

# Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) Candidate Preservice Assessment of Student Teaching (CPAST)

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- [Pedagogy](#) Evaluation
- [Dispositions](#) Evaluation
- [Goals](#)

Pedagogy	Alignment	Dispositions	Alignment
<b>Planning for Instruction and Assessment</b>		<b>Professional Commitment and Behaviors</b>	
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a	N. Participates in Professional Development	
B. Materials and Resources	InTASC 7b	O. Demonstrates Effective Communication with Parents or Legal Guardians	InTASC 10d
C. Assessment of P-12 Learning	InTASC 6b	P. Demonstrates Punctuality	InTASC 9o
D. Differentiated Methods	InTASC 2c	Q. Meets Deadlines and Obligations	InTASC 9o
		R. Preparation	InTASC 3d
<b>Instructional Delivery</b>		<b>Professional Relationships</b>	
E. Learning Target and Directions	InTASC 7c	S. Collaboration	InTASC 10b
F. Critical Thinking	InTASC 5d	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	InTASC 10j
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	InTASC 8b	<b>Critical Thinking and Reflective Practice</b>	
H. Digital Tools and Resources	CAEP 1.5	U. Responds Positively to Constructive Criticism	InTASC 9n
I. Safe and Respectful Learning Environment	InTASC 3d		
<b>Assessment</b>			
J. Data-Guided Instruction	CAEP 2.3		
K. Feedback to Learners	InTASC 6d		
L. Assessment Techniques	InTASC 7d		
<b>Analysis of Teaching</b>			
M. Connections to Research and Theory	CAEP 1.2		

## Pedagogy Evaluation

Student Teacher: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Cooperating Teacher/s: \_\_\_\_\_

Semester: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions** – The form will be used **twice** during the course of the term and will be provided by the [Program Coordinator](#) to the [University Supervisor](#), [Cooperating Teacher](#), and [Student Teacher](#). Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

- 1) Completes the evaluation in week 5 or 6 (Mid-term) of the [student teaching](#) experience AND in week 13 or 14 (Final)
- 2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

- 1) Goals are set for the remainder of the student teaching experience
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

- 1) Suggestions and comments are made to assist in the transition to teaching role
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the "[Glossary](#)" and the "[Look Fors](#)" document.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
<b>Planning for Instruction and Assessment</b>					
<b>A. Focus for Learning: Standards and Objectives/Targets</b>	Plans align to appropriate P-12 state learning <b>standards</b>  AND <a href="#">Goals are measureable</a>  AND Standards, <b>objectives/targets</b> , and learning tasks are consistently aligned with each other  AND Articulates <b>objectives/targets</b> that are appropriate for <a href="#">learners</a> and attend to appropriate <a href="#">developmental progressions</a> relative to age and content-area	Plans align to appropriate P-12 state learning <b>standards</b>  AND <b>Goals are</b> measureable  AND Standards, <b>objectives/ targets</b> , and learning tasks <i>are consistently aligned</i> with each other  AND Articulates <b>objectives/targets</b> that are appropriate for learners	Plans <i>align</i> to appropriate P-12 state learning <b>standards</b>  AND/OR <i>Some goals</i> are measureable  AND/OR Standards, <b>objectives/targets</b> , and learning tasks, are <i>loosely or are not consistently</i> aligned with each other  AND/OR Articulates <i>some objectives/targets</i> that are appropriate for learners	Plans <i>do not align</i> to the appropriate P-12 state learning <b>standards</b>  AND/OR <b>Goals are absent or not measureable</b>  AND/OR Standards, <b>objectives/targets</b> , and learning tasks <i>are not aligned</i> with each other  AND/OR <i>Does not</i> articulate <b>objectives/targets</b> that are appropriate for learners	_____
<b>B. Materials and Resources</b>	Uses a variety of <b>materials and resources</b> that 1. Align with all objectives/targets 2. Make content relevant to learners 3. <i>Encourage individualization of learning</i>	Uses a <i>variety of materials and resources</i> that 1. Align with <i>all</i> objectives/targets 2. <i>Make content relevant to learners</i>	<i>Uses materials and resources</i> that <i>align</i> with <i>some</i> of the objectives/targets	<b>Materials and resources do not align</b> with objectives/targets	_____

