

## Evaluation of Teaching Experience

Student Teacher		Date of Evaluation	
Cooperating Teacher			
School			
Grade Level(s)/Subject(s)		Dates of Placement	
Grade Level(s)/Subject(s)		Dates of Placement	
Days Absent			

Cooperating Teacher Signature:

***PLEASE READ THIS BEFORE COMPLETING THE EVALUATION INSTRUMENT***

This evaluation instrument is based on the ten Wisconsin Teacher Standards as identified by the Wisconsin Department of Public Instruction (DPI) and adopted by the St. Norbert College Teacher Education Program. With the preparation students have received through coursework and field experiences they are expected to perform at a proficient level on all standards upon completion of the student teaching experience.

Since each standard is stated in a manner that addresses multiple teaching experiences and responsibilities, substandards have been developed that focus on more specific professional knowledge and skills. This rubric includes aspects of each of the ten Teacher Standards that have performance components. This evaluation is drawn from the Teacher Education Standardized Rubric and includes criteria that are inclusive of the expectations for the student teacher.

Each substandard has performance descriptors that describe minimal, progressing, proficient, and advanced performance. Please select the descriptor that best matches your perception of the student teacher's performance and mark the associated number in the far right column (1,2,3,or 4). A "no basis for judgment" option has also been provided for any items that you have not had sufficient opportunity to observe and evaluate during your time with this individual. An advanced rating should be reserved for exceptional performance.

A letter of reference should be included with this evaluation instrument to provide a narrative evaluation of the student teacher's performance.

**Standard 1: The teacher understands the central concepts, tools of inquiry and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.**

	<b>1 - Minimal</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Advanced</b>	
<b>1a. Knowledge of the content one will be certified to teach, including major concepts critical to the discipline(s).</b>	The pre-service teacher displays inadequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays limited knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays adequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays thorough knowledge of the content he or she will be certified to teach, including major concepts that critical to the discipline(s).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>Mathematics</b>	The pre-service teacher displays inadequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays limited knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays adequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays thorough knowledge of the content he or she will be certified to teach, including major concepts that critical to the discipline(s).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>Language Arts</b>	The pre-service teacher displays inadequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays limited knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays adequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays thorough knowledge of the content he or she will be certified to teach, including major concepts that critical to the discipline(s).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>Social Studies</b>	The pre-service teacher displays inadequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays limited knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays adequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays thorough knowledge of the content he or she will be certified to teach, including major concepts that critical to the discipline(s).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>Science</b>	The pre-service teacher displays inadequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays limited knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays adequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	The pre-service teacher displays thorough knowledge of the content he or she will be certified to teach, including major concepts that critical to the discipline(s).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>1c. Identifies and employs relevant, content specific, curriculum materials.</b>	The pre-service teacher seldom identifies and effectively employs relevant, content specific, curriculum materials.	The pre-service teacher sometimes identifies and effectively employs relevant, content specific, curriculum materials.	The pre-service teacher usually identifies and effectively employs relevant, content specific, curriculum materials.	The pre-service teacher consistently identifies and effectively employs relevant, content specific, curriculum materials.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>1d. Designs and employs relevant, content specific, teaching strategies.</b>	The pre-service teacher seldom designs and effectively employs relevant, content specific, teaching strategies.	The pre-service teacher sometimes designs and effectively employs relevant, content specific, teaching strategies.	The pre-service teacher usually designs and effectively employs relevant, content specific, teaching strategies.	The pre-service teacher consistently designs and effectively employs relevant, content specific, teaching strategies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment

					for judgment
<b>1e. Designs and employs relevant, content specific, assessments.</b>	The pre-service teacher seldom designs and effectively employs relevant, content specific, assessments.	The pre-service teacher sometimes designs and effectively employs relevant, content specific, assessments.	The pre-service teacher usually designs and effectively employs relevant, content specific, assessments.	The pre-service teacher consistently designs and effectively employs relevant, content specific, assessments.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment

**Standard 2: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development**

	<b>1 - Minimal</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Advanced</b>	
<b>2c. Designs instructional activities consistent with the developmental characteristics of age groups</b>	The pre-service teacher seldom designs instructional strategies consistent with the developmental characteristics of age groups.	The pre-service teacher sometimes designs instructional strategies consistent with the developmental characteristics of age groups.	The pre-service teacher usually designs instructional strategies consistent with the developmental characteristics of age groups.	The pre-service teacher consistently designs instructional strategies consistent with the developmental characteristics of age groups.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>2d. Adjusting instruction activities for individual students reflecting their developmental characteristics</b>	The pre-service teacher seldom adjusts instructional strategies for individual students consistent with their developmental characteristics.	The pre-service teacher sometimes adjusts instructional strategies for individual students consistent with their developmental characteristics.	The pre-service teacher generally adjusts instructional strategies for individual students consistent with their developmental characteristics.	The pre-service teacher consistently adjusts instructional strategies for individual students consistent with their developmental characteristics.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment

**Standard 3: 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>1 - Minimal</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Advanced</b>	
<b>3e. Instructional activities consistent with the characteristics of students' cultural backgrounds.</b>	The pre-service teacher seldom applies instructional strategies consistent with individual student's cultural backgrounds.	The pre-service teacher sometimes applies instructional strategies consistent with individual student's cultural backgrounds.	The pre-service teacher usually applies instructional strategies consistent with individual student's cultural backgrounds.	The pre-service teacher consistently applies instructional strategies consistent with individual student's cultural backgrounds.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>3f. Instructional activities consistent with the characteristics of students' socioeconomic backgrounds.</b>	The pre-service teacher seldom applies instructional strategies consistent associated with student's socio-economic background.	The pre-service teacher sometimes applies instructional strategies consistent with student's socio-economic background.	The pre-service teacher usually applies instructional strategies for individual students consistent with their socio-economic background.	The pre-service teacher consistently applies instructional strategies for individual students consistent with their socio-economic background.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>3g. Instructional activities consistent with the characteristics of students' unique learning styles.</b>	The pre-service teacher seldom applies instructional strategies consistent with individual student's unique learning styles.	The pre-service teacher sometimes applies instructional strategies consistent with individual student's unique learning styles.	The pre-service teacher usually applies instructional strategies consistent with individual student's unique learning styles.	The pre-service teacher consistently applies instructional strategies consistent with individual student's unique learning styles.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>3h. Instructional activities consistent with the characteristics of students with disabilities and exceptionalities.</b>	The pre-service teacher seldom applies instructional strategies for individual students consistent with their disabilities and exceptionalities.	The pre-service teacher sometimes applies instructional strategies for individual students consistent with their disabilities and exceptionalities.	The pre-service teacher usually applies instructional strategies for individual students consistent with their disabilities and exceptionalities.	The pre-service teacher consistently applies instructional strategies for individual students consistent with their disabilities and exceptionalities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment

**Standard 4: 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>1 - Minimal</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Advanced</b>	
<b>4d. Teaching strategies that employ higher order thinking skills.</b>	The pre-service teacher seldom applies teaching/learning strategies that attempt to promote the development of student’s higher order thinking skills (i.e., critical thinking and problem solving).	The pre-service teacher sometimes applies effective teaching/learning strategies that promote the development of student’s higher order thinking skills (i.e., critical thinking and problem solving).	The pre-service teacher usually applies effective teaching/learning strategies that promote the development of student’s higher order thinking skills (i.e., critical thinking and problem solving).	The pre-service teacher consistently applies teaching/learning strategies that promote the development of student’s higher order thinking skills (i.e., critical thinking and problem solving).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>4e. Instructional strategies appropriate to curriculum content.</b>	The pre-service teacher seldom applies instructional strategies, activities, and assignments that effectively articulate relevant content concepts/skills.	The pre-service teacher sometimes applies instructional strategies, activities, and assignments that effectively articulate relevant content concepts/skills.	The pre-service teacher usually applies instructional strategies, activities, and assignments that effectively articulate relevant content concepts/skills.	The pre-service teacher consistently applies instructional strategies, activities, and assignments that effectively articulate relevant content concepts/skills.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>4f. Adjusting strategies in response to learner feedback.</b>	The pre-service teacher seldom adjusts strategies in response to learner feedback.	The pre-service teacher sometimes adjusts strategies in response to learner feedback.	The pre-service teacher usually adjusts strategies in response to learner feedback.	The pre-service teacher consistently adjusts strategies in response to learner feedback.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>4g. Technology integration.</b>	The pre-service teacher seldom integrates instructional technologies into the teaching and learning process in ways that enhance student learning.	The pre-service teacher sometimes integrates instructional technologies into the teaching and learning process in ways that enhance student learning.	The pre-service teacher usually integrates instructional technologies into the teaching and learning process in ways that enhance student learning.	The pre-service teacher consistently integrates a variety of instructional technologies into the teaching and learning process in ways that enhance student learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment

