

Robin Patch Teacher Candidate Spring Semester 6 days - 20 hrs Kindergarten Subject/Grade Taught
University of Mary, Bismarck School & Town Laura Selensky Cooperating Teacher Janet Basingthwaite University Supervisor

This assessment is based on the 10 national standards of effective practice for new teachers (IntASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

Directions: For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. *An overall average rating will be calculated by the university for each standard. Thank you for your time and commitment to the profession.

IntASC Standard 1	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating "3" performance, partial success at rating of "4"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating "2" performance, partial success at rating of "3"	implements grade-level appropriate instruction, but does not account for individual learners' differences	With assistance, partial success at rating of "2"	implements instruction that exceeds or does not match a developmentally appropriate level for the students	3.5
Accounts for differences in students' prior knowledge								3
*The overall rating will be calculated as an average of the ratings for this standard.								
Standard #1: Learner Development. The teacher understands how children learn 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.								*Rating 3

Comments:
 Robin taught 3 lessons that were developmentally appropriate for kindergarten students, each lesson allowed for differentiation regarding the abilities of her students.

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners	In addition to rating "3" performance, partial success at rating of "4"	exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners	In addition to rating "2" performance, partial success at rating of "3"	communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners	With assistance, partial success at rating of "2"	communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	3
	<p><i>*The overall rating will be calculated as an average of the ratings for this standard.</i></p>							

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

Comments:

Robin always conducted herself in a professional manner in which all students were treated respectfully and as important and special members of our class family.

InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs	<p><i>The teacher candidate...</i></p>							3
	develops a learning environment that is consistently engaging for most students	In addition to rating "2" performance, partial success at rating of "3"	develops a learning environment that is consistently engaging for most students	In addition to rating "2" performance, partial success at rating of "3"	attempts to develop a learning environment that is engaging for most students	With assistance, partial success at rating of "2"	needs assistance in developing a learning environment that is engaging for most students	3	

Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective	communicates clear standards of conduct	communicates standards of conduct that may not be clear	has minimal standards of conduct in place	
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis	the teacher candidate monitors and responds to student behavior effectively	the teacher candidate inconsistently monitors and responds to student behavior	the teacher candidate needs assistance with monitoring student behavior or in responding consistently	3
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>					
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.					

Comments:

Robin's lessons included and supported multiple opportunities for students to work and communicate within a partner or small group context.

INTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	In addition to rating "3"	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating "2"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content	With assistance, partial success at rating of "2"	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	3
<i>The teacher candidate...</i>								

Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content	applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content	attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content	applies inappropriate strategies in instructional practice to engage learners in mastery of content	3
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**The overall rating will be calculated as an average of the ratings for this standard.*

Standard #4: Content Knowledge. 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 of the discipline accessible and meaningful for learners to assure mastery of the content.

Comments: 3

Robyn demonstrated solid content knowledge in her planning and instructional delivery of lessons in literacy, math, and art.

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
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The teacher candidate ...

Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating "3" performance, partial success at rating of "4"	uses multiple assessments that align with the learning targets	In addition to rating "2"	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of "2"	uses limited assessment methods and items that are not aligned with learning targets	2.5
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**The overall rating will be calculated as an average of the ratings for this standard.*

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.

2.5

Comments:

Robyn demonstrated thoughtful reflection of her instructional experiences. She was positive and open to the ideas and suggestions of her practicum teacher.

IntASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	In addition to rating "3" performance, partial success at rating of "4"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating "2" performance, partial success at rating of "3"	plans for learning experiences that are aligned with learning goals	With assistance, partial success at rating of "2"	lesson plans are not aligned with learning goals	3
							plans instruction individually	
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists	*The overall rating will be calculated as an average of the ratings for this standard.	plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning	plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information	3	3	3	
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								

Comments:

Robyn demonstrated a solid understanding of kindergarten content and standards. She competently planned her instructional experiences accordingly.

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
Differentiates instruction for a variety of learning needs	<i>The teacher candidate...</i>								
	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students	In addition to varies instruction for individuals or small groups to create learning experiences that are well matched to student needs	In addition to varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs	In addition to varies individual or small group learning experiences, but variations are not well-matched to student needs	With assistance teaches individual or small group learning experiences without differentiating instruction			2.5	
*The overall rating will be calculated as an average of the ratings for this standard.								Rating	3
Standard #8: Instructional Strategies. 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 meaningful ways.									

Comments:

Robyn taught a total of 3 lessons (math, literacy, art) in which she incorporated whole group instruction/discussion, small group instruction/discussion, a guided practice, followed by an independent practice or exploration time. She provided students with support throughout all components of her lesson.

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<i>The teacher candidate...</i>								
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating of "4" partial success at rating of "4"	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating of "3" partial success at rating of "3"	accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of "2"	resists feedback to improve teaching effectiveness	3
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement	3

**The overall rating will be calculated as an average of the ratings for this standard.*

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.

***Rating**

3

Comments:

Robyn was in my classroom six times during her practicum experience. Moreover, she taught three lessons during those days. I can't evaluate her ongoing professional learning as I understand this standard. However, I definitely know that she was thoughtful and meticulous in her lesson planning and delivery. Also, we were able to have meaningful, reflective conversations about her lessons. She demonstrated the ability to reflect on her teaching.

Unit Plan Portfolio

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