

# Profile of Student Teaching Performance:

## *Reference Guide*

### *for Observing and Assessing Student Teachers*

### *English as a Second Language PK-12 Licensure*



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**Culturally Responsive Practice Indicator Questions Revised June 2024**

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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  
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**A. PROFESSIONAL KNOWLEDGE** The student teacher...

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

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

**Questions for Reflection:**

Does the student teacher...

1. demonstrate knowledge of Virginia Standards of Learning and ELD standards?
  - recognize language as an integrative system (phonology, morphology, syntax, pragmatics, and semantics)?
  - use the components of language and language as an integrative system to create instructional plans for ELs?
2. use instructional strategies and classroom activities that align with both sets of standards?
  - develop a variety of instructional techniques to assist ELs in developing and using vocabulary and L2 literacy appropriately?
  - support ELs in communicating effectively for social and academic purposes by enhancing aural/oral skills?

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

**Questions for Reflection:**

1. Do the questions, activities, and assessments relate to the lesson content?
2. Do lessons clearly identify what the candidate is teaching?
3. Does the candidate have a good understanding of second language acquisition and teaching English Learners?
  - Do lessons reflect sociolinguistic variations of the target language to expose students to authentic language?
  - Does the candidate recognize that students acquire proficiency over time and that the equation between what is taught and what is learned is imperfect (i.e., students' performances provide evidence of different rates of acquisition)?
4. Does the student teacher use their understanding of language acquisition theory and research to provide optimal learning environments for their ELs and to conduct theory-based research in their own classroom?

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

### Questions for Reflection:

Does the student teacher...

1. activate the students' prior knowledge and make explicit links between past learning and new concepts?
2. create opportunities for students to engage in negotiation of meaning and meaningful interaction?
3. link new content to other subject areas, including real life experiences and applications?

✓		<b>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</b>
DN		presents content without acknowledgement of alternative disciplinary perspectives.
DE		purposefully presents content that acknowledges alternative disciplinary perspectives;
ME		<b>AND...</b> identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE		<b>AND...</b> 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, socioeconomic status, etc.?
4. access current standards of learning and ensure alignment?
5. implement diverse methods?
6. recognize perspectives 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

✓		<b>B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING. InTASC 6a, 6j, 6k</b>
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		<b>AND...</b> sets measurable learning outcomes and achievement goals for student learning <b>AND</b> states these clearly on the lesson plan;
EE		<b>AND...</b> matches learning outcomes and achievement goals to classroom assessments.

### Questions for Reflection:

Does the student teacher...

1. recognize, plan, and implement key elements of EL lesson design, which include:
  - content and language objectives to further English language development;
  - scaffolding/supports (use of L1, graphic organizers, bilingual dictionaries, modeling, etc.);
  - activating and building on prior knowledge;
  - using formative and summative assessments; and
  - using academic and social interaction at the English language proficiency level of the student, specifically in the domains of listening, speaking, reading and writing?
2. engage students in critical thinking and problem solving?
3. effectively differentiate lessons to accommodate learning requirements of Virginia Standards of Learning; through the ELD Standards, and Can-Do descriptors in relation to the continuum of proficiency levels?

<b>✓</b>	<b>B2. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES.</b> 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	<b>AND...can articulate ways formal and informal assessments should impact future learning activities;</b>
EE	<b>AND...has strategies to provide students with effective, descriptive feedback to guide their progress.</b>

