

Standard 1: Curriculum and Planning**Element 1.1: The student teacher demonstrates a deep and extensive knowledge of the subject matter.**

Distinguished	Accomplished	Emerging	Unsatisfactory
The student teacher: <ul style="list-style-type: none">demonstrates expert, specialized content knowledgecollaborates with teachers from other grades and subjects to extend and connect student learning to other content areas	The student teacher: <ul style="list-style-type: none">demonstrates extensive content knowledgeconnects student learning to other content areas	The student teacher <ul style="list-style-type: none">demonstrates content knowledgeattempts to connect student learning to other content areas	The student teacher <ul style="list-style-type: none">does not demonstrate sufficient content knowledgedoes not attempt to connect student learning to other content areas

Element 1.2: The student teacher designs standards-driven instruction using state-approved curricula.

Distinguished	Accomplished	Emerging	Unsatisfactory
The student teacher: <ul style="list-style-type: none">collaborates with others, including students to design assessment and instruction aligned to the state approved curriculacollaborates with students to design sequential learning activities that provide for varied student abilities and interestscollaborates with others, including students, to design learning	The student teacher: <ul style="list-style-type: none">designs written instructional plans that align instruction and assessment to the state-approved curriculadesigns sequential learning activities that provide for varied student abilities and interestsdesigns activities that promote student collaboration, critical thinking, and problem solving	The student teacher <ul style="list-style-type: none">designs written instructional plans aligned to the state-approved curriculadesigns sequential learning activities at appropriate developmental levelsdesigns activities that promote student collaboration	The student teacher <ul style="list-style-type: none">does not design written instructional plansdoes not design instructional plans and/or units that are driven by state-approved curriculadoes not design sequential learning activities at appropriate developmental levelsdoes not design activities that promote student collaboration

activities that promote student collaboration, critical thinking, and problem solving			
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Element 1:3: The student teacher uses a balanced assessment approach to guide student teaching.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher:</p> <ul style="list-style-type: none"> • collaborates with students to design and use a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals • collaborates with students and others to clearly define and communicate assessment criteria • shares assessment data and provides timely feedback to students and other stakeholders 	<p>The student teacher</p> <ul style="list-style-type: none"> • designs and uses formative and summative assessments to monitor student progress and set learning goals • clearly defines and communicates assessment criteria • shares assessment data and provides timely feedback to students 	<p>The student teacher</p> <ul style="list-style-type: none"> • designs and uses formative assessment • communicates assessment criteria • shares assessment data with students 	<p>The student teacher</p> <ul style="list-style-type: none"> • does not use formative and summative assessments • does not communicate assessment criteria • does not share assessment data or provide feedback to students

STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

Element 2.1: The student teacher understands and responds to the unique characteristics of learners.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher</p> <ul style="list-style-type: none"> • demonstrates extensive knowledge of students' social, emotional, and 	<p>The student teacher</p> <ul style="list-style-type: none"> • demonstrates thorough knowledge of students' social, emotional, and 	<p>The student teacher</p> <ul style="list-style-type: none"> • demonstrates adequate knowledge of students' social, emotional, and 	<p>The student teacher</p> <ul style="list-style-type: none"> • does not demonstrate knowledge of students' social, emotional, and

<p>academic needs, interests, learning styles, cultural heritage. and gender</p> <ul style="list-style-type: none"> • plans and implements differentiated learning activities with students • helps colleagues understand the unique characteristics of all learners 	<p>academic needs, interests, learning styles, cultural heritage. and gender</p> <ul style="list-style-type: none"> • plans and implements differentiated learning activities for students 	<p>academic needs, interests, learning styles, cultural heritage, and gender</p> <ul style="list-style-type: none"> • plans and implements differentiated learning activities for students 	<p>academic needs, interests, learning styles, cultural heritage, and gender</p> <ul style="list-style-type: none"> • does not plan and implement appropriate learning activities
Element 2.2: The student teacher establishes and maintains a safe and appropriate learning environment.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher:</p> <ul style="list-style-type: none"> • collaborates with students to establish an effective classroom management system • collaborates with students to ensure appropriate behavior as defined by the code of conduct • organizes space and materials in a safe, highly efficient, and well-designed learning environment 	<p>The student teacher:</p> <ul style="list-style-type: none"> • establishes and effective classroom management system • responds appropriately and respectfully to student behavior as defined by the code of conduct • organizes space and materials to ensure safety and efficiency 	<p>The student teacher:</p> <ul style="list-style-type: none"> • establishes a classroom management system • responds inadequately to student behavior as defined by the code of conduct • organizes space and materials to ensure safety 	<p>The student teacher:</p> <ul style="list-style-type: none"> • does not implement a classroom management system • does not respond to student behavior as defined by the code of conduct • does not organize space and materials to ensure safety
Element 2.3: The student teacher establishes and maintains a learner-centered culture.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher:</p>	<p>The student teacher:</p>	<p>The student teacher:</p> <ul style="list-style-type: none"> • sets criteria for high-quality work 	<p>The student teacher:</p> <ul style="list-style-type: none"> • does not establish criteria for high-quality work

