)
2. Does the student teacher explicitly identify and provide linkages for essential vocabulary and concepts (big ideas)
3. [EE] Does the teacher provide multiple representations with strategies that specifically support the type of exceptionalities represented in the classroom (e.g visual representations)?

		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.
M	E	references content to **BOTH** the students' past and future learning experiences **AND** related subject areas;
EE		AND…references content to real world experiences and applications.

Questions for Reflection:
1. Does the student teacher plan in order to stimulate learner reflection on prior content knowledge, link concepts to familiar concepts and make connections to the learners' experiences? (Modified InTASC 4d)
   a. Has the student teacher found out the students' prior knowledge specific to this lesson?
   b. Has an attempt been made to link content to prior lessons in this subject area, other subject areas, and possible applications to the transition plan (if applicable)?
2. [EE] Does the student teacher link content to real life examples and **provide a *meaningful* reason for learning the skill?**

| | | 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;
M	E	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:
1. Does the student teacher articulate their own potential bias?
2. Does the student teacher identify potential bias when selecting content?
3. Does the student teacher address bias in materials and methods in the areas of culture, religion, socio-economic status, etc.?
4. Does the student teacher access current standards of learning and ensure alignment?
5. Is there diversity in methods that student teacher implements?

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;
M	E	AND...sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE		AND...matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:
1. Does the student teacher develop objectives for academic, social-emotional, communication, behavioral, and/or life skills as appropriate for the exceptional learning needs based on baseline data? (VA teacher standards 7.1)
2. Does the student teacher task analyze a skill to determine objectives which are appropriate in scope and sequence?
3. Does the student teacher use IEP or State standards and/or pre-assessments in order to develop goals?
4. Are the observable and measurable objectives created then noted on the lesson plan?
5. Are learning outcomes essential to the curriculum and appropriate for students' needs?
6. [EE] Is a plan for measuring progress noted on the lesson plans, and is prior assessment data utilized to create objectives on a consistent basis?

		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;
M	E	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. Does the student teacher plan informal/formal assessment(s) for each lesson?
2. Does the student teacher plan to use informal individual and/or group assessments appropriately within the setting?
3. Does the student teacher plan methods to assist the student in learning to check for his/her own understanding (metacognition) throughout the lesson (use of rubrics, cueing strategies, etc.)?
4. Does the student teacher balance the use of formative and summative assessments as appropriate to support, verify, and document learning (InTASC 6a)?
5. Does the student teacher have a realistic strategy for collecting data on student performance?
6. Does the lesson plan(s) reflect timing and placement of the assessment to support the pace, rather than interrupt the flow, of the lesson and overall unit?
7. [EE] Does the student teacher design assessments that will provide frequent meaningful, substantive, and specific feedback for all students both during and after the lesson (graded work)?
8. [EE] Does the assessment plan allow for flexible timing of the assessment and/or alternative assessment to meet the differentiated needs of individuals, including the use of technology when appropriate? (CEC 5.2)

		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.
M	E	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:
1. Does the student teacher use a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population? (VA 4.3)
2. Does the student teacher engage learners in multiple ways of demonstrating knowledge and skill as part of the instructional process? If a student cannot show knowledge expressively, can the student teacher creative a receptive assessment?
3. Does the student teacher plan to assess social/behavior, communication, and functional skills as needed, providing timely feedback to students?
4. Is there evidence that the student teacher uses curriculum-based measurement or informal assessment to effectively inform instruction?
5. Does the student teacher give specific feedback that helps the student see specific subskills that are strong and also points to specific skills for growth (error analysis)?
6. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?
7. [EE] Does the student teacher frequently analyze data on a group and individual basis to understand the student's comprehension level?
8. [EE] Does the student teacher provide all students with substantive and specific feedback frequently within a meaningful timeframe? Does the student teacher adapt instruction based on the data analysis, as necessary?

