

The Learner and Learning

	Unsatisfactory	Basic	Proficient	N/A
1. Creates Developmentally Appropriate Instruction	Does not create instruction that is developmentally appropriate for learners at this level ()	Creates developmentally appropriate instruction for the average learner at this level ()	Creates developmentally appropriate instruction for a range of learners at this level ()	
2. Uses Assessment Data to Modify Instructions	Does not use assessment data to modify instruction ()	Uses assessment data to modify instruction and scaffold instruction for the average learner ()	Uses assessment data to modify instruction and scaffold development for a range of learners ()	
3. Adapts Instruction to Learner Strengths or Needs	Does not design, adapt, or deliver instruction that addresses the strengths or needs of learners ()	Designs and delivers instruction based on the learning strengths and needs of the average learner ()	Designs, adapts, and delivers instruction for a range of learning strengths and needs ()	
4. Provides Different Assessment Options	Does not create opportunities for learners to demonstrate their learning in different ways ()	Uses more than one method for learners to demonstrate their learning during the course of the student teaching experience ()	Creates opportunities for learners to demonstrate their learning in different ways for most or all lessons/units ()	
5. Promotes a Safe, Positive Learning Environment	Does not promote a safe, positive learning climate ()	Promotes a safe learning environment, but lacks positive climate ()	Promotes a safe, positive learning climate of openness, mutual respect, equity, support, and inquiry ()	
6. Manages the Learning Environment and Resources	Does not manage the learning environment and resources effectively ()	Manages the learning environment and resources to complete planned lessons ()	Manages the learning environment and resources effectively to actively and equitably engage learners ()	

Content

	Unsatisfactory	Basic	Proficient	N/A
7. Uses Multiple Representations to Present Content	Does not use multiple representations or explanations to present ideas ()	Sometimes uses multiple representations and explanations to present ideas ()	Uses multiple representations and explanations consistently and effectively to present key ideas in the discipline ()	
8. Engages Learners in Inquiry and Use of Evidence	Does not engage learners in applying methods of inquiry ()	Engages learners in applying methods of inquiry and standards of evidence used in the discipline in a structure (teacher-directed) approach ()	Engages learners in applying the methods of inquiry and standards of evidence used in the discipline in a guided (teacher-facilitated) approach ()	
9. Recognizes and Addresses Learner Misconceptions	Does not recognize learner misconceptions ()	Recognizes learner misconceptions, but does not effectively address them ()	Recognizes learner misconceptions and creates experiences to build accurate conceptual understanding ()	
10. Applies Content Knowledge to Real World Problems	Does not engage learners in applying content knowledge to real world problems ()	Identifies applications of content to real world problems ()	Engages learners in applying content to real world problems ()	
11. Incorporates Diverse Social and Cultural Perspectives	Does not facilitate learners' ability to develop diverse perspectives ()	Presents diverse social and cultural perspectives on local and global issues ()	Guides learners through the exploration of diverse social and cultural perspectives on local and global issues ()	

Instructional Practice

	Unsatisfactory	Basic	Proficient	N/A
12. Aligns Lessons with State and National Content Standards	Does not design lessons that are aligned with state and national content standards ()	Designs lessons that are aligned with state and national content standards ()	Designs lessons that are aligned with state and national content standards and identifies clear learning objectives for each lesson ()	
13. Designs Appropriate Sequencing of Lessons	Does not develop appropriate sequencing of learning experiences ()	Develops a sequence of learning experiences, but does not effectively build on learners' prior knowledge ()	Develops appropriate sequencing of learning experiences that build on learners' prior knowledge ()	
14. Uses a Variety of Instructional Strategies	Does not use a variety of instructional strategies ()	Uses a variety of instructional strategies, but strategies do not reflect research-based effective practices ()	Uses a variety of instructional strategies that reflect research-based effective practices ()	
15. Uses Effective Questioning Strategies	Does not ask effective questions to stimulate learners' thinking and/or ()	Asks questions that stimulate learners' thinking and/or discussion ()	Asks effective questions to stimulate learners' thinking and discussion that effectively achieves a specific goal ()	

