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| *Candidate* |  | *Cooperating Teacher* |  | *University Supervisor* |
| *School & District* |  | *Grade(s) and Disability(e.g., LD, ID,BD)* |  | *Internship Dates* |

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| **Professional Development**A successful teacher candidate demonstrates capacity of the knowledge and skills for professional development, which ensure a positive impact on student learning.  | **Rating** | **Comments & Evidence Supporting Each Rating****(evidence from internship, evaluations & edTPA scores)** |
| PD.01 | Engages in professional development through ongoing goal setting and use of resources and critical inquiry to improve student performance, including evidence/data gathering over time through multiple measures. |  |  |
| PD.02 | Collaborates with supervisory team and colleagues in broader school community. |  |  |
| PD.03 | Demonstrates commitment to regular self-reflection and ability to evaluate effects of teaching on students resulting in revised practice. |  |  |
| PD.04 | Makes professional and respectful contributions through school-based activities. |  |  |
| **Teaching as a Profession and Professional Contribution**  A successful teacher candidate demonstrates understanding of teaching as a profession.  | **Rating** | **Comments & Evidence Supporting Each Rating (evidence from internship, evaluations & edTPA scores)** |
| TP.01 | Maintains records (e.g. performance, attendance, behavior, etc.) in an accurate and timeline manner |  |  |
| TP.02 | Communicates in a respectful, effective, appropriate, and professional manner with everyone and develops relationships to support students’ learning and well-being. |  |  |
| TP.03 | Recognizes and has respect for individual differences with a focus on taking a strengths-based view to identify school and/or community resources to support student learning and well-being. |  |  |
| TP.04 | Is responsible and meets expectations of scheduled commitments, demonstrates professional responsibility, conduct, productivity, effort and adheres to established standards for dress. |  |  |
| TP.05 | Supports a culture of learning that advance knowledge, honor diversities, and promote social justice. |  |  |
| TP.06 | Understands, adheres to, and implements all professional laws, rules, and policies in an ethically and just. |  |  |

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| **Effective Teaching** A successful teacher candidate demonstrates the knowledge and skills for effective teaching which ensure a positive impact on student learning*. (Based on CEC Initial Preparation Standards and Elements*) | **Rating** | **Comments & Evidence Supporting Each Rating****(evidence from internship, evaluations & edTPA scores)** |
| ET.01 | Respects and honors varied views, opinions, and approaches and communicates in a sensitive and responsive (timely) manner. |  |  |
| ET.02 | Communicates visual, vocal, and verbal enthusiasm, energy, empathy, and understanding. |  |  |
| ET.03 | Promotes respectful, participatory classroom learning community in which students assume responsibility for themselves and engage purposefully to become responsible citizens |  |  |
| ET.04 | Is organized with all materials ready and lesson in place. |  |  |
| ET.05 | Collaboratively with students, develops clear classroom procedures and expectations. |  |  |
| ET.06 | Plans daily and long-range standards-based lessons that include appropriate learning objectives, measurable outcomes, and addresses supporting strategies and activities. |  |  |
| ET.07 | Plans reflect deep integrated content knowledge, identified academic language, and disciplinary big ideas (principles and concepts). |  |  |
| ET.08 | Infuses principles of differentiation, universal design, theories of language acquisition, and cognitive, affective, and psychomotor domains to plan lessons and instructional activities to meet individual student learning needs (e.g. student language demands, IEPs, 504s, HCL, etc.). |  |  |
| ET.09 | Discusses daily learning objectives collaboratively with students addressing relevancy to previous learning, student knowledge, the community, future objectives, etc. |  |  |
| ET.10 | Lesson tasks are clearly aligned to learning objectives and outcomes and are appropriately outlined, scaffolded, and include monitoring methods. |  |  |
| ET.11 | Lessons encourage and engage students in making connections, construct meaning, engage in critical reflection through aesthetic reasoning, and the analysis and synthesis of varying perspectives. |  |  |
| ET.12 | Lessons include content from multiple perspectives (e.g. cultural, ethnic, religious, SES, gender, etc.). |  |  |
| ET.13 | Implements principles of effective instruction (e.g., scaffolded, individualized, inquiry-based, rooted in subject matter concepts/academic language, second language acquisition). |  |  |
| ET.14 | Represents disciplinary concepts in a variety of ways to engage and support student inquiry and problem solving (e.g., higher level questioning, alternative explanations, modeling, analogies, big ideas, etc.). |  |  |
| ET.15 | Maintains lesson focus and student engagement by managing instructional time appropriately “bell-to-bell” (e.g. scanning, wait time, actively listening, using proactive management strategies, providing clear directions, managing smooth transitions, etc.). |  |  |
| ET.16 | Provides equitable opportunities for all to participate. |  |  |
| ET.17 | Integrates technology to contribute to and enhance learning and meet individual student needs. |  |  |
| ET.18 | Consistently develops and uses standards-based formative and summative assessments aligned to objectives and outcomes. |  |  |
| ET.19 | Uses assessment information to monitor, analyze, and adjust instruction to meet student needs. |  |  |
| ET.20 | Provides regular and timely feedback to students to help guide their learning, goal setting, and understanding of the content and learning objectives. |  |  |

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| ET.21 | Provides students opportunities to demonstrate their learning in multiple ways. |  |  |
| ET.22 | Uses strategies to involve learners in self-assessment to help them become aware of their strengths/needs and encourage them to set personal goals for learning. |  |  |
| ET.23 | Communicates progress to students, parents/guardians, supervisory team, and colleagues (as appropriate). |  |  |