	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;
M	E	**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:
1. Does the student teacher identify learner- or group-specific trends within assessment data?
2. Does the student teacher 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.
M	E	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:
1. Does the student teacher collaborate with the cooperative teacher and resource teachers (SPED, ELL, Intervention specialist, etc.) to create/modify assessments?
2. Does the student teacher reference ELL/IEP/504 plans in making assessment accommodations?
3. Is the student teacher able to scaffold and administer informal assessments to meet the diverse needs of student learners?
4. When possible or appropriate, does the student teacher provide modality choices for assessment formatting and students' response (for example, visual, auditory, oral, paper/pencil, technology, proving their answers)?
5. Is the student teacher aware of cultural differences and did they 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 instructional plan reflect the student teacher's knowledge of the student's background from the IFSP or IEP?
2. Does the student teacher understand the strengths and needs of the individual learners and how to plan instruction that is responsive to these strengths and needs? (InTASC 7j)
3. Does the student teacher respect students' diverse strengths and needs and is the student teacher committed to using this information to plan effective instruction? (InTASC 7n)
4. Does the instructional plan reflect the student teacher's attempts to use information from the individual, the family and other professionals, if possible, to honor the strengths, language, culture, and family background of students with exceptionalities in the learning process (CEC 1)?
5. Did the student teacher consider the need for functional/transition skills, if applicable, that are relevant to the community, personal living, and employment?
6. [EE] Did the student teacher use individualized assessment strategies (pre-assessment) to gather relevant background knowledge?
7. [EE] Does the student teacher utilize specific strategies that fulfill student needs related not only to developmental levels but to multiple characteristics that influence learning (learning readiness, ability, exceptionality strong interests, behaviors that serve as alternative means for communicating, student choice, student belonging/role)?

		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:
1. Does the student teacher intentionally select materials/resources (visuals, texts, etc.) that respect and promote the different cultures within the classroom?
2. Does the student teacher incorporate instructional examples that reflect multiple perspectives in the classroom?
3. Does the student teacher demonstrate the understanding of the unique needs of the students and plan accordingly?
4. Does the student teacher 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:
1. Does the student teacher plan to teach learning strategies and study skills as needed?
2. Is the need for social skills instruction addressed?
3. Do methods foster transitions skills such as independence, self-motivation, and self-advocacy of individuals with exceptional learning needs (CEC 5.5)?
4. Does the student teacher plan for the use of assistive technology to support individual student learning and communication needs as applicable (CEC 5.2, 5.3)?
5. Does the student teacher use strategies to enhance literacy and communication skills of individual students (CEC 5. 4)?
6. Do the learning and instructional strategies maximize the amount of time for "active student response" or active student participation/engagement to promote mastery and generalization for individual students (CEC 5.6)?
7. Does the student teacher reinforce learning goals consistently throughout the lesson as an anchor for student

learning? (VA 3.4)

8. [EE] Does the student teacher plan for instruction based on formative and summative assessment data, prior learning knowledge and learner interest? (InTASC 7c)
9. [EE] Does the student teacher develop appropriate long- and short-range plans and adapt plans when needed? (VA 2.5)

		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 Reflection:

1. Does the student teacher include a range of evidence-based instructional strategies, resources, and technological tools in the lesson plan to effectively meet the learning outcomes for individual students (InTASC 7k; VA 3.5; CEC 5.2)
2. Does the student teacher understand how to operate/program assistive technology devices and plans to teach their students how to use assistive technology devices to aid in participation, communication and access to their environment and learning needs, as appropriate?
3. [EE] Is the student teacher committed to exploring how the use of new and emerging technologies can support and promote student learning? Does the student teacher incorporate these new technologies (if available)? (InTASC 8r)

		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. Does the student teacher effectively integrate the content and content standards (SOL, ASOL, IEP), how these are organized in the curriculum, and clearly identifies the essential content and skills in the learning objective? (InTASC 7g)
2. Does the student teacher break down the standard into essential skills and content (task analyze) in order to plan for effective modeling and to guide student learning?
3. Does the student teacher include essential underlying/prerequisite skills, when necessary, based on individual student needs and data?
4. Does the student teacher clearly align the instructional presentation, student engagement activities, and assessments with the appropriate standards and the students learning needs? (VA 2.4)
5. [EE] Does the integration of essential content/skills result in a *meaningful* progression for individuals with exceptionalities across lessons/unit (CEC 3)?
6. [EE] If in a collaborative setting, does the student teacher regularly communicate items 1-3 with the general education teacher and/or relevant specialists?