**Standard 5: 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>1 - Minimal</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Advanced</b>	
<b>5b. Create a positive classroom environment (i.e., an environment that encourages positive social interaction, active engagement in learning, and self-motivation).</b>	The pre-service teacher displays inadequate skill at creating a positive learning environment in the classroom.	The pre-service teacher displays limited skill at creating a positive learning environment in the classroom.	The pre-service teacher displays adequate skill in creating a positive learning environment in the classroom.	The pre-service teacher displays thorough skill in creating a positive learning environment in the classroom.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>5d. Recognize, apply and adjust classroom management strategies (motivational strategies, routines, procedures, rules/guidelines, etc.)</b>	The pre-service teacher seldom recognizes, applies and adjusts classroom management strategies.	The pre-service teacher sometimes recognizes, applies and adjusts classroom management strategies.	The pre-service teacher usually recognizes, applies and adjusts classroom management strategies.	The pre-service teacher consistently recognizes, applies and adjusts classroom management strategies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment

**Standard 6: 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>1 - Minimal</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Advanced</b>	
<b>6a. Communicating instructional goals and objectives</b>	The pre-service teacher seldom communicates the instructional goals and objectives to the class.	The pre-service teacher sometimes communicates the instructional goals and objectives to the class.	The pre-service teacher usually communicates the instructional goals and objectives to the class.	The pre-service teacher consistently communicates the instructional goals and objectives to the class.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4  <input type="checkbox"/> No basis for judgment
<b>6b. Oral communication</b>	The pre-service teacher's spoken language is frequently inaudible, lacks expression and contains frequent grammatical and syntax errors; vocabulary may be vague, inappropriate, or incorrectly used.	The pre-service teacher's spoken language is audible, but lacks expression at times; mistakes in grammar and syntax are infrequent; vocabulary may be inappropriate for the audience on occasion.	The pre-service teacher's spoken language is usually clear, correct and expressive, with vocabulary generally appropriate for the audience.	The pre-service teacher's spoken language is consistently clear, correct and expressive, with well-chosen vocabulary.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4  <input type="checkbox"/> No basis for judgment
<b>6c. Written communication</b>	The pre-service teacher's written language is unclear and often inappropriate for the intended audience with multiple errors in grammar, spelling, and/or syntax.	The pre-service teacher's written language is sometimes clear but may not always be appropriate for the intended audience with multiple errors in grammar, spelling, and/or syntax.	The pre-service teacher's written language is usually clear and appropriate for the intended audience with infrequent errors in grammar, spelling, and/or syntax.	The pre-service teacher's written language is consistently clear and appropriate for the intended audience with no errors in grammar, spelling, and syntax.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4  <input type="checkbox"/> No basis for judgment
<b>6d. Nonverbal communication</b>	The pre-service teacher uses ineffective nonverbal communication techniques to foster a positive learning environment.	The pre-service teacher uses somewhat effective nonverbal communication techniques to foster a positive learning environment.	The pre-service teacher uses effective nonverbal communication techniques to foster a positive learning environment.	The pre-service teacher uses exemplary nonverbal communication techniques to foster a positive learning environment.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4  <input type="checkbox"/> No basis for judgment
<b>6e. Listening skills</b>	The pre-service teacher employs poor listening skills and is seen as being unresponsive to the speaker	The pre-service teacher employs fair listening skills but is frequently not seen as being responsive.	The pre-service teacher employs good listening skills usually being responsive.	The pre-service teacher employs excellent listening skills always being responsive.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4  <input type="checkbox"/> No basis for judgment
<b>6f. Support and expansion of learner expression</b>	The pre-service teacher seldom employs modes of communication in the classroom, which support and expand learners' expression and seldom consider cultural and gender differences.	The pre-service teacher sometimes employs multiple modes of communication in the classroom, which support and expand learners' expression, and are sometimes sensitive to cultural and gender differences.	The pre-service teacher usually employs multiple modes of communication in the classroom, which support and expand learners' expression and are generally sensitive to cultural and gender differences.	The pre-service teacher consistently employs multiple modes of communication in the classroom, which support and expand learners' expression and are always sensitive to cultural and gender differences.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4  <input type="checkbox"/> No basis for judgment
<b>6g. Use of multimedia communication tools</b>	The pre-service teacher has inadequate expertise in using a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.	The pre-service teacher has limited expertise in using a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.	The pre-service teacher has adequate expertise in using a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.	The pre-service teacher has thorough expertise in using a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4  <input type="checkbox"/> No basis

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**Standard 7: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.**

