

MIDTERM:	FINAL:
Conference Date:	

Student Teacher:	School:
Cooperating Teacher:	Grade/Content:
Supervisor:	Semester/Year:

4 = **Accomplished**-Teacher candidate's performance demonstrates clear, convincing and consistent evidence
 3 = **Proficient**-Teacher candidate's performance demonstrates considerable evidence
 2 = **Emergent**-Teacher candidate's performance demonstrates developing evidence
 1 = **No Evidence**- Teacher candidate's performance demonstrates no evidence
 NA = Teacher candidate's performance is not applicable

*InTASC-Interstate Teacher Assessment & Support Consortium *ISTE NETS-T-International Society for Technology in Education *CEC-Council for Exceptional Children
 *UA-University of Arizona Teacher Preparation Programs Professional Standards

Learner Development (InTASC1) CCEC 2) (ISTE NETS-T1) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.	COMMENTS (Additional Comments may be attached)	
1. Assesses individual and group performance to design and modify instruction to meet learners' developmental needs.		
2. Creates developmentally appropriate instruction that enables learners to advance and accelerate their learning.		
3. Collaborates with families, communities, colleagues, and/or other professionals to promote learner growth and development, using face to face and virtual technology.		
Composite Rating: Learner Development (InTASC 1) (CEC 2) (ISTE NETS-T 1)		

Learning Differences (InTASC 2) (CEC 3, 6, 7) The teacher uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.	COMMENTS (Additional Comments may be attached)	
1. Designs, adapts, and delivers instruction to address each student's particular learning strengths and needs, creating opportunities for students to demonstrate their learning in different ways.		
2. Writes appropriate Individual Education Plans and/or makes appropriate accommodations or modifications to learning goals or lesson plans based on student's assessment data and identified special educational needs.		
3. Demonstrates knowledge of and follows all legal processes required by the individuals with Disabilities Education (Improvement) Act and other applicable laws, regulations, statues, and rules that apply to students with special needs.		
4. Designs instruction to build on learners' prior knowledge and experiences.		
5. Incorporates theories and tools of second language development and acquisition into planning and instruction, including strategies for making content accessible to English language learners to evaluate and support their development of English proficiency.		
6. Demonstrates knowledge of all legal processes, applicable laws, regulations, statutes, and rules regarding identification, placement, and instruction of English language learners.		
7. Accesses resources and special services to meet learning differences or needs.		
Composite Rating: Learning Differences (InTASC 2) (CEC 3,6,7)		

Learning Environments (InTASC 3) (CEC 5) (ISTE NETS-T 2) The teacher works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.	COMMENTS (Additional Comments may be attached)	
1. Collaborates with learners, families, and colleagues to promote a safe, positive, and respectful learning climate.		
2. Promotes collaboration and self-direction, development of shared values and respectful interactions, rigorous academic discussions, and responsibility for quality work.		
3. Manages the learning environment by organizing, allocating, and coordinating resources, time, and space.		
4. Collaborates with learners to evaluate and adjust the learning environment.		
5. Demonstrates respect for the cultural backgrounds and perspectives of learners.		
6. Applies effective interpersonal communication skills to build learners' capacity to collaborate.		
Composite Rating: Learning Environments (InTASC 3) (CEC 5) (ISTE NETS-T 2)		

Content Knowledge (InTASC 4) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.	COMMENTS (Additional Comments may be attached)	
1. Uses multiple representations and explanations of content.		
2. Encourages learners to understand, question, and analyze ideas from multiple perspectives.		
3. Guides learners to apply methods of inquiry, standards of evidence, and academic language unique to each content area.		
4. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.		
5. Recognizes and corrects learner misconceptions in a discipline.		
6. Evaluates and modifies instructional resources and curricular materials for comprehensiveness, accuracy, and appropriateness.		
7. Uses supplemental resources and technology to ensure content accessibility, accuracy, and relevance to learners.		
Composite Rating: Content Knowledge (InTASC 4)		

Content Application (InTASC 5) (CEC 4, 5) (ISTE NETS-T 1) The teacher understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues	COMMENTS (Additional Comments may be attached)	
1. Applies content knowledge to real world problems through interdisciplinary projects.		
2. Facilitates learners' use of current technology tools and resources.		
3. Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, generation and evaluation of new ideas, and development of original work.		
4. Develops learners' communication skills for varied audiences and purposes.		
5. Supports development of diverse social and cultural perspectives.		
6. Develops and supports learner literacy across content areas.		
Composite Rating: Content Knowledge (InTASC 4)		