		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 pacing in such a way that students will likely be engaged with the learning task most of the time?
2. Is there evidence in the lesson plan of established routines and procedures that help students to monitor

their own learning and maximize the time engaged in learning?

3. Does the student teacher plan roles and responsibilities of the paraprofessional (if applicable) related to instruction to maximize learning and use of instructional time?

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:
1. Are medical and health conditions considered in developing the physical/learning environment?
2. Does the student teacher use universal precautions?
3. Can the student teacher identify barriers to physical/environmental accessibility for individuals with disabilities?
4. Does the student teacher consider culture and values to create a psychologically safe environment?
5. Does the student teacher know how to intervene safely and appropriately with individuals with exceptionalities in crisis? (CEC 2.3)
6. Does the student teacher promote the active involvement and voice of individuals in creating learning environments that include them in meaningful ways and promote their well-being (CEC 7, InTASC 3k)?
7. [EE] Is the student teacher able to explain why the classroom is arranged and its relation to providing a safe environment? (Modified VA 5.1)
8. [EE] Does the student teacher collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry? (InTASC 3a)

		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:
1. In what ways does the student teacher create an environment that prepares students to live harmoniously in diverse world and effectively mediate controversial intercultural issues if they arise?? (CEC 6.3?)
2. Does the student teacher demonstrate care and respect by fostering learner self-advocacy and independence for all members of the learning community? (InTASC 3q, VA 5.4)
3. Is the student teacher able to provide students with what they need while articulating the differences to other students, professionals, and families (respecting confidentiality)?
4. [EE] Does the student teacher help learners work productively and cooperatively with each other to achieve learning goals? (InTASC 3j) Does the student teacher use instructional methods that promote interdependence and teamwork during classwork and promoting appropriate social skills development?
5. [EE] Does the student teacher involve students with exceptional learning needs in developing and maintaining instructional routines?

		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:
1. Does the student teacher identify realistic expectations for each student's personal and social behavior in various settings, incorporating the "voice" of the student with regard to his own needs and motivations, as often as possible (CEC 7, VA 5.2))? If classroom rules and expectations are pre-determined, can they explain why those are the expectations?

2. Does the student teacher draw from a repertoire of effective and varied behavior management strategies, selecting first from the least to most intensive strategy consistent with the needs of the student?
3. Are a variety of non-aversive and/or restorative techniques used to assist students in choosing behaviors that increase their learning engagement and positive social interactions?
4. Can the student teacher develop (when the setting allows) and implement appropriate individualized behavior management programs that foster emotional well-being, positive social interactions, and self-determination as warranted?
5. Can the student teacher multitask and monitor several groups of students at one time?
6. Does the student teacher make decisions and reinforce appropriate behaviors?
7. [EE] Are the student and/or family involved in setting behavioral/engagement/social goals, positive growth strategies, and methods to monitor progress that are responsive to the student's language, culture, and family values (CEC 1)?
8. [EE] Following misbehavior, does the student teacher take time to identify antecedents? (e.g. Hunger, incident on the bus or at home, etc.)
9. [EE] Does the student teacher collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work? (InTASC 3c)

	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:
1. 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. Does the student teacher research appropriate communication methods based on cultural differences and abilities of students?
3. Does the student teacher 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:
1. Are students guided in identifying and organizing critical (vs. less essential) content to be learned so that they clearly target the objectives to be learned?
2. After establishing classroom routine, does the student teacher provide organizational cues and modify the pace of instruction if needed by students who need re-teaching or extension activities?
3. Does the student teacher provide clear directions and check for student understanding using a variety of methods (formal and informal)? (VA standard 3.7) Are the students able to carry out the procedures?
4. [EE] Does the student teacher provide modeling accompanied by strong "think-aloud" to clarify how a task or objective can be carried out?
5. [EE] Does the student teacher ask questions to stimulate discussion that serves different purposes (e.g. probing for learner understanding, helping learners articulate their ideas and thinking processes, etc.)? (InTASC 8i)

		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.

