

Student Name \_\_\_\_\_ Semester/Year \_\_\_\_\_ Pre-Student Teaching \_\_\_\_ Post-Student Teaching \_\_\_\_

Reviewer's Signature \_\_\_\_\_ Date \_\_\_\_\_

<b>Standard 1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.			
<b>Proficiency Categories</b>			
<b>Unmet</b>	<b>Developing</b>	<b>Proficient for Pre-Student Teaching</b>	<b>Proficient for Post-Student Teaching</b>
TC did not describe how s/he used basic knowledge of the central concepts and structures of the discipline.	TC described how s/he used basic knowledge of the central concepts and structures of the discipline.	TC described how s/he connected knowledge of the central concepts and structures of the discipline.	TC described how s/he connected knowledge of the central concepts and structures of the discipline to make the subject matter meaningful for the learners.
<b>Comments:</b>			

<b>Standard 2:</b> The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.			
<b>Proficiency Categories</b>			
<b>Unmet</b>	<b>Developing</b>	<b>Proficient for Pre-Student Teaching</b>	<b>Proficient for Post-Student Teaching</b>
TC did not describe knowledge or awareness of the whole child (i.e., intellectual, social, personal and physical).	TC described how s/he used knowledge of learner abilities (i.e., intellectual, social, personal, and physical) to plan instruction.	TC described how s/he used knowledge of learner abilities (i.e., intellectual, social, personal, and physical) to plan instruction, and explained how his/her planning supported whole learner development.	TC described how s/he used knowledge of learner abilities to modify the design or delivery of planned instruction that supported whole learner development.
<b>Comments:</b>			

<b>Standard 3:</b> The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.			
<b>Proficiency Categories</b>			
<b>Unmet</b>	<b>Developing</b>	<b>Proficient for Pre-Student Teaching</b>	<b>Proficient for Post-Student Teaching</b>
TC did not describe an awareness of both individual differences and the barriers that impede learning.	TC described an awareness of both individual differences and the barriers that impede learning.	TC described how s/he used awareness of both individual differences and the barriers that impede learning to plan adaptations and modifications for individual student success.	TC described how s/he designed and created an inclusive learning environment that respected individual differences and provided support for the diverse needs of learners.
<b>Comments:</b>			

<b>Standard 4:</b> The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.			
<b>Proficiency Categories</b>			
<b>Unmet</b>	<b>Developing</b>	<b>Proficient for Pre-Student Teaching</b>	<b>Proficient for Post-Student Teaching</b>
TC did not describe a variety of instructional strategies that promote critical thinking, problem solving and performance skills.	TC described an understanding of how using a variety of instructional strategies positively impacts learners' development of critical thinking, problem solving and performance skills.	TC described how s/he used a variety of instructional strategies that encourage learners' development of critical thinking, problem solving, and performance skills.	TC described how s/he analyzed the effectiveness of instructional strategies that cultivate learners' development of critical thinking, problem solving, and performance skills.
<b>Comments:</b>			

<b>Standard 5:</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.			
<b>Proficiency Categories</b>			
<b>Unmet</b>	<b>Developing</b>	<b>Proficient for Pre-Student Teaching</b>	<b>Proficient for Post-Student Teaching</b>
TC did not describe factors that influenced learners' motivation and behavior.	TC described factors that influenced learners' motivation and behavior that encourage positive social interaction, engagement, and self-motivation.	TC described how s/he used an understanding of learners' motivation and behavior to create a stimulating and engaging learning environment.	TC explained how his/her choices encouraged positive social interaction, learners' self-motivation and active engagement.
<b>Comments:</b>			

<b>Standard 6:</b> The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.			
<b>Proficiency Categories</b>			
<b>Unmet</b>	<b>Developing</b>	<b>Proficient for Pre-Student Teaching</b>	<b>Proficient for Post-Student Teaching</b>
TC did not communicate clearly or appropriately.	TC described how s/he recognized effective communication techniques used within the learning environment.	TC described how s/he used effective communication techniques within the learning environment.	TC described how s/he used multiple effective communication techniques and explained how they foster positive interactions in the learning environment.
<b>Comments:</b>			

<b>Standard 7:</b> The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.			
<b>Proficiency Categories</b>			
<b>Unmet</b>	<b>Developing</b>	<b>Proficient for Pre-Student Teaching</b>	<b>Proficient for Post-Student Teaching</b>
TC did not describe learning experiences that included subject matter relevant to learners.	TC described learning experiences that included subject matter relevant to learners.	TC described how s/he planned relevant learning experiences based on knowledge of subject matter, learners and curriculum goals.	TC described how s/he planned sequential and relevant learning experiences based on knowledge of subject matter, learners, the community and curriculum goals.
<b>Comments:</b>			

<b>Standard 8:</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.			
<b>Proficiency Categories</b>			
<b>Unmet</b>	<b>Developing</b>	<b>Proficient for Pre-Student Teaching</b>	<b>Proficient for Post-Student Teaching</b>
TC did not describe appropriate assessment strategies to measure learner performance.	TC described the importance of effective informal and formal assessment of learner development.	TC described how s/he used a variety of assessment strategies to monitor learner progress.	TC described how s/he used informal and formal assessment data to monitor the development of learners and to design instruction.
<b>Comments:</b>			

<b>Standard 9:</b> The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.			
<b>Proficiency Categories</b>			
<b>Unmet</b>	<b>Developing</b>	<b>Proficient for Pre-Student Teaching</b>	<b>Proficient for Post-Student Teaching</b>
TC did not describe the effects of his/her (or another's) choices and actions on learners.	TC described the effects of his/her (or another's) choices and actions on learners.	TC described how s/he evaluated the effects of his/her choices and actions on learners and explained how s/he reflected on feedback.	TC described how s/he continually evaluated the effects of his/her choices and actions on learners and explained how s/he used feedback to improve instruction.
<b>Comments:</b>			

<b>Standard 10:</b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.			
<b>Proficiency Categories</b>			
<b>Unmet</b>	<b>Developing</b>	<b>Proficient for Pre-Student Teaching</b>	<b>Proficient for Post-Student Teaching</b>
TC did not describe the importance of relationships that support learners and their well-being.	TC described the importance of developing relationships with colleagues, parents and community agencies to support learners.	TC described how s/he recognized opportunities for relationships with colleagues, parents and community agencies to support learners.	TC described how s/he fostered relationships with school colleagues, parents, and agencies in the larger community to support learners and explained how these relationships supported learners.
<b>Comments:</b>			