**Questions for Reflection:**

- Does the student teacher's plan for assessment align with the learning outcomes of the lesson and the students' levels of English language development?
  - Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
  - Is the assessment appropriate to the students in the class?
  - Can the student teacher describe how they will use the results of the assessment in planning future instruction?
  - Does the student teacher use both formative and summative models of assessment to evaluate learning?
- Does the student teacher identify and use multiple assessment resources and measures appropriate to the ELD standards of the educational setting including research, native language evaluation, WIDA English Language Development Standards, Virginia Standards of Learning and WIDA ACCESS for ELs performance rubrics to make informed decisions regarding the progress of ELs?
  - Can the student teacher create ESL language assessments that measure student performances in an integrated context?
  - Does the student teacher apply appropriate testing practices for English learners on a continual basis including determination of the validity and reliability of tests to make assessment-related decisions; knowledge and application of alternate and multiple assessment measures to ascertain what ELs know and can do; appropriate interpretation and use of data to support ELs; and assessment of ELs' test-taking challenges and creation of strategies and scaffolding techniques to address their challenges.

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

**Questions for Reflection:**

Does the student teacher...

- conduct assessments of student comprehension and learning of all lesson objectives throughout the lesson?
  - use a variety of assessment techniques (verbal, nonverbal, written, formal, informal, etc.)?
  - analyze and use their findings to modify instruction and enhance student learning?
- provide regular and specific feedback to students on their output?

<b>✓</b>	<b>B4. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING.</b> 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		<b>AND...systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;</b>
EE		<b>AND...uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.</b>

**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?

✓	<b>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</b>	
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. demonstrate awareness 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

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

**Questions for Reflection:**

Does the student teacher...

1. have knowledge of the background, experiences, and skill levels of all students in the class? (L1 proficiency, L2 proficiency, prior schooling, etc.)
  - Does the candidate provide a range of learning opportunities for learners of various ages, developmental and linguistic levels, language backgrounds, and learning styles?
2. use age-appropriate materials valued by the culture that represent literature, film, and media to expand the repertoire of texts they use in instruction?

✓	<b>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</b>
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	<b>AND...seeks resources from instructional specialists to refine plans to meet learner needs.</b>

**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?

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

**Questions for Reflection:**

Does the student teacher...

1. plan effective lessons in all domains (reading, writing, speaking, listening) using a variety of materials, texts, activities, strategies, and assessments appropriately based on consideration of learners' differing English language proficiency levels including L1 literacy?
2. select, analyze and adapt a variety of authentic sources and tools to meet the learning outcomes?
3. use data to effectively plan lessons?

✓	<b>C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r</b>
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	<b>AND...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.</b>

**Questions for Reflections:**

Does the student teacher...

1. incorporate instructional technology into the lessons?
  - Does the instructional technology chosen enhance the lesson and student learning?
  - Does the student teacher provide opportunities for students to engage in technology use?

- Can the student teacher use technological resources (e.g., web, software, computers, and related devices) to enhance language and content area instruction for ELs?
2. have a plan in the event that technology does not work properly?

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

**Questions for Reflection:**

Does the student teacher...

1. integrate Virginia Standards of Learning and ELD standards into lessons?
2. have a full understanding of Virginia SOLs for the grade level taught?
3. have a full understanding of the CAN DO descriptors based on the ELD standards for the students being instructed?

✓	<b>C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. InTASC 7</b>
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 <b>AND</b> transitions.
EE	plans include realistic pacing allowing for content mastery <b>AND</b> meaningful transitions that promote student learning.

**Questions for Reflection:**

Does the student teacher...

1. provide appropriate wait time?
2. chunk material to enhance learning?
3. provide opportunities to master the material?
4. pace the lesson and provide transitions appropriately based on the students' language levels?

**D. LEARNING ENVIRONMENT The student teacher...**

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

✓	<b>D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT for all students. InTASC 3a, 3k</b>
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	<b>AND</b> explains the purpose for these choices to all students.

**Questions for Reflection:**

Does the student teacher...

1. create a community of learners within the classroom, in which the teacher and learners work together to acquire new information?
  - offer students encouragement and affirmation of their progress in language?
  - encourage students to take risks in using language?
2. create a match between the lesson or activity and the furniture or room configuration given the space provided? To what extent?

- Is the space arranged so that all students, including those with special needs, have access to full participation in the lesson?
- How do physical and psychological factors in the environment reflect the learning that takes place?