1. Does the student teacher demonstrate accurate knowledge and skills that are relevant to the subject matter (VA 1.4 and 1.5 (CEC 5.7)?
2. Are specialized methods used to teach basic skills (CEC 3.3 and 5.1)?
3. Does the student teacher explicitly describe and model the content?
4. Does the student teacher provide cues to focus the student's attention on key concepts/relationships between ideas, providing prompts when necessary?
5. Are evidence-based teaching methods and/or cognitive strategies used to effectively present the content? (E.g. mnemonics, repetition, visual representations, etc.)
6. Is appropriate content vocabulary taught and consistently used with strategies to enhance language and communication skills (CEC 5.4)?
7. Does the student teacher use strategies to facilitate maintenance and generalization of skills within and across settings (CEC 5.6)?
8. Does the student teacher simulate learning reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to learners' experiences (InTASC 4d)?
9. [EE] Does the student teacher use well-chosen examples, multiple representations and explanations that capture key ideas/concepts, guide learners through the learning progressions, and promote each learner's achievement of the content standards/objectives? (InTASC 4a; CEC 3.1)

		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:
1. Does the student teacher call on a variety of students?
2. Does the student teacher appropriately match the level of question to the varying abilities of students to increase student engagement?
3. When one student is answering, does the student teacher plan for the engagement of other students? (CEC 2.2)
4. Does the student teacher create learning environments that facilitate active learning and positive social interactions? (CEC 2.0)?
5. [EE] Does the student teacher challenge/engage students in learning experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives (as appropriate) so they can master the content? (InTASC 4b) (CEC 2.1)
6. [EE] Does the student teacher engage learners in applying methods of inquiry in the discipline/content area? (InTASC 4c)

		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:
1. Does the student teacher use digital and interactive technologies for efficiently and effectively achieving specific learning goals and to engage and enhance student learning (InTASC 5l and 8n; VA 3.6, CEC 5.2)?
2. Is assistive technology incorporated as needed to support student learning?
3. [EE] Does the use of technology help the students access, interpret, evaluate and apply information? (InTASC 8g; CEC 5.2; CEC 4.4?)

		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.

1. Is the student teacher using a taxonomy of thinking skills (e.g. lower to higher order) in order to ask strategic questions during the lesson, taking into consideration the development of individual learning needs (CEC 1; VA 1.2)?
2. [EE] Does the student teacher engage students in developing higher order questioning skills and metacognitive processes to facilitate their own learning? (InTASC 8f)

		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 the student teacher design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways? (VA 3.3; InTASC 8a, 2a; CEC 5.0)
2. Does the student teacher use flexible grouping (e.g. readiness, interests, etc.) to meet the students' needs, as appropriate?
3. Does the student teacher make appropriate and timely provisions (e.g., pacing, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs and make provisions so all students are engaged in responding? (InTASC 2b)
4. Does the student teacher select, adapt, and use effective and specialized instructional methods to strengthen and compensate for various learning needs based on the IEP (goals, accommodations, modifications)? (VA 3.5)
5. Does the student teacher identify and provide supports needed for integration into various program placements including augmentative and alternative communication systems where appropriate?