<p><b>C.</b> <b>Assessment of P-12 Learning</b></p>	<p>Plans a variety of <b>assessments</b> that</p> <ol style="list-style-type: none"> <li>1. Provide opportunities for learners of <i>varying abilities</i> to illustrate competence (whole class)</li> <li>2. Align with the appropriate P-12 state learning standards</li> <li>3. Are <b>culturally relevant</b> and draw from learners' <b>funds of knowledge</b></li> <li>4. <i>Promote learner growth</i></li> </ol>	<p>Plans a <i>variety</i> of <b>assessments</b> that</p> <ol style="list-style-type: none"> <li>1. Provide opportunities for <i>learners</i> to illustrate competence (whole class)</li> <li>2. Align with the appropriate P-12 state learning standards</li> <li>3. <i>Are culturally relevant and draw from learners' funds of knowledge</i></li> </ol>	<p>Planned <b>assessments</b></p> <ol style="list-style-type: none"> <li>1. <i>Provide opportunities for some learners to illustrate competence (whole class)</i></li> <li>2. <i>Align with the appropriate P-12 state learning standards</i></li> </ol>	<p>Planned <b>assessments</b></p> <ol style="list-style-type: none"> <li>1. <i>Are not included</i></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. <i>Do not align with the appropriate P-12 state learning standards</i></li> </ol>	<p>—</p>
<p><b>D.</b> <b>Differentiate d Methods</b></p>	<p>Lessons make meaningful and <b>culturally relevant</b> connections to</p> <ol style="list-style-type: none"> <li>1. Learners' prior knowledge</li> <li>2. Previous lessons</li> <li>3. Future learning</li> <li>4. Other disciplines and real-world experiences</li> </ol> <p>AND</p> <p><b>Differentiation of instruction</b> supports learner development</p> <p>AND</p> <p>Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners</p>	<p>Lessons make clear and coherent connections to</p> <ol style="list-style-type: none"> <li>1. Learners' prior knowledge</li> <li>2. Previous lessons</li> <li>3. Future learning</li> </ol> <p>AND</p> <p><b>Differentiation of instruction</b> supports learner development</p> <p>AND</p> <p>Organizes instruction to ensure content is comprehensible and relevant for learners</p>	<p>Lessons <i>make an attempt to build on, but are not completely successful at</i> connecting to</p> <ol style="list-style-type: none"> <li>1. Learners' prior knowledge,</li> <li>2. Previous lessons, OR future learning</li> </ol> <p>AND</p> <p><b>Differentiation of instruction</b> is minimal</p> <p>AND</p> <p><i>Organizes instruction to ensure content is comprehensible for learners</i></p>	<p>Lessons <i>do not build on or connect to</i> learners' prior knowledge</p> <p>AND/OR</p> <p>Explanations given <i>are illogical or inaccurate</i> as to how the content connects to previous and future learning</p> <p>AND/OR</p> <p><b>Differentiation of instruction</b> is absent</p>	<p>—</p>
<b>Instructional Delivery</b>					
<p><b>E.</b> <b>Learning Target and Directions</b></p>	<p>Articulates accurate and <i>coherent learning targets</i></p> <p>AND</p> <p>Articulates accurate <b>directions/explanations throughout the lesson</b></p> <p>AND</p> <p>Sequences learning experiences appropriately</p>	<p>Articulates an <i>accurate learning target</i></p> <p>AND</p> <p>Articulates <i>accurate directions/explanations</i></p> <p>AND</p> <p><i>Sequences learning experiences appropriately</i></p>	<p>Articulates an <i>inaccurate learning target</i></p> <p>AND/OR</p> <p>Articulates <i>inaccurate directions/explanations</i></p>	<p><i>Does not articulate the learning target</i></p> <p>OR</p> <p><i>Does not articulate directions/ explanations</i></p>	<p>—</p>
<p><b>F.</b> <b>Critical Thinking</b></p>	<p><i>Engages learners in critical thinking in local and/or global contexts that</i></p> <ol style="list-style-type: none"> <li>1. <b>Fosters problem solving</b></li> <li>2. Encourages conceptual connections</li> <li>3. <i>Challenges assumptions</i></li> </ol>	<p><i>Engages learners in critical thinking that</i></p> <ol style="list-style-type: none"> <li>1. Fosters problem solving</li> <li>2. Encourages conceptual connections</li> </ol>	<p><i>Introduces AND/OR models critical thinking that</i></p> <ol style="list-style-type: none"> <li>1. Fosters problem solving</li> <li>2. Encourages conceptual connections</li> </ol>	<p><i>Does not introduce AND/OR model critical thinking that</i></p> <ol style="list-style-type: none"> <li>1. Fosters problem solving</li> <li>2. Encourages conceptual connections</li> </ol>	<p>—</p>