<ul style="list-style-type: none"> establishes with students clear criteria for high-quality work collaborates with students to maximize instructional time engages students in active, self-directed learning as a part of a community of learners provides extensive opportunities for students to collaborate in learning 	<ul style="list-style-type: none"> sets and communicates clear criteria for high-quality work uses instructional time efficiently engages students in active learning provides adequate opportunities for students to collaborate in learning 	<ul style="list-style-type: none"> uses instructional time with limited efficiency engages students in learning provides limited opportunities for students to collaborate in learning 	<ul style="list-style-type: none"> does not use instructional time efficiently does not engage students in learning does not provide for students to collaborate in learning
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STANDARD 3: TEACHING

Element 3.1: The student teacher utilizes a variety of research-based instructional strategies.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher:</p> <ul style="list-style-type: none"> collaborates with students to use an extensive variety of effective instructional strategies to deliver content collaborates with students to provide scaffolding and differentiated instruction extensively uses appropriate technology to deliver content 	<p>The student teacher:</p> <ul style="list-style-type: none"> uses a variety of effective instructional strategies to deliver content demonstrates adequate use of scaffolding and differentiated instruction adequately uses technology to deliver content 	<p>The student teacher:</p> <ul style="list-style-type: none"> uses a limited variety of effective instructional strategies to deliver content demonstrates limited use of scaffolding or differentiated instruction demonstrates limited use of appropriate technology to deliver content 	<p>The student teacher:</p> <ul style="list-style-type: none"> does not use effective instructional strategies to deliver content does not scaffold or use differentiated instruction does not use appropriate technology to deliver content

Element 3.2: The student teacher motivates and engages students in learning, problem solving, and collaboration.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher:</p> <ul style="list-style-type: none"> • facilitates student-led learning activities leading to deep understanding of content • encourages students to initiate or adapt learning activities to deepen understanding • provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve, and share learning 	<p>The student teacher:</p> <ul style="list-style-type: none"> • provides learning activities relevant to the content that involve meaningful, real-world experiences leading to deep understanding • explains directions and procedures clearly and models them when necessary • provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve, and share learning 	<p>The student teacher:</p> <ul style="list-style-type: none"> • provides learning activities relevant to the content • explains directions and procedures • provides students with limited opportunities to collaborate using appropriate technologies 	<p>The student teacher:</p> <ul style="list-style-type: none"> • does not provide learning activities that are relevant to the content • does not provide meaningful activities • does not explain directions and procedures • does not provide students opportunities to collaborate

Element 3.3: The student teacher adjusts instructions based on a variety of assessments and student responses.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher:</p> <ul style="list-style-type: none"> • effectively modifies instruction to meet the needs of all students • extensively monitors student progress using a variety of assessments • collaborates with students and others to make instructional decisions • uses a variety of formative assessments 	<p>The student teacher:</p> <ul style="list-style-type: none"> • modifies instruction when need is apparent • consistently monitors student progress using a variety of assessments • uses student feedback to make instructional decisions • analyzes student data to make instructional decisions 	<p>The student teacher:</p> <ul style="list-style-type: none"> • recognizes missed opportunities to modify instruction • inconsistently monitors student progress using a variety of assessments • examines student data • uses formative assessments to provide whole-group interventions 	<p>The student teacher:</p> <ul style="list-style-type: none"> • does not modify instruction • does not monitor student progress • does not base instruction on a variety of assessments • does not provide interventions based on student data

to differentiate instruction and provide effective interventions	<ul style="list-style-type: none"> uses a variety of formative assessments to differentiate instruction and provide effective interventions 		
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STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

Element 4.1: The student teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher:</p> <ul style="list-style-type: none"> initiates the investigation that leads to the development of best practices extensively investigates best practices mentors others in implementation of best practices shares results of investigation at the local, state, and national level 	<p>The student teacher:</p> <ul style="list-style-type: none"> engages in professional learning to investigate best practices consistently implements best practices shares best practices within the school community 	<p>The student teacher:</p> <ul style="list-style-type: none"> participates in opportunities to investigate best practices when invited to do so inconsistently implements best practices 	<p>The student teacher:</p> <ul style="list-style-type: none"> does not participate in professional development of best practices as required for self-renewal does not implement best practices does not implement best practices acquired through professional development to improve unsatisfactory performance rating

