Profile of Student Teaching Performance:

Reference Guide

for Observing and Assessing Student Teachers

Theatre Education
PK-12 Licensure

EMU

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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

		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 the specific NSTE/AATE and VA SOL standards on the lesson plan?
2. Does the student teacher utilize the National Core Arts Standards framework as a guide for designing learning?

		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. Does the student teacher identify lesson content required by appropriate SOL?
2. Does the student teacher map specific lesson content from one of the following areas of emphasis:
   - script writing
   - acting
   - designing
   - directing
   - dramatic literature
   - dramatizations from theatre, film, television, and electronic media
3. Does the student teacher align questions, activities, and assessments to lesson content?
4. Does the student teacher demonstrate the ability to make interdisciplinary connections?

		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 develop content examples that support Theater lesson content?
2. Does the student teacher develop content examples that sequence and scaffold learning appropriately?
3. Does the student teacher develop content examples that address individual differences (such as age, culture, abilities, learning styles including linguistic abilities) appropriately?
4. Has the student teacher made an attempt to link content to other subject areas, including real life examples?
5. Can the student teacher integrate assessment of prior content knowledge consistently to design and develop connections across learning?
6. Can the student teacher link theater arts content with culture and society including other disciplines and modes of expression?
7. Does the student teacher engage adolescents in activities related to their interpersonal, community, and societal responsibilities?

	8	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.

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?
6. Does the student teacher incorporate culturally diverse texts as valuable content?

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 a clear lesson purpose and rationale?
2. Does the student teacher develop clear objectives?
3. Does the student teacher align objectives, strategies, and assessments?
4. Does the student teacher use his or her knowledge of the concepts, principles, theories, and research about adolescent development to provide all adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous?

		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. Is the plan for assessment aligned with the learning outcomes of the lesson?
2. Does the student teacher develop strategies for assessment that allow all students to understand what they know and can do?
3. Does the student teacher assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and can s/he articulate the criteria for strategy selection?
4. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?
5. Does the student teacher assess student achievement in context to the continued development of the National Standards for Theater Education and the VA SOLs?
6. Does the student teacher plan for assessment of the National Core Arts Standards, particularly in the areas of creating, performing, presenting, producing, responding, and connecting?
7. Can the student teacher describe how they will use the results of the assessment in planning future instruction?
8. Can the student teacher articulate how they will assess artistic expression, creativity, movement, voice, and/or artistic growth?

		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 check for understanding throughout the lesson?
2. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources other than the teacher (individual or group peer review, books, self-checking materials, etc.) to assess students' learning?
3. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?

		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 student teacher use pre-assessment tools to create and sustain an inclusive and supportive learning environment?
2. Does the student teacher use personal interaction with students to advance instruction?
3. Does the student teacher demonstrate a comprehensive knowledge of the concepts, principles, theories, and research about adolescent development?

		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?
5. Does the student teacher select and plan lessons using diverse media and artists?

		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 select appropriate resources?
2. Does the student teacher align curriculum goals and strategies with the classroom environment and experiences?
3. Does the student teacher integrate interdisciplinary teaching strategies and materials?
4. Does the student teacher create environments that respect individual differences?
5. Does the student teacher plan for meaningful and interpretative discussions?
6. Does the student teacher plan for student opportunities develop skills in analyzing descriptions, dialogue, and actions to create characters?
7. Does the student teacher plan for opportunities that students can lead small groups in planning visual and aural elements?
8. Does the student teacher actively engage students in independent and collaborative inquiry? Do they consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive?

		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 plan for critical media and technology analysis?
2. Does the student teacher frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields?

		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 articulate the essential content overtly to students in the context of the lesson?
2. Does the student teacher differentiate between essential content and the select use of nonessential performance material and theater exercises as the instructional vehicles for that content?

3. Does the student teacher draw cross curricular connections to essential content of other subject areas?

		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 allow for appropriate response time in their planning?
2. Does the student-teacher prepare alternative exercises and enrichment material in case students master content more readily than anticipated?
3. Does the student teacher employ established procedures to foster consistent transition time?
4. Does the student teacher plan for transition times which allow for students to productively digest material?
5. Does the student teacher pace differentiated instruction so that students of all learning abilities are appropriately challenged and engaged?

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. Does the student teacher create a supportive and inclusive learning environment that promotes the healthy development of all adolescents?
2. Does the student teacher avoid the use of criticism and sarcasm to create a safe psychological environment?
3. Does the student teacher arrange space so all students, including those with special needs, engage in the learning?
4. Does the student teacher respond positively to the diversity found in children and adolescents and use that diversity in planning and implementing instruction?
5. Does the student teacher create a physical safe environment for developing movement and use of physical space?
6. Does the student teacher plan for peer critique that esteems students attempts and efforts?

		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. Does the student teacher help students become more familiar with their own and others' cultures?
2. Does the student teacher create and maintain an environment that respects individual differences and that allows students to feel equally valued?
3. Does the student teacher create equitable, caring, and productive learning environments without patterns of exclusion/attention?
4. Does the student teacher create equitable, caring, and productive learning environments without inappropriately negative remarks to students?
5. Does the student teacher create equitable, caring, and productive learning environments without stereotyping, demeaning, or unfair comments by students?