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

**Questions for Reflection:**

Does the student teacher...

1. foster a climate of trust in the classroom?
  - Is the student teacher fair in interactions with all students?
  - In what ways does the student teacher help the students feel equally valued in the classroom?
  - Do students treat each other fairly?
  - Does the student teacher respond appropriately to stereotyping, demeaning, or other unfair comments by students?
  - Does the student teacher encourage all students to meaningfully participate during the lesson?
2. provide regular opportunities for students to work collaboratively in pairs and small groups?
  - Does grouping configuration support language and content objectives?
  - Is there a balanced approach between teacher presentation and productive group work?
  - Does the candidate regularly change grouping structures?

<b>✓</b>	<b>D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c</b>
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior <b>AND</b> 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 <b>AND</b> explain why changes were made.

**Questions for Reflection:**

1. Does the classroom interaction reflect engaging contexts that are personalized to the interests of students and reflect curricular goals?
2. Does the student teacher have a role as a facilitator of learning in the language classroom?
3. Does the student teacher identify when they changed classroom management techniques due to changes in students' behavior?
4. Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?

<b>✓</b>	<b>D4. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l</b>
DN	infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds <b>AND</b> 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	<b>AND...</b> 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	<b>AND...</b> incorporates, advocates, and affirms these differences into their teaching and use of content examples.

**Questions for Reflection:**

Does the student teacher...

1. 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

<b>✓</b>	<b>E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING. InTASC 8j</b>
DN	presents unclear <b>OR</b> 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	<b>AND...</b> ensures that all students understand the learning objectives <b>AND</b> can carry out those procedures;
EE	<b>AND...</b> consistently presents clear procedures and outcomes, <b>AND</b> effectively checks for student understanding.

**Questions for Reflection:**

Does the student teacher...

1. clearly define, display, and review content and language objectives with the students?
2. clearly explain instructional activities to the students?
3. explain how students will be assessed?

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

**Questions for Reflection:**

Does the student teacher...

1. connect content and examples to students' prior experiences?
2. communicate content clearly and accurately?
3. demonstrate the ability to use the current content appropriately as a springboard to independent, creative, or critical thinking?

<b>✓</b>	<b>E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c, 8f, 8g</b>
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	<b>AND...</b> keeps all students challenged and highly engaged as active learners and problem solvers.

**Questions for Reflection:**

1. Does the student teacher use hands-on, active learning in the lesson?
2. Are all students actively engaged in the lesson?
3. Is the material in the lesson challenging for all learners?
4. Does the student teacher prepare ELs to collaborate with peers?

✓		<b>E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n</b>
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		<b>AND...engages students in learning experiences with technology that is appropriate and challenging;</b>
EE		<b>AND...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.</b>

**Questions for Reflection:**

Does the student teacher...

1. provide opportunities for students to use technology?
  - Is the technology aligned with the learning goals?
2. explain the ground rules for using technology to the students?
3. provide students with opportunities to collaborate when using technology?

✓		<b>E5. FACILITATES STUDENTS' USE OF HIGHER-LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f</b>
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		<b>AND...assesses their growth and development in use of higher-level thinking skills.</b>

**Questions for Reflection:**

Does the student teacher...

1. create activities and questions that promote higher level thinking and critical thinking skills?
2. create activities that intentionally incorporate student discussion?
3. group students to optimize content learning and language development?

✓		<b>E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8h, 8p</b>
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:**

Does the student teacher...

1. plan for and implement a variety of instructional models and strategies that accommodate different ways of learning?
2. plan for enrichment and remediation for whole and small groups?

✓	<b>E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY.</b> 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	<b>AND...</b> performs non-instructional procedures efficiently.

