**Competency Progress Report: Placement A**

**September Experience and Fall Practicum**

**Candidate (please print):**

**School: District: Grade Level:**

**Program:**

Elementary Education Undergraduate Licensure Program Multiple Subjects MAT

Single Subject MAT: Endorsement Area: SPED: Resource Site-Based Elementary Secondary

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| **Aligned with:** | **Professional and Ethical Conduct** | | | |
| **INTASC**  **9 &10** | Reluctantly listens to or ignores feedback. Does not make suggested changes; becomes defensive or argumentative and/or makes excuses for behavior. | Listens to feedback. Attempts to make changes without excessive defensiveness and does not try to explain away behavior. | Consistently listens attentively and receptively to feedback without defensiveness. Responds to feedback by implementing suggested changes and is process/solution oriented. | Consistently listens attentively and receptively to feedback and is process/solution oriented. Responds to feedback by implementing suggested changes. Seeks ongoing feedback. |
| **edTPA**  **10&15** |
| **🡨------------------1-----------------------------------------------2-------------------------------------------3-------------------------------------------------4->**  Beginning Developing Proficient Exemplary | | | | |
| Comments: | | | | |
| **INTASC**  **9 &10** | Conduct is unethical and/or disrespectful. Engages in negativity or gossip. Violates confidentiality requirements of the teaching profession. Violates SOU/placement school policy. | Demonstrates emerging understanding of integrity, ethical conduct and collegiality requirements of the teaching profession. Unclear about confidentiality requirements. Is not familiar with SOU/placement school policy. | Demonstrates the ability to operate with integrity, and to engage in ethical conduct and collegiality requirements of the teaching profession. Recognizes the pitfalls of negativity or gossip. Honors all confidentiality requirements. Follows SOU/ placement school policy. | Consistently serves as a role model to others by modeling integrity and ethical, collegial conduct in all settings. Actively avoids negativity and gossip. Honors the spirit and the letter of confidentiality requirements. Follows SOU/ placement school policy in all cases. |
| **edTPA**  **10&15** |
| **🡨--------------------1-----------------------------------------------2-------------------------------------------3-------------------------------------------------4->**  Beginning Developing Proficient Exemplary | | | | |
| Comments: | | | | |
| **INTASC**  **9 &10** | Disregards accepted standards for professional dress and/or personal grooming. | Attempts professional dress and/or personal grooming. May need coaching or reminders. | Is usually well-groomed and dresses professionally and appropriately without coaching or reminders. | Consistently models professional dress and grooming. |
| **🡨--------------------1-----------------------------------------------2-------------------------------------------3-------------------------------------------------4->**  Beginning Developing Proficient Exemplary | | | | |
| Comments: | | | | |
| **Individual and Cultural Sensitivity** | | | | |
| **INTASC**  **2, 9 &10** | Judgmental, inappropriate and/or inflexible in response to others’ feelings and perspectives; culturally naive and/or insensitive. Makes unfounded assumptions about the families and cultures of students. | Appropriate when expressing own perspective; is usually sensitive to other’s feelings and perspectives. Does not yet have the ability to identify students’ personal/ cultural assets. | Usually respects and values diversity; is open to other’s perspectives; strives for cultural sensitivity. Usually resolves disputes with compassion, empathy and patience. Recognizes that students have personal/ cultural assets. | Consistently respects and values diversity; appreciates other’s perspectives; models cultural sensitivity. Models dispute resolution with compassion, empathy and patience. Seeks information about families/ communities to inform teaching. Demonstrates knowledge of students’ personal/ cultural assets. |
| **edTPA**  **2&3** |
| **🡨------------------1-----------------------------------------------2-------------------------------------------3-------------------------------------------------4->**  Beginning Developing Proficient Exemplary | | | | |
| Comments: | | | | |
| **Work Habits** | | | | |
