**Student Teaching Proficiency Assessment: Placement A**

**School: District: Grade Level:**

**Program:**

Elementary Education Undergraduate Licensure Program Multiple Subjects MAT

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

**This evaluation was completed collaboratively by the SOU Supervisor, Cooperating Teacher, and Candidate on \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

*Date*

*Candidate (print name) Candidate Signature*

*Cooperating Teacher (print name) Cooperating Teacher Signature*

*SOU Supervisor (print name) SOU Supervisor Signature*

**Result: Pass No Pass**(PASS= ALL scores are *Developing* or above AND at least six scores are *Proficient* or above)

**Reminder: The scale below refers to the competencies and performances of a STUDENT teacher.**

**(1)** **Beginning**: Observes, shows awareness, explores, replicates

**(2)** **Developing**: Demonstrates, practices, experiments, questions, sets goals

**(3) Proficient:** Applies, plans, organizes, engages, presents, facilitates, modifies, assesses, communicates, collaborates, reflects

**(4) Exemplary:** Integrates, refines, connects, differentiates, analyzes, expands at a pre-service level

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| **Standard #1: Learner Development (Aligns with edTPA rubrics: 2-5, 14)**  *Candidate 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.*  This may also include the following:   * Understanding best practices for supporting students at a range of developmental stages * Understanding the development of English language development and acquisition * Promoting the intellectual, social, emotional and physical growth and well-being of students   Evidence/goals:  \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3-----------------------4->**  Not Observed Beginning Developing Proficient Exemplary |
| **Standard #2: Learning Differences (Aligns with edTPA rubrics: 1-4, 6-7, 14)**  *Candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*  This may also include following:   * Using strengths-based approach to working with diverse students and their families * Understanding best practices for supporting students with exceptionalities and learning differences * Using assistive technology in the classroom * Understanding best practices for supporting English Language Learners * Understanding educational technology that supports diverse students via learner-centered strategies * Understanding cultural and linguistic differences   Evidence/goals:  \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3-----------------------4->**  Not Observed Beginning Developing Proficient Exemplary |
| **Standard #3: Learning Environments (Aligns with edTPA rubrics: 1, 6-9)**  *Candidate 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.*  This may also include the following:   * Understanding and implementing classroom management * Understanding and maintaining an inclusive and supporting classroom environment * Understanding and attending to peer relationships in the classroom * Modeling respect for the whole person and for the potential of every student in the class * Modeling respectful communication with students and families   Evidence/goals:  \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3-----------------------4->**  Not Observed Beginning Developing Proficient Exemplary |
| **Standard #4: Content Knowledge (Aligns with edTPA rubrics: 1-4, 6-9, 14)**  *Candidate 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.*  This may also include the following:   * Using educational technology to expand content knowledge * Understanding diverse perspectives on curricular content * Understanding that multiple perspectives and biases are present in content-knowledge resources   Evidence/goals:  \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3-----------------------4->**  Not Observed Beginning Developing Proficient Exemplary |
| **Standard #5: Application of Content (Aligns with edTPA rubrics: 4, 7-9,)**  *Candidate 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.*  This may also include the following:   * Scaffolding and instruction in student use of academic language associated with the content * Understanding strategies for developing and integrating language skills into content instruction * Using digital tools to engage students in supporting real-world issues and solving authentic problems   Evidence/goals:  \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3-----------------------4->**  Not Observed Beginning Developing Proficient Exemplary |
| **Standard #6: Assessment (Aligns with edTPA rubrics: 5, 11-13, 15)**  *Candidate 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.*  This may also include the following:   * Understanding student-driven assessment * Understanding accommodations and modifications in assessments and testing conditions for students with exceptionalities and language learning needs   Evidence/goals:  \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3-----------------------4->**  Not Observed Beginning Developing Proficient Exemplary |
| **Standard #7: Planning for Instruction (Aligns with edTPA rubrics: 1-3, 15)**  *Candidate plans instruction to support every student in meeting rigorous learning goals, drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*  This may also include:   * Appropriate and collegial co-planning with colleagues and CT * Planning for differentiation, modification and accommodation as necessary   Evidence/goals:  \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3-----------------------4->**  Not Observed Beginning Developing Proficient Exemplary |
| **Standard #8: Instructional Strategies (Aligns with edTPA rubrics: 1-2, 4-9, 15)**  *Candidate 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.*  This may also include:   * Understanding a variety of engaging and rigorous instructional strategies * Understanding strategies to support language development * Understanding digital tools and resources to promote student learning and creativity * Understanding the variety of ways people communicate and encouraging learners to develop and use multiple forms of communication * Understanding and attending to the strengths and instructional needs of diverse learners   Evidence/goals:  \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3-----------------------4->**  Not Observed Beginning Developing Proficient Exemplary |
| **Standard #9: Professional Learning and Ethical Practice (Aligns with edTPA rubrics: 10, 15)**  *Candidate 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, professionals, and community); adapts practice to meet the needs of each learner.*  This may also include:   * Understanding the legal and ethical requirements of the teaching profession * Seeking instructional techniques and practices in the field of English Language Learning * Engaging in ongoing reflection about teaching practice and the role of the teacher * Engaging in ongoing reflection about one’s own potential biases * Integrating principles of culturally competent pedagogy and equitable practice   Evidence/goals:  \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3-----------------------4->**  Not Observed Beginning Developing Proficient Exemplary |
| **Standard #10: Leadership and Collaboration**  *Candidate 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.*  This may also include:   * Collaborating with CT and other professionals in the school * Collaborating with a wide community of educators via technology   Evidence/goals:  \_\_\_\_\_\_\_ **🡨------------------1---------------------------2---------------------------3-----------------------4->**  Not Observed Beginning Developing Proficient Exemplary |

**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.

**Professional Dispositions**

PROFESSIONAL AND ETHICAL CONDUCT

Listens attentively and receptively to feedback. Responds to feedback by making suggested changes and is process/solution oriented. Models integrity and ethical, collegial conduct. Well-groomed and dresses professionally and appropriately.

INDIVIDUAL AND CULTURAL SENSITIVITY

Respects and values diversity; appreciates and is open to other’s perspectives; models cultural sensitivity. Resolves disputes with compassion, empathy and patience.

WORK HABITS

Consistently reliable, punctual, and follows through on commitments; exhibits organization and time management skills

EFFECTIVE AND PROFESSIONAL COMMUNICATION

Communicates clearly in an open and respectful manner; asks questions and seeks information appropriately; carefully considers the communication context and makes appropriate adjustments. Written communication is professional.

SELF-REFLECTION

Reflects on own cognitive, psychological, social/emotional, and professional characteristics; cognizant of how these characteristics impact others; takes initiative for personal and professional growth.

Collaboration/Leadership

Participates in collaborative efforts; participates in problem solving; shares responsibilities and is flexible in performing various roles.