	<b>1 - Minimal</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Advanced</b>	
<b>7a. Lesson Plan Goals &amp; Objectives</b>	The pre-service teacher develops lesson plans that seldom have clearly stated goals and objectives reflecting curriculum frameworks and standards, and are not suitable to the varying needs of all students in the class.	The pre-service teacher develops lesson plans that sometimes have clearly stated goals and objectives reflecting curriculum frameworks and standards. These plans, goals and objectives are sometimes suitable to the varying needs of all students in the class.	The pre-service teacher develops lesson plans that have clearly stated goals and objectives reflecting curriculum frameworks and standards. These plans, goals and objectives are usually suitable to the varying needs of all students in the class.	The pre-service teacher develops lesson plans that consistently have clearly stated goals and objectives reflecting curriculum frameworks and standards. These plans, goals and objectives are consistently suitable to the varying needs of all students in the class.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>7b. Logical organization and sequencing of lesson plan</b>	The pre-service teacher seldom states instructional procedures, which include required resources, time allocations, and means of assessing student learning.	The pre-service teacher sometimes states instructional procedures, which include required resources, time allocations, or means of assessing student learning.	The pre-service teacher usually states instructional procedures, which include required resources, time allocations, and means of assessing student learning.	The pre-service teacher consistently states instructional procedures, which include required resources, time allocations, and means of assessing student learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>7c. Learning Activities</b>	The pre-service teacher seldom plans learning activities suitable instructional goals. Variation in teaching strategies, student grouping, and support resources are seldom apparent.	The pre-service teacher sometimes plans learning activities suitable to the students and instructional goals. Variations in teaching strategies, student grouping and support resources are sometimes apparent.	The pre-service teacher usually plans learning activities suitable to the students and instructional goals. Variations in teaching strategies, student groupings, and support resources are usually apparent.	The pre-service teacher consistently plans learning activities suitable to the instructional goals. Variations in teaching strategies, student grouping, and support resources are consistently apparent.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>7d. Long-term planning – Unit planning</b>	The pre-service teacher seldom develops long-term unit plans that include clear goals and objectives, appropriate learning activities (academic and experimental), suitable materials and clear time allocations.	The pre-service teacher sometimes develops long-term unit plans that include clear goals and objectives, appropriate learning activities (academic and experiential), suitable materials and clear time allocations.	The pre-service teacher usually develops long-term unit plans that include clear goals and objectives, appropriate learning activities (academic and experiential), suitable materials and clear time allocations.	The pre-service teacher consistently develops long-term unit plans that include clear goals and objectives, appropriate learning activities (academic and experiential), suitable materials and clear time allocations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>7e. Draws upon multiple content areas in lesson and unit planning</b>	The pre-service teacher seldom plans and constructs units or lessons that draw upon standards and/or concepts from multiple content areas	The pre-service teacher sometimes plans and constructs units or lessons that draw upon standards and/or concepts from multiple content areas	The pre-service teacher usually plans and constructs units or lessons that draw upon standards and/or concepts from multiple content areas	The pre-service teacher consistently plans and constructs units or lessons that draw upon standards and/or concepts from multiple content areas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment

**Standard 8: 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>1 - Minimal</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Advanced</b>	
<b>8b. Assessment and evaluation techniques for measuring student learning outcomes</b>	The pre-service teacher seldom uses assessment techniques that are effective in measuring student learning outcomes.	The pre-service teacher sometimes uses assessment techniques that are effective in measuring student learning outcomes.	The pre-service teacher usually uses assessment techniques that are effective in measuring student learning outcomes.	The pre-service teacher consistently uses assessment techniques that are effective in measuring student learning outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>8c. Interpretation and use of assessment data</b>	The pre-service teacher seldom interprets and uses assessment data to guide student learning.	The pre-service teacher sometimes interprets and uses assessment data to guide student learning.	The pre-service teacher usually interprets and uses assessment data to guide student learning.	The pre-service teacher consistently interprets and uses assessment data to guide student learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>8d. Feedback to students</b>	High quality and timely feedback is seldom provided.	High quality and timely feedback is sometimes provided.	High quality and timely feedback is usually provided.	High quality and timely feedback is consistently provided.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>8e. Incorporate Learner's self-assessment</b>	The pre-service teacher seldom involves the learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.	The pre-service teacher sometimes involves the learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.	The pre-service teacher usually involves the learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.	The pre-service teacher consistently involves the learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment

**Standard 9: 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>1 - Minimal</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Advanced</b>	
<b>9a. Self-assessment</b>	Upon completion of a lesson/unit the pre-service teacher seldom uses classroom observation, information about students, or research as sources for evaluating outcomes of teaching and revising practice.	Upon completion of a lesson/unit the pre-service teacher sometimes uses classroom observation, information about students, or research as sources for evaluating outcomes of teaching and revising practice.	Upon completion of a lesson/unit the pre-service teacher usually uses classroom observation, information about students, and/or research as sources for evaluating outcomes of teaching and revising practice.	Upon completion of a lesson/unit the pre-service teacher consistently uses classroom observation, information about students, and research as sources for evaluating outcomes of teaching and revising practice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>9b. Response to students</b>	The pre-service teacher seldom exhibits sensitivity to student achievement needs and seldom implements appropriate pedagogical responses to those needs.	The pre-service teacher sometimes exhibits sensitivity to student achievement needs and implements appropriate pedagogical responses to those needs.	The pre-service teacher usually exhibits sensitivity to student achievement needs and usually implements appropriate pedagogical responses to those needs.	The pre-service teacher consistently exhibits sensitivity to student achievement needs and consistently implements appropriate pedagogical responses to those needs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>9c. Commitment to professional growth</b>	The pre-service teacher seldom seeks out opportunities for professional growth.	The pre-service teacher sometimes seeks out opportunities for professional growth.	The pre-service teacher usually seeks out opportunities for professional growth.	The pre-service teacher consistently seeks out opportunities for professional growth.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>9d. Benefits of lessons, methods and resources</b>	The pre-service teacher seldom evaluates lessons, methods and resources to ensure that they provide maximum benefits to the learners.	The pre-service teacher sometimes evaluates lessons, methods and resources to ensure that they provide maximum benefits to the learners.	The pre-service teacher usually evaluates lessons, methods and resources to ensure that they provide maximum benefits to the learners.	The pre-service teacher consistently evaluates lessons, methods and resources to ensure that they provide maximum benefits to the learners.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>9e. Drawing on expertise of colleagues</b>	The pre-service teacher seldom draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.	The pre-service teacher sometimes draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.	The pre-service teacher usually draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.	The pre-service teacher consistently draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>9f. Maximizing the educational environments for students</b>	The pre-service teacher seldom initiates opportunities to maximize the educational environments for all students.	The pre-service teacher sometimes initiates opportunities to maximize the educational environments for all students.	The pre-service teacher usually initiates opportunities to maximize the educational environments for all students.	The pre-service teacher consistently initiates opportunities to maximize the educational environments for all students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>9g. Identifying the context of the classroom and the school</b>	The pre-service teacher has made no effort to learn about the family and community norms and their influence on the school.	The pre-service teacher has made a limited effort to learn about the family and community norms and their influence on the school.	The pre-service teacher has made an adequate effort to learn about the family and community norms and their influence on the school.	The pre-service teacher has made an extensive effort to learn about the family and community norms and their influence on the school.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment

**Standard 10: 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>1 - Minimal</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Advanced</b>	
<b>10a. Interaction with teachers, staff, and administration</b>	The pre-service teacher seldom develops and maintains relationships with professional colleagues, and seldom makes contributions to projects and activities.	The pre-service teacher sometimes develops and maintains relationships with professional colleagues, and sometimes makes contributions to projects and activities.	The pre-service teacher usually develops and maintains relationships with professional colleagues, and usually makes contributions to projects and activities.	The pre-service teacher consistently develops and maintains relationships with professional colleagues, and consistently makes contributions to projects and activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>10b. Interaction with families</b>	The pre-service teacher seldom interacts with families about the instructional program and student progress.	The pre-service teacher sometimes interacts with families about the instructional program and student progress.	The pre-service teacher usually interacts with families about the instructional program and student progress.	The pre-service teacher consistently interacts with families about the instructional program and student progress.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>10c. Use of community resources</b>	The pre-service teacher seldom seeks and integrates the resources within the community into instruction.	The pre-service teacher sometimes seeks and integrates the resources within the community into instruction.	The pre-service teacher usually seeks and integrates the resources within the community into instruction.	The pre-service teacher consistently seeks and integrates the resources within the community into instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>10d. Punctuality</b>	The pre-service teacher is seldom punctual.	The pre-service teacher is sometimes punctual.	The pre-service teacher is usually punctual.	The pre-service teacher is consistently punctual.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>10e. Professional appearance</b>	The pre-service teacher is seldom professional in attire and personal appearance.	The pre-service teacher is sometimes professional in attire and personal appearance.	The pre-service teacher is usually professional in attire and personal appearance.	The pre-service teacher is consistently professional in attire and personal appearance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment
<b>10f. Acts with integrity, fairness, and in an ethical manner.</b>	The pre-service teacher seldom acts with integrity, fairness and in an ethical manner.	The pre-service teacher usually acts with integrity, fairness and in an ethical manner.	The pre-service teacher consistently acts with integrity, fairness and in an ethical manner.	The pre-service teacher models integrity, fairness and ethical behavior.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4  <input type="checkbox"/> No basis for judgment