| **INTASC**  **7, 9 &10** | Excessively unreliable and/or disorganized; disregards time commitments, and/or fails to follow through on work assignments.  Arrives late, leaves early or misses excessive time in field placement and/or classes. | Work habits and follow-through are consistent with minimal support; is usually organized and utilizes a time management system. Occasionally arrives late, leaves early or misses time in field placement and/or classes. | Work habits and follow-through are consistent and independent. Is organized, timely and reliable. Rarely arrives late, leaves early or misses time in field placement and/or classes. | Consistently and independently reliable, punctual, and follows through on commitments; exhibits exemplary organization and time management skills. Does not arrive late, leave early or miss time in field placement and/or classes. |
| **edTPA 1** |
| **🡨------------------1-----------------------------------------------2-------------------------------------------3-------------------------------------------------4->**  Beginning Developing Proficient Exemplary | | | | |
| Comments: | | | | |
| **Effective and Professional Communication** | | | | |
| **INTASC**  **9 &10** | Communication is unclear, unprofessional, negative, demanding, disrespectful, garrulous, offensive, and/or contextually inappropriate. Communication is rarely timely. Writing lacks professionalism and/or is poorly written and edited. | Communication matches with audience/context, with some lapses. Communication is occasionally timely. Oral and/or written conversation is occasionally negative or mildly unprofessional in tone and/or content. Writing is correct, but not at professional level. | Communicates with others, shares ideas, and/or asks questions appropriately. Communication matches audience/ context. Communication is usually timely. Oral and/or written communication is almost always appropriate, respectful and professional in tone and content. Writing is well-written and thoroughly edited. | All communication is clear, respectful and timely; employs appropriate and respectful, professional language carefully tailored to audience/ context. Writing is always professional in tone and content and is impeccably written and edited. |
| **edTPA**  **1 & 3** |
| **🡨------------------1-----------------------------------------------2-------------------------------------------3-------------------------------------------------4->**  Beginning Developing Proficient Exemplary | | | | |
| Comments: | | | | |
| **Self-reflection** | | | | |
| **INTASC**  **9** | Does not recognize the importance of self-reflection and does not show a willingness, interest and/or ability to grow personally or professionally. | Developing the ability to reflect psychological, emotional, and beginning to understand professional characteristics how they might impact the classroom and larger professional environment. | Recognizes the importance of growth and self-reflection and regularly reflects on one’s psychological, emotional, and professional characteristics and monitors the impact on classroom and the larger professional environment. | Insightful in examining one’s cognitive, psychological, social/emotional, and professional characteristics; cognizant of how these characteristics impact others; takes initiative for personal and professional growth. |
| **edTPA 10&15** |
| **🡨------------------1-----------------------------------------------2-------------------------------------------3-------------------------------------------------4->**  Beginning Developing Proficient Exemplary | | | | |
| Comments: | | | | |
| **Collaboration/Leadership** | | | | |
| **INTASC**  **9 &10** | Has difficulty or is rigid in working with others (individually or in teams); ineffective in group problem solving; unable or unwilling to accept share of group responsibilities. Defensive or unreliable. | Works well with others (individually or in teams). Makes an effort in group problem solving. May be occasionally unreliable or defensive. | Works in a collaborative manner and can contribute as a member of a team or partnership. Is reliable and avoids defensiveness. | Initiates and participates in collaborative efforts with others; initiates and participates in constructive problem solving; shares responsibilities and is flexible in performing various roles. Unfailingly reliable. |
| **🡨------------------1-----------------------------------------------2-------------------------------------------3-------------------------------------------------4->**  Beginning Developing Proficient Exemplary | | | | |
| Comments: | | | | |

**Satisfactory Progress Plan for Improvement (see attached plan)**

*Candidate (print name) Candidate Signature Date*

*Cooperating Teacher (print name) Cooperating Teacher Signature Date*

*SOU Supervisor (print name) SOU Supervisor Signature Date*

Interstate Teacher Assessment and Support Consortium (InTASC) Standards

**The Learner and Learning**

**Standard #1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

**Content**

**Standard #4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

**Standard #6: Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,colleagues,other school professionals, and community members to ensure learner growth, and to advance the profession.