

**Contextual Factors Rubric**

**Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I: The Macro Context</b>				
<b>Knowledge of District, Community, and School (RIPTS 1)</b>	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the district, community, school, and classroom.	Candidate displays a general understanding of the characteristics of the district, community, and school that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the district, community, and school that may affect learning.	6
<b>Part II: The Micro Context</b>				
<b>Physical Classroom (RIPTS 6)</b>	Candidate displays minimal, irrelevant, or biased knowledge of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a general understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a comprehensive understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	6
<b>Knowledge of Characteristics of Class Members (RIPTS 4)</b>	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of class members and how it may affect learning.	Candidate displays a general understanding of characteristics of class members and how it may affect learning.	Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning.	6+
<b>Knowledge of Students' Skills And Prior Learning (RIPTS 3)</b>	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context.	6
<b>Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4)</b>	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities) for the individual student.	6

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part III: Instructional Implications</b>				
<b>Implications for Instructional Planning and Assessment (RIPTS 4)</b>	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	6
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	5

TOTAL 41 /42

Comments:

You did an excellent job looking through the IEPs and developing a clear sense of the learning needs of your students. In addition, you used an excellent source to gather information about the school & district.

## Learning Goals and Unit Objectives Rubric

**Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I</b>				
<b>Learning Goals (RIPTS 2)</b>	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate	6
<b>Part II</b>				
<b>Alignment with National, State or Local Standards (RIPTS 2)</b>	Unit objectives are not aligned with national, state or local standards.	<i>Some</i> unit objectives are aligned with national, state or local standards.	<i>Most</i> of the unit objectives are explicitly aligned with national, state or local standards.	6
<b>Classification of Unit Objectives (RIPTS 5)</b>	Unit objectives are not significant, challenging, or varied.	<i>Some</i> unit objectives are somewhat significant, challenging, and varied.	<i>All</i> unit objectives are significant, challenging, and varied.	6
<b>Clarity (RIPTS 8)</b>	Unit objectives are not stated clearly and are activities rather than learning outcomes.	<i>Some</i> of the unit objectives are clearly stated as learning outcomes.	<i>Most</i> of the unit objectives are clearly stated as learning outcomes.	6
<b>Appropriateness For Students (RIPTS 3)</b>	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	<i>Some</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Some unit objectives will move students towards meeting learning goals.	<i>Most</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals	6
<b>Part III</b>				
<b>Rationale / Purpose (RIPTS 4)</b>	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	5

TOTAL 40 /42

Comments:

Important topic. Good that you connect potential issues in the unit with the students' needs in the area of reading.

### Assessment Plan Rubric

**Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I: Visual Organizer</b>				
<b>Visual Organizer Format (RIPTS 9)</b>	<p>The organizer does not clearly present:</p> <ul style="list-style-type: none"> <li>• how the objectives are lined up with the assessments; and/or</li> <li>• the justification for the method of each assessment; and/or</li> <li>• any appropriate adaptations of the assessments.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>• how <i>some</i> of the objectives are lined up with the assessments; and/or</li> <li>• the justification for the method of some assessments is incomplete or inappropriate; and/or</li> <li>• some assessment adaptations are missing or inappropriate.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>• how <i>all</i> the objectives are lined up with the assessments; and</li> <li>• the justification for the method of all assessments; and</li> <li>• appropriate adaptations for all assessments within this context with these students</li> </ul>	5
<b>Multiple Forms of Assessment (RIPTS 9)</b>	<p>The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.</p>	5
<b>Alignment of Unit Objectives and Assessments. (RIPTS 9)</b>	<p><i>Very few or none</i> of the objectives: are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>Most/all</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.</p>	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Rationale for Assessment Choice (RIPTS 9)</b>	Assessment choices do not match the unit objectives/context or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Assessment choices somewhat match the unit objectives/context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	Assessment choices match the unit objectives/context; the rationale for the choice mentions the unit objective and/or student characteristics.	5
<b>Adaptations Based on the Individual Needs of Students (RIPTS 4)</b>	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>most/all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	5
<b>Part II: Narrative</b>				
<b>Rationale for Assessment Choice (RIPTS 9)</b>	Provides an inadequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides adequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and insightful statement about pre, formative, and summative assessments and their appropriateness <u>for measuring learning within this context</u> with these students.	4
<b>Scoring Procedures (RIPTS 9)</b>	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>Most/all</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	4
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	5

38 / 48 = 78.3%

Comments:

A little too vague in terms of pre-assessment data & baseline. You want to be able to create a chart to monitor progress...