		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. Does the student teacher plan realistic timeframes for pacing, content mastery, and transitions based on students' needs, individual and whole group? (VA 2.2)
2. Does the student teacher provide individually appropriate activities (e.g. bellringers, anchor activities, etc.) to students before and after primary instruction begins, to increase content mastery?
3. Does the student teacher use the majority of time for instructional activities to demonstrate their commitment to working towards each learner's mastery of disciplinary content and skills? (InTASC 4r)
4. Does the student teacher continuously monitor student learning, engaging learners in assessing their progress, and adjust instruction in response to student learning needs? (InTASC 8b)
5. [EE] Does the student teacher meet deadlines as set/agreed upon between the team?
6. [EE] Does the student teacher efficiently provide guidance, direction and when appropriate specific plans to enhance the effectiveness of para-educators, specialists, or volunteers in the classroom? (CEC 6.6)
7. [EE] If a non-instruction interruption occurs, does the student teacher resume instruction efficiently?

		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:
1. Does the student teacher implement strategies to engage all students in conversations and feedback?
2. Is the student teacher able to identify and capitalize on teachable moments to promote inclusivity and understanding?
3. Does the student teacher empower students to advocate for their own personal cultural while also respecting the culture of others?
4. Does the student teacher 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. Does the student teacher model acceptance through respectful interaction and communication?
6. Does the student teacher use verbal and written language that is nondiscriminatory and equitable for all?
7. Does the student teacher employ flexible grouping consistently?
8. Does the student teacher provide ways for and model how students can share their views with each other in a respectful manner?
9. Does the student teacher 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.
M	E	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE		AND…sets and implements professional goals to improve student learning.

Questions for Reflection:
1. Does the student teacher identify his/her strengths in relation to student learning?
2. Is the student teacher able to identify areas for self-improvement in relation to student learning?
3. Is the student teacher willing to accept constructive criticism?
4. Does the student teacher adjust or modify the teaching techniques used after reflecting on his/her strengths and weaknesses?
5. Does the student teacher adjust instruction in order to promote mastery and generalization of learning (CEC 5.6)?
6. Does the student teacher use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice? (InTASC 9c)
7. [EE] Does the student teacher have a plan for improvement and continuing professional growth?
8. [EE] Does the student teacher understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and plan for adaptations/adjustments? (InTASC 9g)

		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;
M	E	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. What meaningful documentation is the student teacher able to provide to demonstrate progress/mastery in content, social/behavior, and IFSP/IEP goals? (VA 7.2)
2. Is evidence collected kept in an organized manner to allow for timely grading, completion of progress reports, and developing IEPs (if applicable)? Can the student create their own system of data collection?
3. Can the student teacher interpret and explain the data used as documentation?
4. Does the student teacher provide evidence of progress or that goals have been met, including the state-provided growth measures (ASOLs/SOLs) when available as well as other multiple measures of student growth? (VA 7.3, InTASC 6o)
5. [EE] Does the student teacher use the documentation to plan future lessons that reflect student learning need through differentiated learning experiences (InTASC 6g CEC 4.2)

6. [EE] Does the student teacher use a variety of formative and summative assessment techniques to support, verify and document student learning (InTASC 6a, 6t)? Can they explain his or her assessment choice including technical soundness/bias/etc.?

		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.
M	E	seeks information from professional resources **AND** uses it to improve instruction.
EE		seeks information from varied professional resources **AND** uses it effectively to improve instruction.

Questions for Reflection:
1. Does the student seek information from professional resources? (ME=at least **one** resource example below; EE=uses **multiple** examples to effectively improve instruction):
   a. Does the student teacher actively seek professional, community and technological resources, within and outside the school, as supports for analysis, reflection and problem-solving? (InTASC 9d; VA 6.5)
   b. Does the student teacher incorporate learning from professional growth opportunities, provided by the school or sought out individually, into instructional practice? (VA 6.3; CEC 6.4)
   c. Does the student teacher work with school colleagues to build ongoing connections with community resources to enhance student learning? (InTASC 10e; CEC 7.0)
   d. Does the student teacher take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning? (InTASC 10r)
2. If applicable, does the student teacher co-plan regularly and effectively with general education teachers, related service providers, and/or specialists?
3. If applicable, does the student teacher co-teach with general educators? Are a variety of co-teaching models used based on the needs of the students?