<p><b>G. Checking for Understanding and Adjusting Instruction through <a href="#">Formative Assessment</a></b></p>	<p><b>Checks for understanding</b> (whole class/group <i>AND</i> individual learners) during lessons using <b>formative assessment</b></p> <p>AND</p> <p>Differentiates through <i>planned and responsive adjustments</i> (whole class/group and <i>individual learners</i>)</p>	<p><b>Checks for understanding</b> (whole class/group) during lessons using <b>formative assessment</b></p> <p>AND</p> <p>Differentiates through <b>adjustments</b> to instruction (whole class/group)</p>	<p><i>Inconsistently checks for understanding</i> during lessons using <b>formative assessment</b></p> <p>AND</p> <p>Adjusts instruction accordingly, but <b>adjustments may cause additional confusion</b></p>	<p><i>Does not check for understanding</i> during lessons using <b>formative assessment</b></p> <p>OR</p> <p><i>Does not make any adjustments</i> based on learners' responses</p>	<p>_____</p>
<p><b>H. Digital Tools and Resources</b></p>	<p>Discusses AND uses <i>a variety of developmentally</i> appropriate <b>technologies (digital tools and resources)</b> that</p> <ol style="list-style-type: none"> <li>1. Are relevant to learning objectives/ targets of the lesson</li> <li>2. Engage learners in the demonstration of knowledge or skills</li> <li>3. <i>Extend learners' understanding of concepts</i></li> </ol>	<p>Discusses AND uses developmentally appropriate <b>technologies (digital tools and resources)</b> that</p> <ol style="list-style-type: none"> <li>1. Are relevant to learning objectives/ targets of the lesson</li> <li>2. <i>Engage learners in the demonstration of knowledge or skills</i></li> </ol>	<p><i>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson</i></p> <p>AND</p> <p><b>Technology is not available</b></p>	<p>One of the following:</p> <p>A. <i>Does not use technologies (digital tools and resources)</i> to engage learners</p> <p>AND</p> <p><b>Technology is available</b> in the setting</p> <p>OR</p> <p>B. Use of <b>technologies</b> is <i>not relevant</i> to the learning objectives/ targets of the lesson</p> <p>OR</p> <p>C. <i>Does not discuss technologies</i></p> <p>AND</p> <p>Technology <i>is not available</i> in the setting</p>	<p>_____</p>
<p><b>I. Safe and Respectful Learning Environment</b></p>	<p><i>Actively involves learners to create and manage a safe and respectful learning environment</i> through the use of routines and transitions</p> <p>AND</p> <p>Establishes and promotes constructive relationships to equitably engage learners</p> <p>AND</p> <p>Uses research-based strategies to maintain learners' attention (individual and whole group)</p>	<p><i>Manages a safe and respectful learning environment</i> through the use of routines and transitions</p> <p>AND</p> <p><i>Establishes and promotes</i> constructive relationships to equitably engage learners</p> <p>AND</p> <p><i>Uses research-based</i> strategies to maintain learners' attention (individual and whole group)</p>	<p><i>Attempts to manage a safe learning environment through the use of routines and transitions</i></p> <p>AND/OR</p> <p><i>Attempts to establish</i> constructive relationships to engage learners</p> <p>AND/OR</p> <p><i>Attempts to use</i> constructive strategies to maintain learners' attention (individual and whole group)</p>	<p><i>Does not manage a safe learning environment</i></p> <p>OR</p> <p><i>Does not establish</i> constructive relationships to engage learners</p> <p>OR</p> <p><i>Does not use</i> constructive strategies to maintain learners' attention (individual and whole group)</p>	<p>_____</p>
<b>Assessment</b>					
<p><b>J. Data-Guided Instruction</b></p>	<p>Uses <b>data-informed decisions</b> (<i>trends and patterns</i>) to set short and long term goals for future instruction and assessment</p> <p>AND</p> <p>Uses <b>contemporary tools</b> for learner <b>data</b> record-keeping <i>and analysis</i></p>	<p>Uses <b>data-informed decisions</b> to design instruction and assessment</p> <p>AND</p> <p>Uses <b>contemporary tools</b> for learner <b>data</b> record-keeping</p>	<p>Uses <b>minimal data</b> to design instruction and assessment</p>	<p><i>Does not use data</i> to design instruction and assessment</p>	<p>_____</p>