### Design for Instruction Rubric

**Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Use of Pre-Assessment Data (RIPTS 8)</b>	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p>	6
<b>Unit Visual Organizer (RIPTS 2)</b>	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	6
<b>Lesson Plans (RIPTS 2)</b>	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p> <p>Heavy reliance on textbook or single resource (e.g., work sheets).</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety of resources.</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of resources makes a clear contribution to learning.</p>	6

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Alignment with Learning Goals and Unit Objectives (RIPTS 2)</b>	Few lessons are explicitly linked to unit objectives.  Few learning tasks, assignments and resources are aligned with unit objectives.  Not all unit objectives are covered in the design.	Most lessons are explicitly linked to unit objectives.  Most learning tasks, assignments and resources are aligned with unit objectives.  Most unit objectives are covered in the design.	All lessons are explicitly linked to unit objectives.  All learning tasks, assignments and resources are aligned with unit objectives.  All unit objectives are covered in the design.	6
<b>Classroom Climate (RIPTS 6)</b>	Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	6
<b>Use of Technology (RIPTS 2)</b>	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission.  A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately.  Technology contributes to teaching and learning.  OR  Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.	Candidate consistently integrates appropriate technology.  Use of technology makes a significant contribution to teaching and learning.  <i>Overhead</i>	6
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	5

TOTAL 41 /42

Comments:

It seems that you really understand the importance of modelling.



### Instructional Decision-Making Rubric

**Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I</b>				
<b>Rethinking Your Plans for a Group of Students (RIPTS 3)</b>	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	5
<b>Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)</b>	Candidate treats class as "one plan fits all" with no revisions or revisions of the instructional plan are not connected to students' responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors.	5
<b>Explanation of the Modifications Made for a Group of Students (re: Learning Goals &amp; Unit Objectives) (RIPTS 4)</b>	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are appropriate.	Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the revisions and learning goals/unit objectives are significant and insightful.	5
<b>Part II</b>				
<b>Rethinking Your Plans for an Individual Student (RIPTS 3)</b>	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	5
<b>Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)</b>	Candidate treats class as "one plan fits all" with no revisions or revisions of the instructional plan are not connected to this student's responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address this student's needs; based on the analysis of this student's learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address this student's needs; are informed by a thorough and thoughtful analysis of this student's learning/performance; based on best practice; based on contextual factors.	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Explanation of the Revisions Made for an Individual Student (re: Learning Goals &amp; Unit Objectives) (RIPTS 4)</b>	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit objectives. The connections between the modifications and learning goals/unit objectives are appropriate.	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are significant and insightful.	5
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	5

TOTAL 35 /42

Comments:

### Analysis of Student Learning Rubric

**Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I</b>				
<b>Alignment with Selected Unit Objectives (RIPTS 9)</b>	Analysis of student learning: <ul style="list-style-type: none"> <li>• is not aligned with selected unit objectives;</li> <li>• and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.</li> </ul>	Analysis of student learning: <ul style="list-style-type: none"> <li>• is partially aligned with selected unit objectives;</li> <li>• provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals.</li> </ul>	Analysis of student learning: <ul style="list-style-type: none"> <li>• is fully aligned with selected unit objectives;</li> <li>• provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals.</li> </ul>	6
<b>Clarity and Accuracy of Presentation of Graphs (RIPTS 9)</b>	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	5
<b>Interpretation of Data (RIPTS 9)</b>	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	6
<b>Evidence of Impact on Student Learning (RIPTS 9)</b>	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	6

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Insights on Effective Instruction and Assessment (RIPTS 10)</b>	Lacks reasonable hypotheses for why some students did not meet the selected objectives.  Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives.  Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives.  Provides a detailed explanation of successful and unsuccessful tasks and assessments.	6
<b>Self Evaluation and Implications for Future Teaching (RIPTS 10)</b>	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment.  Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment.  Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment.  Offers a specific rationale as to why these modifications would improve student learning.	6
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	5

TOTAL 40/42

Comments:

### Candidate Reflection on Student Teaching Experience Rubric

**Teaching Process: Reflective practitioners continually and consciously evaluate their choices and actions.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIPTS
<b>Description of Incidents (RIPTS 10)</b>	Candidate provides a general description that lacks examples of incidents to tell what was learned during the Student Teaching experience.	Candidate provides a description containing some examples to tell what was learned during the Student Teaching experience.	Candidate provides a detailed description using specific and concrete examples to tell what was learned in Student Teaching.	10  6
<b>Description of effect on Student Teaching experience (RIPTS 10)</b>	Candidate provides little or no description of how the incidents affected the Student Teaching experience.	Candidate provides superficial description of how the incidents affected the Student Teaching experience.	Candidate provides rich, in depth description of how the incidents affected the Student Teaching experience.	10  6
<b>Description of self learning (RIPTS 10)</b>	Candidate provides little or no description of self learning.	Candidate provides some description of self learning, but it lacks connection to description of incidents and their affect on Student Teaching.	Candidate provides rich, thoughtful description of self learning that connects to description of incidents and their affect on Student Teaching.	10  6
<b>Plans for Professional Development (RIPTS 10)</b>	Candidate demonstrates no or vague plans for professional development.	Candidate describes some general plans for professional development, but they may not reflect self learning.	Candidate describes some specific, concrete plans for professional development that reflect self learning.	10  6
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	5

TOTAL 29 /30

Comments:



FSEHD Teacher Candidate Observation and Progress Report

Student Teacher

Candidate: Heidi Fernandez Email: \_\_\_\_\_ Emplid: \_\_\_\_\_

College Supervisor: Dr. McDermott-Fasy Email: \_\_\_\_\_

Cooperating Teacher: Andrea Annaldo Email: \_\_\_\_\_

Grade Level/Content Area Assignment: Grade 7 self-contained

Program: M.Ed.

Cooperating School District/School: \_\_\_\_\_

Person Completing This Observation (Check one):  Cooperating Teacher  College Supervisor
Date: \_\_\_\_\_ Emplid: \_\_\_\_\_

Observation: #1 Date: \_\_\_\_\_ #2 Date: 10/1/10 #3 Date: \_\_\_\_\_

#4 Date: \_\_\_\_\_ (fourth formal observation not required/optional/if needed)

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance to the teacher candidate, the college supervisor, and the teacher candidate's cooperating teacher during the teacher candidate's student teaching. The instrument is to be completed following each formal observation of classroom instruction. Prior to the lesson, the observer will review the teacher candidate's lesson plan. During the lesson, the observer takes notes and then completes SECTIONS ONE and TWO of this instrument. The observer completes SECTION THREE following a post-observation conference with the teacher candidate. Only the Cooperating Teacher completes SECTION FOUR, which reflects cumulative performance to the date of the observation.

We have conferred in the summary of the candidate's classroom performance. Our signatures below attest to our judgments regarding the proficiency of the teacher candidate. As professional educators we recommend the student observed do the following:

- Continue with preparation for a teaching license.
Be required to complete an individualized contract to remedy deficiencies.
Discontinue preparation for a teaching license.

College Supervisor's Signature: Andrea P Annaldo Date: 10/1/10

Cooperating Teacher's Signature: Heidi Fernandez Date: \_\_\_\_\_

Student Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please initial here to confirm that the College Supervisor and the Cooperating Teacher have each submitted three FSEHD Teacher Candidate Observation and Progress Reports electronically to the Office of Partnerships and Placements.

College Supervisor's Initials: \_\_\_\_\_ Cooperating Teacher's Initials: \_\_\_\_\_

## SECTION ONE: LESSON INDICATORS

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

### PLANNING

#### Planning Indicators

#### Rating

- |   |           |
|---|-----------|
| 1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.  | <u>6</u>  |
| 2. Lesson objectives are measurable and observable.   | <u>5</u>  |
| 3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.  | <u>NA</u> |
| 4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.        | <u>6</u>  |
| 5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students. <i>books</i> | <u>5</u>  |
| 6. The lesson design demonstrates an accurate understanding of content.   | <u>6</u>  |
| 7. The lesson is designed to engage students in meaningful instructional tasks related to content.  | <u>6</u>  |
| 8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.  | <u>6</u>  |
| 9. Formative and/or summative assessments are aligned with objectives.  | <u>6</u>  |
| 10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.   | <u>6</u>  |