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.).
M	E	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE		**AND**…intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:
1. In general, has the student teacher demonstrated ethical and confidential handling of his or her professional responsibilities?
2. Is the student teacher's dress consistent with school division standards for teachers, paying careful attention not to distract students from learning?
3. Does the student teacher understand the expectations of the profession including codes of ethics, professional standards or practice, school/district policies, and relevant special education law and policy (InTASC 9o)?
4. Does the student teacher advocate for individuals with exceptionalities including self-determination? (CEC 7.1)
5. [EE] Does the student teacher understand and adhere to federal and state laws, school and division policies, and ethical guidelines related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse*)? (InTASC 9j) (VA 6.2)

*If child abuse is suspected, the student teacher follows school policy and reports the abuse to the school employee who is supervising them.

		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;
M	E	**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.

1. Has the student teacher attended and incorporated learning from professional growth opportunities provided, into instructional practice? (VA 6.3, 6.5)
2. Does the student teacher serve as a contributing member of the school's professional learning community (e.g. grade level teams, etc.) through collaboration with teachers and colleagues to support student learning? (VA 6.8)
3. [EE] Does the student teacher engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards, with his/her own needs, and the needs of the learners, school, and systems? (InTASC 9a,b)?
4. [EE] Does the student teacher see themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice? (InTASC 9n CEC 6.2)

		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.
M	E	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:
1. Does the student teacher demonstrate consistent mastery of standard oral and written English in all communication? (VA 6.9)
2. Does the student teacher choose the most effective means of communication for the situation (e.g. phone call, email, in-person meeting) and uses professional language?

		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;
M		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:
1. Does the student teacher use inclusive communication strategies?
2. Does the student teacher seek input from multiple sources to meet students' learning and socio-emotional needs (SPED, ELL, Counselors, Speech therapist, etc.)?
3. Does the student teacher use modes of communication that ensures all stakeholders are able to access the information?
4. How does the student teacher use inclusive communication strategies in professional settings?
5. Does the student teacher demonstrate awareness of their responsibility to provide and facilitate inclusive communication for all stakeholders?
6. Does the student teacher 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.
M	E	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 work in a collegial and collaborative manner with families, other educators, related

service providers, individuals with exceptionalities, paraeducators, and personnel from community agencies to provide effective services and learning environments, as appropriate? (VA 6.6; CEC 7.3)
2. Does the student teacher build positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress? (VA 6.7)
3. Does the student teacher regularly provide guidance (including mini lesson plans with objectives) and direction to paraeducators, tutors and volunteers who work with individuals with exceptionalities (CEC 6.6)
4. Does the student teacher work collaboratively with learners and their families, if appropriate, to establish mutual expectations and ongoing communication to support learner development and achievement with all stakeholders? (InTASC 10d)
5. [EE] Does the student teacher work with school colleagues to build ongoing connections with community resources to enhance student learning and well-being? (InTASC 10e)
6. [EE] Does the student teacher work with other school professionals to plan and jointly facilitate learning/professional development to colleagues/community members on how to meet diverse needs of learners? (InTASC 10b; CEC 7.2)

		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.
M	E	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. Does the student teacher promote cultural sensitivity and responsive instruction? (VA 5.5; CEC 1.1; CEC 2.1)
2. Does the student teacher access information, or seeks assistance to access information, about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction? (InTASC 2k; CEC 1.1)
3. Does the student teacher reflect on their own personal biases and access resources to deepen his/her understanding of cultural, ethnic, gender, and learning differences to build stronger relations and create more relevant learning experiences? (InTASC 9e; CEC 1.1)
4. Do the student teacher's behaviors demonstrate a commitment to deepening his/her understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knows), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families? (InTASC 9m; CEC 1.1)