<b>K. Feedback to Learners</b>	Provides <b>feedback</b> that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is <i>individualized</i>  AND Provides timely <b>feedback</b> , <i>guiding learners on how to use feedback to monitor their own progress</i>	Provides <b>feedback</b> that 1. Enables learners to recognize strengths OR areas for improvement 2. Is <i>comprehensible</i> 3. Is <i>descriptive</i>  AND Provides <i>timely feedback</i>	<i>Provides minimal feedback</i> that 1. <i>Enables</i> learners to recognize strengths OR areas for improvement  OR <b>Feedback</b> is provided in a <i>somewhat</i> timely fashion	<i>Does not provide feedback</i>  OR <b>Feedback does not enable</b> learners to recognize strengths OR areas for improvement  OR <b>Feedback is not provided</b> in a timely fashion	—
<b>L. Assessment Techniques</b>	Evaluates and supports learning through <b>assessment techniques</b> that are 1. <u>Developmentally appropriate</u> 2. Formative AND <u>summative</u> 3. <u>Diagnostic</u> 4. <i>Varied</i>	<i>Evaluates and supports learning through assessment techniques</i> that are 1. Developmentally appropriate 2. Formative AND summative	<b>Assessment techniques</b> are 1. Developmentally <i>appropriate</i> 2. <i>Formative OR summative</i>	<b>Assessment techniques</b> are 1. Developmentally <i>inappropriate</i> OR <i>Not used</i>	—

<b>Analysis of Teaching</b>					<b>Row Score</b>
<b>M. Connections to Research and Theory</b>	Discusses, provides <u>evidence</u> of, and <i>justifies</i> connections to educational <b>research and/or theory</b>  AND <i>Uses research and/or theory to explain their P-12 learners' progress</i>	<i>Discusses and provides evidence of</i> connections to educational <b>research and/or theory</b>	<i>Mentions</i> connections to educational <b>research and/or theory</b>	<i>No connections OR inaccurate connections</i> to educational <b>research and/or theory</b>	—

## **Professional Dispositions Evaluation**

**What are dispositions?** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

**What else should a teacher candidate know?** It is the student teacher's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.

REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

<b>Item</b>	<b>Exceeds Expectations (3 points)</b>	<b>Meets Expectations (2 points)</b>	<b>Emerging (1 point)</b>	<b>Does Not Meet Expectations (0 points)</b>	<b>Row Score</b>
<b>Professional Commitment and Behaviors</b>					
<b>N. Participates in Professional Development (PD)</b>	Participates in at least one <b>professional development</b> opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)  AND	Participates in at least one <b>professional development</b> opportunity (e.g. workshop, seminar, attending a professional conference)  AND	<i>Participates in at least one professional development</i> opportunity (e.g. workshop, seminar, attending a professional conference)	<i>Does not participate</i> in any <b>professional development</b> opportunity (e.g. workshop, seminar, attending a professional conference)	—

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
	<p>Provides evidence of an increased understanding of the teaching profession as a result of the PD</p> <p>AND</p> <p><i>Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</i></p>	<p><i>Provides evidence of an increased understanding of the teaching profession as a result of the PD</i></p>			
<p><b>O. Demonstrates Effective Communication with Parents or Legal Guardians</b></p>	<p>Provides evidence of <b>communication with parents or legal guardians</b> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p>Provides information about P-12 learning to <b>parents or legal guardians</b> to promote understanding and academic progress</p> <p>AND</p> <p><i>Interacts with <b>parents or legal guardians</b> in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</i></p>	<p>Provides evidence of <b>communication with parents or legal guardians</b> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p><i>Provides information about P-12 learning to <b>parents or legal guardians</b> to promote understanding and academic progress</i></p>	<p><i>Provides evidence of <b>communication with parents or legal guardians</b> in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</i></p>	<p><i>Does not provide evidence of <b>communication with parents or legal guardians</b></i></p>	<p>—</p>
<p><b>P. Demonstrates Punctuality</b></p>	<p>Reports on time <i>or early</i> for daily student teaching</p> <p>AND</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Reports on time</i> for daily student teaching</p> <p>AND</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Inconsistently reports</i> on time for daily student teaching</p> <p>AND/OR</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Does not report</i> on time for student teaching</p> <p>AND/OR</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>—</p>
<p><b>Q. Meets Deadlines and Obligations</b></p>	<p>Meets <b>deadlines and obligations</b> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p>	<p><i>Meets <b>deadlines and obligations</b></i> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p><i>Informs <b>all</b> stakeholders</i> (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p>	<p><i>Most of the time meets <b>deadlines and obligations</b></i> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p><i>Informs <b>some</b> stakeholders</i> (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p>	<p><i>Frequently misses <b>deadlines or obligations</b></i> established by the cooperating teacher and/or supervisor</p> <p>AND/OR</p> <p><i>Does not inform</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the</p>	<p>—</p>