#### Comments:

*Objectives a little vague. ~~may be specify~~ maybe specify how they will understand (location, crops, plants, animal etc.)*

*Great visuals! Books, maps and posters!*

Use the following rating scale to the Implementation and Content Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present.  The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out.  The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement.  The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator.  The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

**ACTION**

Implementation Indicators

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.
2. The teacher candidate attends to individual student needs, including learning and behavioral issues.
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions).
8. The lesson is modified as needed based on formative assessment within the lesson.

Rating

5  
5  
6  
5  
5  
6  
6  
6

Comments:

*Gives appropriate "wait time" and scaffolding with concepts that require "newer" vocabulary.*

Content Indicators

1. The content of the lesson is significant and worthwhile.
2. The content of the lesson is appropriate for the developmental levels of the students in this class.
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson.
4. The teacher candidate provides accurate content information and displays an understanding of important concepts.
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. *science*

Rating

6  
6  
6  
6  
6

Comments:



Use the following rating scale to rate the Climate and Classroom Management Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present.  The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out.  The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement.  The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator.  The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Climate Indicators

Rating

1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect.
3. Active participation of all is encouraged and valued.
4. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students.
5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident.
7. There was a high proportion of student-to-student communication about the content of the lesson.

6  
6  
6  
6  
6  
6  
5

Comments:

*you have an excellent rapport with the students. They seek your approval and participate often.*

Classroom Management Indicators

Rating

1. The teacher candidate has an effective way of getting all students in the class to be attentive.
2. The teacher candidate does not try to "talk over" the students.
3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way.
4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.
5. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity.
6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.

5  
6  
6  
6  
6  
6

Comments:

*Great job prompting students to be aware of their behavior.*

## SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

### **0 Points: Ineffective Instruction**

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

*Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.*

### **1-2 Points: Some Elements of Effective Instruction**

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

*If this is other than a first observation, student performance at this level may indicate that intervention is needed.*

### **3-4 Points: Effective Instruction**

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

### **5-6 Points: Accomplished Instruction**

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number):

0

1

2

3

4

5

6

Rationale for Capsule Rating:

### SECTION THREE: POST OBSERVATION

This section is to be completed following a post-observation conference with the teacher candidate.

Use the following rating scale to rate the Reflection Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

### REFLECTION

**Reflection Indicators**

1. The teacher candidate describes how s/he made decisions for planning and implementation.
2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.
3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.
4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.
5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.

Rating

~~0~~  
~~1~~  
~~2~~  
~~3~~  
~~4~~  
~~5~~  
~~6~~

Comments:

*You paced the lesson appropriate to the learning styles and needs!*

**Goals**

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

**SECTION FOUR: ONGOING PROGRESS**  
**Completed by Cooperating Teacher ONLY**

Professional Behavior and Technology Indicators are based on the cooperating teacher's observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

**Professional Behavior Indicators**

**Rating**

1. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.
2. The teacher candidate is on time and is prepared.
3. The teacher candidate dresses professionally.
4. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House).
5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.
6. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner.
7. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.
8. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.
9. The teacher candidate is a student advocate.

Comments:

Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present.  The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out.  The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement.  The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator.  The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

**Technology Indicators**

**Rating**

- The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. 5
- The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. 5
- The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). 5
- The teacher candidate demonstrates fluency with available technology systems. 5
- The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. 5
- The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. 5

Comments:

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- |                                     |                             |                                     |                       |
|-------------------------------------|-----------------------------|-------------------------------------|-----------------------|
| <input checked="" type="checkbox"/> | Computer for teacher use    | <input type="checkbox"/>            | Smart Board           |
| <input checked="" type="checkbox"/> | Computer(s) for student use | <input checked="" type="checkbox"/> | Overhead projector    |
| <input checked="" type="checkbox"/> | Calculators                 | <input type="checkbox"/>            | LCD Projector         |
| <input type="checkbox"/>            | Document camera             | <input checked="" type="checkbox"/> | Internet connection   |
| <input type="checkbox"/>            | Other (specify) _____       | <input type="checkbox"/>            | Other (specify) _____ |