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	discussion ()			
16. Aligns Assessments with Learning Objectives	Does not design assessments or designs assessments that are not aligned with learning objectives ()	Designs assessments that are aligned with learning objectives, but do not accurately or effectively measure learning ()	Designs assessments that are aligned with learning objectives and accurately measure learning ()	
17. Uses Both Formative and Summative Assessment	Does not use both formative and summative assessment to measure and document learning ()	Uses both formative and summative assessment to measure and document learning, but with an overemphasis on either type of assessment ()	Balances the use of formative and summative assessment to measure and document learning ()	
18. Provides Descriptive Feedback	Does not provide learners with feedback on their work ()	Provides learners with feedback that is not effective in guiding their progress toward high quality work ()	Provides learners with effective descriptive feedback to guide their progress toward high quality work ()	

Professional Responsibility

	Unsatisfactory	Basic	Proficient	N/A
19. Reflects on Professional Practice	Does not thoughtfully reflect on their professional practice ()	Reflects thoughtfully on their professional practice, but takes limited steps to improve practice ()	Reflects thoughtfully on their professional practice and effectively seeks resources to improve their teaching effectiveness ()	
20. Engages in Professional Development Opportunities	Does not engage in professional learning experiences offered by the school or district ()	Attends required professional learning experiences offered by the school or district (e.g., staff meetings, professional development days, IEP meetings) ()	Actively engages in professional learning experiences (e.g., staff meetings, professional development days, IEP meetings) offered by the host teacher, school, or district ()	
21. Displays Ethical Behavior	Does not behave ethically or appropriately ()	Exhibits occasional lapses in judgment, but generally displays appropriate behavior ()	Behaves appropriately and ethically in the variety of situations faced as a teacher ()	
22. Collaborates Actively with the Instructional Team	Does not take an active role in the instructional team or follow the advice of the cooperating teacher ()	Follows directions and advice given by the cooperating teacher ()	Takes an active role on the instructional team ()	
23. Communicates Effectively with All Stakeholders	Does not establish communication with learners, families, and	Maintains communication with some, but not all, stakeholder groups or communication is not	Establishes ongoing, effective, and appropriate communication with learners,	

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	colleagues ()	consistent, effective, or appropriate ()	families, and colleagues ()	
24. Engages Collaboratively in School-wide Programs	Does not engage collaboratively in school-wide programs or improvement efforts ()	Plays a limited role in school-wide programs or improvement efforts ()	Engages collaboratively in school-wide programs or improvement efforts ()	

Technology

	Unsatisfactory	Basic	Proficient	N/A
25. Integrates Educational Technology	Does not integrate educational technology ()	Integrates educational technology, but with limited effectiveness ()	Integrates educational technology, as appropriate, to effectively enhance student learning ()	
26. Utilizes Technology for Communication and Data Management	Does not use technology to manage records or communicate with learners, families, and colleagues ()	Uses technology to manage records or communicate with learners, families, and colleagues, but with limited consistency or effectiveness ()	Uses technology to effectively manage records and to consistently communicate with learners, families, and colleagues ()	

Summary

	Ineffective	Minimally Effective	Effective	N/A
Cooperating Teacher's View of the Student Teacher's Teaching Potential:	The student teacher does not display the knowledge, skills, or professional dispositions necessary to become an effective teacher ()	The student teacher displays basic knowledge, skills, and professional dispositions. He or she is not currently ready to take on his or her own classroom, but has the potential to develop upon this foundation to become an effective teacher ()	The student teacher displays proficiency in knowledge, skills, and professional dispositions, is qualified to take on their own classroom, and is likely to continue to develop their knowledge and skills to maintain and improve their effectiveness ()	