<p>Assessment (InTASC 6) (CEC 8) (ISTE NETS-T 3) The teacher understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>COMMENTS (Additional Comments may be attached)</p>
1. Designs valid formative and summative assessments that match learning objectives.	
2. Uses multiple types of assessment data to document learning and develop instructional activities.	
3. Provides effective feedback to guide learner progress.	
4. Guides learners to assess their own thinking and learning, as well as the performance of others.	
5. Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs.	
6. Uses technology to support assessment.	
<p>Composite Rating: Assessment (InTASC 6) (CEC 8) (ISTE NETS-T 3)</p>	

<p>Planning for Instruction (InTASC 7) (CEC 7) (ISTE NETS-T 2) The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>COMMENTS (Additional Comments may be attached)</p>
1. Creates relevant learning experiences aligned with curriculum goals, content standards, and benchmarks.	
2. Incorporates differentiated strategies, resources, and accommodations for individuals and groups of learners to meet learning goals.	
3. Sequences learning experiences effectively.	
4. Plans multiple ways for learners to demonstrate knowledge and skills.	
5. Uses formative and summative assessment data, prior learner knowledge, and learner interest to plan instruction.	
6. Collaborates with professionals (special educators, language learning specialists, Librarians, media/technology specialists) to design and deliver learning experiences to meet unique learning	
7. Evaluates and adjusts plans to meet short and long range goals.	
<p>Composite Rating: Planning for Instruction (InTASC 7) (CEC 7) (ISTE NETS-T 2)</p>	

<p>Instructional Strategies (InTASC 8) (CEC 4) (UA) (ISTE NETS-T 1,2,3)</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.</p>	<p>COMMENTS (Additional Comments may be attached)</p>
<p>1. Monitors student learning and uses appropriate strategies and resources to adapt instruction for individuals and groups.</p>	
<p>2. Collaborates with learners to design and implement relevant learning experiences, identify strengths, and access resources to develop their areas of interest.</p>	
<p>3. Varies the teacher role in the instructional process (instructor, facilitator, coach, audience) to address content, teaching goals, or needs of learners.</p>	
<p>4. Provides multiple models and representations of concepts and skills to implement lesson plans effectively.</p>	
<p>5. Engages all learners in developing higher order questioning skills and metacognitive processes.</p>	
<p>6. Provides opportunities for learners to access, interpret, evaluate, and apply information.</p>	
<p>7. Uses multiple strategies to expand learner communication through speaking, listening, reading, writing, and technology.</p>	
<p>8. Asks questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, stimulation of curiosity, and helping learners to question.</p>	
<p>9. Provides clear directions and explanations.</p>	
<p>Composite Rating: Instructional Strategies (InTASC 8) (CEC 4) (UA) (ISTE NETS-T 1,2,3)</p>	

<p>Professional Learning and Ethical Practice (InTASC 9) (CEC 1, 9) (UA) (ISTE NETS-T 4)</p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.</p>	<p>COMMENTS (Additional Comments may be attached)</p>
<p>1. Participates in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p>	
<p>2. Engages in professional development aligned with the needs of the teacher, learners, school, and system.</p>	
<p>3. Uses data and resources to evaluate the outcomes of teaching and learning to adapt planning and practice.</p>	
<p>4. Reflects on personal biases and accesses resources to deepen understanding of cultural, linguistic, ethnic, gender, and learning variations.</p>	

5. Demonstrates integrity regarding professional ethics (judgment, confidentiality, and appropriate communication).	
6. Maintains professional appearance.	
7. Demonstrates professional demeanor (enthusiasm for teaching and learning, a caring and positive attitude, flexibility, initiative, reliability, and respect).	
8. Responds to constructive criticism and modifies practices accordingly.	
9. Uses professional, respectful, and grammatically correct language in oral and written communication.	
10. Advocates, models, and teaches safe, legal, and ethical use of digital information and technology, including copyright and intellectual property, information privacy (privacy of student data), appropriate documentation of sources, and respect for others in the use of social media.	
Composite Rating: Instructional Strategies (InTASC 8) (CEC 4) (UA) (ISTE NETS-T 1,2,3)	

<p>Leadership and Collaboration (InTASC 10) (CEC 1, 10) (ISTE NETS-T 5)</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.</p>	<p>COMMENTS (Additional Comments may be attached)</p>
1. Collaborates with colleagues to share responsibility for decision making and accountability for student learning.	
2. Works with other school professionals to plan and facilitate learning on how to meet the diverse needs of learners.	
3. Supports the mission and vision of the school.	
4. Works collaboratively with learners and families to establish mutual expectations and ongoing communication to support learner development and achievement.	
5. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	
6. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	
7. Advocates for learners, the school, the community, and the profession.	
Composite Rating: Leadership and Collaboration (InTASC 10) (CEC 1, 10) (ISTE NETS-T 5)	



College of Education

Signature below indicates participation in the assessment process for the:

____ Midterm conference ____ Final Conference

Student Teacher: _____ Date: __/__/__

Cooperating Teacher: _____ Date: __/__/__

Supervisor: _____ Date: __/__/__