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
	Provides clear and complete directions and lessons for substitutes/cooperating teacher <i>without reminders</i>	Provides <i>clear and complete</i> directions and lessons for substitutes/cooperating teacher	<i>Provides incomplete</i> directions and lessons for substitutes/cooperating teacher	<i>absence</i>  AND/OR <i>Does not provide</i> directions and lessons for substitutes/cooperating teacher	
<b>R. Preparation</b>	<b>Prepared</b> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND Materials are easily accessible AND organized  AND <i>Prepared for the unexpected and flexible</i>	<b>Prepared</b> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND Materials are easily accessible AND organized	<i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND/OR Materials are easily accessible OR organized	<i>Not prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND/OR Materials are <i>not</i> organized NOR easily accessible	—
<b>Professional Relationships</b>					
<b>S. Collaboration</b>	Demonstrates <b>collaborative</b> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  AND <i>Works with</i> and learns from colleagues in planning and implementing instruction <i>to meet diverse needs of learners</i>	Demonstrates <b>collaborative</b> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  AND <i>Attempts to work with and learn from colleagues in planning and implementing instruction</i>	<i>Demonstrates collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	<i>Does not demonstrate collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	—
<b>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</b>	Recognizes and articulates specific areas in need of <b>advocacy</b> , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <b>teaching profession</b> (e.g. technology integration, research-based practices)  AND <i>Takes action(s) based upon identified needs, while following district protocols</i>	Recognizes and <i>articulates specific</i> areas in need of <b>advocacy</b> , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <b>teaching profession</b> (e.g. technology integration, research-based practices)	<i>Recognizes</i> areas in need of <b>advocacy</b> , <i>but cannot articulate</i> the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <b>teaching profession</b> (e.g. technology integration, research-based practices)	<i>Does not recognize</i> areas in need of <b>advocacy</b> , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the <b>teaching profession</b> (e.g. technology integration, research-based practices)	—
<b>Critical Thinking and Reflective Practice</b>					

<b>U. Responds Positively to Feedback and Constructive Criticism</b>	Is receptive to <b>feedback, constructive criticism,</b> supervision, and responds professionally  AND Incorporates <b>feedback</b> (e.g., from cooperating teacher, university supervisor) to improve practice  AND <i>Proactively seeks opportunities for <b>feedback</b> from other professionals</i>	Is receptive to <b>feedback, constructive criticism,</b> supervision, and <i>responds professionally</i>  AND Incorporates <b>feedback</b> (e.g., from cooperating teacher, university supervisor) <i>to improve practice</i>	Is receptive to <b>feedback, constructive criticism,</b> and supervision  AND/OR <i>Incorporates feedback inconsistently</i>	Is <i>not</i> receptive to <b>feedback, constructive criticism,</b> and supervision  AND/OR <i>Does not incorporate feedback</i>	—
<b><u>What went well? Areas of strength?</u></b>					
<b><u>Possible opportunities for growth</u></b>					

### Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

<b>Connection to 3-way form</b>	<b>Goal (must have a minimum of one goal) with Details</b>
<i>L. Assessment: Feedback to Learners</i>	<i>I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process. I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data</i>
	1.
	2.

### Comments



## Glossary of Terms

**Advocacy:** Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

**Analysis:** Careful and critical examination of data and/or processes to identify key components and potential outcomes.

**Assessment:** “Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement.”<sup>1</sup>

**Contemporary Tools:** Electronic/digital record-keeping tools such as an online gradebook and progress monitoring systems, spreadsheet software, etc.