**Questions for Reflection:**

1. Does the student teacher pace the lesson and provide transitions appropriately based on the students' language levels?
2. Is there evidence of established routines and procedures that help the candidate maximize the time available for instruction?
3. If a non-instruction interruption occurs, does the candidate resume instruction efficiently?
4. Do all students have meaningful work or activities for the entire instructional time?

✓	<b>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).</b> 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	<b>AND</b> intentionally teaches students how to communicate and engage with diverse groups;
EE	<b>AND...</b> 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. demonstrate the ability 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

✓	<b>F1. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION.</b> 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	<b>AND...</b> sets and implements professional goals to improve student learning.

**Questions for Reflection:**

Does the student teacher...

1. systematically engage in a reflective process for analyzing student work and planning for future instruction?
2. adjust or modify the teaching techniques used after reflecting on strengths and weaknesses?

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

**Questions for Reflection:**

Does the student teacher...

1. involve students in self-assessment to encourage independent interpretation of performance?
2. design assessments for which the results can be used to improve teaching and track student learning?
3. use and interpret data to plan future lessons?
4. clarify the basis for assessment in clear, defined objectives?

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

**Questions for Reflection:**

Does the student teacher...

1. collaborate with other teachers in the school or school district?
2. demonstrate evidence that they have initiated efforts to collaborate with colleagues and other stakeholders to advocate for ELs' learning?
3. reflect on instruction for the purpose of improvement?
4. show initiative in seeking professional resources without overreliance on those resources?

**G. PROFESSIONALISM The student teacher...**

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

✓		<b>G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY. InTASC 9j, 9o</b>
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		<b>AND</b> ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

**Questions for Reflection:**

1. Do the student teacher’s professional behaviors actively promote student learning and the performance of other professional responsibilities?
2. Does the student teacher demonstrate ethical and confidential handling of their professional responsibilities?
3. Does the student teacher model the use of culturally and linguistically responsive techniques and dispositions to support the learning of other school professionals working with ELs?
4. Can the student teacher identify specific situations that have called for special attention to confidentiality? How have they handled these situations?
5. Has the student teacher identified or participated in professional growth activities that include and extend beyond the school or school division, or that extend beyond the student teaching experience?

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

**Questions for Reflection:**

Does the student teacher...

1. engage in professional growth?
2. take an active role in their professional association(s)?
3. engage in a continuous cycle of EL professional development that is informed by their instructional reflection and analysis?

<b>✓</b>	<b>G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n</b>
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 <b>AND</b> accesses interpretation and translation services as appropriate;
EE	<b>AND...uses multiple methods for communication, including appropriate technology.</b>

**Questions for Reflection:**

1. Does the student teacher serve as a good model of English for ELs and as a good model for the L1 where possible?

<b>✓</b>	<b>G4. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q</b>
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	<b>AND... integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;</b>
EE	<b>AND... reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.</b>

**Questions for Reflection:**

Does the student teacher...

1. use inclusive communication strategies?
2. seek input from multiple sources to meet students' learning and socio-emotional needs (SPED, ELL, Counselors, Speech therapist, etc.)?
3. use modes of communication that ensures 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?

<b>✓</b>	<b>G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e</b>
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	<b>AND...</b> communicates effectively to build strong relationships <b>AND</b> seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

**Questions for Reflection:**

Does the student teacher...

1. reach out to the families of the students and other community members?
  - include family funds of knowledge in lessons?
  - build a respectful relationship with parents, community members, and/or colleagues in the school?
  - find ways to include the community in their classroom?
2. engage in collaborative teaching and/or reflecting in general education, content area, special education, and gifted classrooms?

<b>✓</b>	<b>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</b>
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 <b>AND</b> consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	<b>AND...</b> incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction <b>AND</b> incorporates diverse groups that are not represented in the classroom or school community.

**Questions for Reflection:**

Does the student teacher...

1. seek to understand the background of their learners?
2. take into consideration cultural, ethnic, gender, and learning differences in order to create relevant learning experiences for all learners?