Element 4.2: The student teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher:</p> <ul style="list-style-type: none"> initiates or advances the development of a collaborative team contributes consistently to group learning mentors others in utilizing the knowledge and skills gained 	<p>The student teacher:</p> <ul style="list-style-type: none"> participates actively in and/or facilitates a collaborative team contributes to group learning utilizes the knowledge and skills gained 	<p>The student teacher:</p> <ul style="list-style-type: none"> participates in a collaborative team when invited to do so attempts to utilize the knowledge 	<p>The student teacher:</p> <ul style="list-style-type: none"> works in isolation does not contribute productively to work of collaborative teams as required for self-renewal does not utilize knowledge and skills gained

			<ul style="list-style-type: none"> • does not utilize knowledge and skills gained to improve unsatisfactory performance rating
STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY			
Element 5.1: The student teacher participates in schoolwide collaborative efforts to support the success of all students.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher:</p> <ul style="list-style-type: none"> • leads the ongoing development of school wide initiatives based on school and student data • participates in the design and delivery of professional development for the implementation of school-wide initiatives 	<p>The student teacher:</p> <ul style="list-style-type: none"> • collaborates in the development of school-wide initiatives based on school and student data • participates in the implementation of school-wide initiatives 	<p>The student teacher:</p> <ul style="list-style-type: none"> • participates in school-wide initiatives 	<p>The student teacher:</p> <ul style="list-style-type: none"> • does not participate in school-wide initiatives
Element 5.2: The student teacher works with parents, guardians, families, and community entities to support student learning and well-being.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher:</p> <ul style="list-style-type: none"> • develops ongoing opportunities for families to participate in classroom activities based on needs assessment • interacts appropriately with families within the school and community • utilizes theory and current research to 	<p>The student teacher:</p> <ul style="list-style-type: none"> • offers ongoing opportunities for families to participate in classroom activities • interacts appropriately with families within the school setting • seeks relevant knowledge of the family in order to provide meaningful 	<p>The student teacher:</p> <ul style="list-style-type: none"> • participates in school-wide family activities • has minimal interaction with families • responds appropriately to contact from families • occasionally connects school activities with community resources 	<p>The student teacher:</p> <ul style="list-style-type: none"> • does not attend school-wide family activities • does not respond or inappropriately responds to contact from families • does not positively contribute to the relationships between school and community

<p>facilitate meaningful connections between the school and family</p> <ul style="list-style-type: none"> develops and promotes meaningful school activities by utilizing community expertise and resources 	<p>connections between the school and family</p> <ul style="list-style-type: none"> creates positive connections between the school and the community 		
Element 5.3: The student teacher promotes practices and policies that improve school environment and student learning.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The student teacher:</p> <ul style="list-style-type: none"> involves and coaches others to implement and sustain teacher identified change takes a leadership role in growth initiatives that affect practice and policy throughout the school community 	<p>The student teacher:</p> <ul style="list-style-type: none"> identifies possible areas of growth within the classroom and school recommends and facilitates opportunities for change and growth in the classroom and school 	<p>The student teacher:</p> <ul style="list-style-type: none"> participates in required initiatives leading to change in practice and policy in the classroom and school 	<p>The student teacher:</p> <ul style="list-style-type: none"> does not participate in available opportunities for change and growth that affect practice and policy
STANDARD 6: STUDENT LEARNING			
Element 6.1: The work of the student teacher results in measurable progress of student learning of state-approved curricula.			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula.</p> <p>The student teacher accomplishes a student learning goal that involves</p>	<p>Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.</p>	<p>Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.</p>	<p>Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.</p>

collaborative efforts across classrooms.			
STANDARD 7: PROFESSIONAL CONDUCT			
Element 7.1: The student teacher demonstrates professional conduct as defined in law, policy, and procedure of the state, district, and school level.			
	Meets Standard	Below Standard	Unsatisfactory
Policy and Procedure	Adheres to state, district, and school policy and procedure.	Adheres to state, district, and school policy and procedure with few exceptions.	Demonstrates a pattern of violating state, district, or school policy and procedure
Attendance	Adheres to state, district and school attendance policy and procedure.	Adheres to state, district and school attendance policy and procedures with few exceptions.	Demonstrates a pattern of absences that violate state, district, district or school attendance policy and procedure.
Schedule	Adheres to state, district and school work schedule policy and procedure.	Adheres to state, district and school work schedule policy and procedure with few exceptions.	Demonstrates a pattern of failure to adhere to the work schedule defined by the state, district, or school policy and procedure.
Respect	Interacts professionally with students, parents/guardians, colleagues, and community.	Interacts professionally with students, parents/guardians, colleagues, and community with few exceptions.	Demonstrates a pattern of behavior with students, parents/guardians, colleagues, and/or community which is unprofessional.