**Cooperating Teachers:** (Also known as “mentor teachers”) Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

**Critical Thinking:** Refers to the “kind of thinking involved in problem solving” and includes an ability to “examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions.”<sup>2</sup>

**Culturally Relevant:** Incorporating the tenets of culturally relevant/responsive teaching (i.e., “teachers create a bridge between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.”)<sup>3</sup>

**Data-informed decisions:** “Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels.”<sup>4</sup>

**Developmental Theory (General):** Theories that describe the stages of development of children/adolescents (e.g., Erikson’s Theory of Psychosocial Development, Kohlberg’s Theory of Moral Development, Piaget’s Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

**Developmental Theory (Content-Specific):** Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.<sup>5</sup>

**Diagnostic Assessment:** (Also known as “pre-assessment”) “Involves the gathering and careful evaluation of detailed data using students’ knowledge and skills in a given learning area.”<sup>6</sup>

**Differentiation of Instruction:** “To respond to variance among learners” (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying “content, and/or process, and/or products, and/or the learning environment” according to learners’ “readiness, interest, or learning profile.”<sup>7</sup>

**Digital Tools:** Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

**Evidence:** Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction<sup>8</sup>

**Feedback:** “Information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improving learning.”<sup>9</sup>

**Formative Assessment:** “Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement.”<sup>1</sup>

**Fosters:** To promote the growth or development of, encourage.<sup>10</sup>

**Funds of Knowledge:** “Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being.”<sup>11</sup>

**Goals:** See definition for “Measurable Goals.”

**Learner:** Any P12 student in the student teacher’s classroom.

**Learning Environment:** Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

**“Look Fors” Document:** A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.

**Measurable Goals:** “Provides information for describing, assessing, and evaluating student achievement.”<sup>12</sup>

**Mentor Teachers:** See definition for “Cooperating Teachers.”

**Objectives/Targets:** P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.<sup>13</sup>

**Problem solving:** A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

**Program Coordinator:** Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.

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<sup>1</sup> Arizona K12 Center. (2012). *Standards continuum guide for reflective teaching practice*. Northern Arizona University

<sup>2</sup> [http://sites.harvard.edu/fs/docs/icb.topic265890.files/Critical\\_Thinking\\_File/06\\_CT\\_Extended\\_Definition.pdf](http://sites.harvard.edu/fs/docs/icb.topic265890.files/Critical_Thinking_File/06_CT_Extended_Definition.pdf)

<sup>3</sup> <http://www.learnnc.org/lp/pages/4474#note1>

<sup>4</sup> <http://www.clrn.org/elar/dddm.cfm#A>

<sup>5</sup> Stevens, S., Shin, N., & Krajcik, J. (2009, June). Towards a Model for the Development of an Empirically Tested Learning Progression. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA.

<sup>6</sup> <http://www.education.nt.gov.au/parents-community/assessment-reporting/diagnostic-assessments/diagnostic-assessments>

<sup>7</sup> Carol Ann Tomlinson <http://www.ericdigests.org/2001-2/elementary.html>

<sup>8</sup> Stanford Center for Assessment, Learning and Equity (SCALE). (2015). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University.

<sup>9</sup> Shute, V.J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189.

<sup>10</sup> Merriam Webster Dictionary (<http://www.merriam-webster.com/dictionary/foster>)

<sup>11</sup> Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 132-141.

<sup>12</sup> <https://education.alberta.ca/media/525540/ipp7.pdf>

<sup>13</sup> <https://www.csun.edu/science/courses/555/pact/glossary.html>

**Research:** “The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge.”<sup>14</sup>

**Student Teacher:** (Also known as “intern” or “candidate”) An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.

**Student Teaching:** (Also known as “clinical practice”) A full-time field experience in a P12 classroom that occurs in the final semester (culminating experience) of an educator preparation program and is required to obtain professional education licensure/certification.

**Summative Assessment:** “Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met.”<sup>15</sup>

**Targets:** See definition for ‘Objectives/Targets.’

**Technologies:** See definition for ‘Digital Tools.’

**University Supervisor (US):** The university instructor assigned to the student teacher who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher’s evaluation, and is responsible for recording the consensus scores using this form.

**Form developed by:**

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<sup>14</sup> <http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificalllyBasedRes/tabid/10877/Default.aspx>

<sup>15</sup> Melaville, A. & Blank, M.J. (1998). *Learning together: The developing field of school-community initiatives*. Flint, MI: Mott Foundation.