		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. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
2. Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?
3. Does the student teacher intervene appropriately to maintain on-task student behavior?
4. Does the student teacher have policies and procedures in place for use when student behavior interrupts instruction?
5. Does the student teacher effectively enforce class policies and procedures as needed?

		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 ...
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		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. Does the student teacher clearly explain the required steps of assignments?
2. Does the student teacher provide students which an opportunity to ask questions to clarify assignments?
3. Does the student teacher ask students to repeat back the learning objectives and/ or steps of the assignment to confirm comprehension?
4. Does the student teacher provide students with lesson objectives in written form either on the board or on a handout?

		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 frequently teach in engaging ways that maximize student learning?
2. Does the student teacher actively engage students in independent and collaborative inquiry?
3. Does the student teacher consistently implement instructional strategies that are challenging, culturally sensitive, and developmentally responsive?
4. Does the student teacher present content so that students:
   - develop theater literacy
   - engage in script writing through improvisation and scripted scenes
   - develop basic acting skills
   - learn and explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup
   - analyze a variety of texts from cultural and historical perspectives
   - develop skills in designing and producing
   - develop directing skills

		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 structure lessons to be student-centered rather than teacher-centered when possible?
2. Does the student teacher encourage students to express their ideas with relation to the lesson content?
3. Does the student teacher use embodied learning techniques to actively engage students in learning?
4. Does the student teacher use arts integration techniques to engage students in learning?

		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 design assignments that incorporate technology as a tool for research?
2. Does the student teacher map out the logical progression of research using technology?
3. Does the student teacher provide clear, age-appropriate boundaries for acceptable use of the internet?
4. Does the student teacher identify and use apps that support and enhance student learning?
5. Does the student teacher observe acceptable use regulations when sharing media with the class?

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

Questions for Reflection:
1. Does the student teacher demonstrate familiarity with Bloom's Taxonomy?
2. Does the student teacher elicit higher level thinking through asking questions requiring students to analyze and synthesize presented material?
3. Does the student teacher ask questions which allow students to express a variety of responses to the material, rather than the "right" response predetermined by the teacher?

		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 demonstrate respect for individual differences of ethnicity, race, language, culture, gender, and ability?
2. Does the student teacher use varied strategies, materials, and assessments to accommodate diverse learners?
3. Does the student teacher value and appreciate all children and adolescents regardless of family circumstances, community environment, health, and/or economic conditions?
4. Does the student teacher serve as advocate for children and adolescents in the school and in the community?

		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 keep students plan enough work to fill an entire class period?
2. Does the student teacher have extra activities planned in case the class completes their work early?
3. Does the student teacher have a clearly established set of procedures that students know and follow?
4. Does the student teacher re-teach procedures when students do not follow them?
5. Does the student teacher anticipate and plan a response to potential disruptions to instructional time?

		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 resolutions 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 …
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		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 demonstrate reflective practice and use the results to improve instruction?
2. Does the student teacher identify his or her instructional strengths?
3. Does the student teacher identify his or her instructional weaknesses?
4. Does the student teacher adjust or modify teaching techniques after reflecting on strengths and weaknesses?
5. Does the student teacher accept constructive criticism?

		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. Does the student teacher collect data in various forms that show levels of learning?
2. Does the student teacher use collected data to plan future lessons?

		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 teacher show initiative in seeking professional resources?
2. Does the student teacher show initiative in talking with teacher specialists to learn how to work with specific students?
3. Does the student teacher take leadership roles in promoting and participating in activities designed to extend knowledge in his or her teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills?
4. Does the student teacher initiate and value collaboration with others to improve instruction and assessment?
5. Does the student teacher comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources?

G. PROFESSIONALISM The student teacher …
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		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. Can the student teacher identify specific situations that have called for special attention to confidentiality? How has s/he handled these situations?
3. Can the student teacher identify appropriate resources that would provide support for situations requiring special attention?
4. Does the student teacher's dress distract students from learning?
5. Is the student teacher's dress consistent with school division standards for teachers?
6. Does the student teacher's dress allow for appropriate interaction with students?

	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.

Questions for Reflection:
1. Has the student teacher developed a tentative long-term plan for professional growth?
2. Has the student teacher identified or participated in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching experience?

		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 understand the relationships between schools and community organizations and communicate effectively with all stakeholders?
2. Does the student teacher demonstrate understanding and consistent usage of professional language in both verbal and written correspondence?

		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 demonstrate a comprehensive understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve adolescents (e.g. school counselors, social service workers, home-school coordinators), and work as a

successful member of interdisciplinary teams?

2. Does the student teacher foster professional relationships with local businesses and members of the community with the objective of directly enhancing student opportunity and growth?

	1	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 actively seek out opportunities and resources for learning more about cultural, ethnic, gender and learning differences?
2. Does the student teacher mobilize drama as a tool for teaching tolerance, empathy, and respect?
3. Does the student teacher select performance pieces based on the needs of the community?
4. Does the student teacher call upon the unique experiences of their students to deepen textual analysis, interpretation, and discussion of theatrical pieces?
5. Does the student teacher allow space for and encourage student proposal of material which represents the student's cultural, ethnic, gender, and learning differences?