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| *Candidate* |  | *Cooperating Teacher* |  | *University Supervisor* |
|  |  |  |  |  |
| *School & District* |  | *Grade* |  | *Internship Dates* |
|  |  |  |  |  |
| *Candidate Signature* |  | *Cooperating Teacher Signature* |  | *University Supervisor Signature* |

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| PART 1 – PERFORMANCE SCALE | | |
| ***Rating*** |  | ***Descriptor*** |
| **Exemplary** |  | Practice performed completely and consistently in an independent, intentional, and resourceful manner; does not need support from supervisory team. |
| **Proficient** |  | Practice performed completely and consistently; needs minimal support from supervisory team. |
| **Basic** |  | Practice met, but somewhat inconsistently; needs regular support from supervisory team. |
| **Not Met** |  | Practice not met. |

*Ideas represented on the previous pages are adapted from several sources: WA State Standards for Beginning Teachers (Standard V); edTPA Elementary Literacy & Math; Classroom Assessment Scoring System, Brooks Publishing Co., Baltimore, MD; Core Practices, University of Connecticut.*

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| **Planning** | | | Proficient | Proficient | Basic | Not Met |
| P.01 | | Candidate’s plans feature observable, standards-based learning targets. |  |  |  |  |
| P.02 | | Candidate’s plans are informed by developmental considerations. |  |  |  |  |
| P.03 | | Candidate’s plans are informed by subject matter content knowledge. |  |  |  |  |
| P.04 | | Candidate’s plans make content explicit through a variety of means. |  |  |  |  |
| P.05 | | Candidate’s plans include multiple forms of assessment to address multiple learning outcomes. |  |  |  |  |
| **Implementing Instruction** | | | Exemplary | Proficient | Basic | Not Met |
| II.01 | Candidate communicates learning targets throughout teaching. | |  |  |  |  |
| II.02 | Candidate engages learners in recognizing why learning targets are important to learn. | |  |  |  |  |
| II.03 | Candidate uses discussion activities that encourage analysis and reasoning. | |  |  |  |  |
| II.04 | Candidate uses discussion activities that link concepts and ideas to one another and previous learning. | |  |  |  |  |
| II.05 | Candidate uses feedback to prompt learners to explain their thinking and reasoning, to scaffold their learning, and to offer encouragement of their effort and persistence. | |  |  |  |  |
| II.06 | Candidate uses technology that is effectively integrated to create technologically proficient learners. | |  |  |  |  |

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| **Assessing Instruction** | | Exemplary | Proficient | Basic | Not Met |
| AI.01 | Candidate uses multiple forms of assessment to design next steps for instruction. |  |  |  |  |
| AI.02 | Candidate uses student voice and student work evidence to improve learning across the range of anticipated learning outcomes. |  |  |  |  |
| **Analyzing Instruction** | | Exemplary | Proficient | Basic | Not Met |
| AN.01 | Candidate reflects on questions of ethics and equity to assess the effects of his/her choices and actions on learners, families, and other professionals. |  |  |  |  |
| AN.02 | Candidate reflects on professional growth to improve practice. |  |  |  |  |
| **Establishing a Positive and Safe Learning Environment** | | Exemplary | Proficient | Basic | Not Met |
| LE.01 | Candidate establishes and reinforces consistent positively stated behavioral expectations. |  |  |  |  |
| LE.02 | Candidate consistently and proactively monitors the classroom effectively to prevent problems from developing. |  |  |  |  |
| LE.03 | Candidate manages transitions that are quick and efficient. |  |  |  |  |
| LE.04 | Candidate is consistently aware of and attends to learners who need extra support, assistance, or attention. |  |  |  |  |
| **Promoting Democratic Participation and Community** | | Exemplary | Proficient | Basic | Not Met |
| DPC.01 | Candidate fosters an environment where learners appear comfortable seeking support from, sharing ideas with, and responding freely to the teacher and with each other. |  |  |  |  |
| DPC.02 | Candidate fosters a learning community where teacher and learners enjoy warm, supportive relationships, positive communication, and respect with one another. |  |  |  |  |
| DPC.03 | Candidate actively facilitates learners’ engagement in activities and lessons to encourage participation, risk-taking, and expanded involvement. |  |  |  |  |

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| **Collaborating and Communicating with Families and Colleagues** | | | | Exemplary | | Proficient | | Basic | | Not Met |
| CC.01 | | Collaborates and communicates with other professionals to advocate on behalf of learners. | |  | |  | |  | |  |
| CC.02 | | Collaborates and communicates with other professionals to improve practice. | |  | |  | |  | |  |
| CC.03 | | Collaborates with parents or guardians. | |  | |  | |  | |  |
| **Teaching as a Profession and Professional Contributions** | | | Met | | Not Met | |  | |  | |
| TP.01 | Candidate meets expectations of scheduled commitments. | |  | |  | |  | |  | |
| TP.02 | Candidate demonstrates professional responsibility, conduct, productivity, and effort. | |  | |  | |  | |  | |
| TP.03 | Candidate adheres to established standards for dress and grooming. | |  | |  | |  | |  | |
| TP.04 | Candidate communicates effectively, appropriately and professionally in all forms and to all audiences. | |  | |  | |  | |  | |
| TP.05 | Candidate understands and adheres to all professional, legal, and ethical responsibilities and policies. | |  | |  | |  | |  | |

**PART 2 – NARRATIVE**

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| The narrative should include but is not limited to: (1) a description of the internship setting, (2) a summary of the candidate’s experience, and (3) supporting or clarifying information regarding the candidate’s performance. |