





EDU 400 Practicum 2 MIDTERM

<p>1.0  Supports student learning through developmentally appropriate instruction</p> <p><i>No Description</i></p>	<p>4.0 Distinguished</p> <p>implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas</p>	<p>3.5 Approaching Distinguished</p> <p><i>No Description</i></p>	<p>3.0 Proficient</p> <p>implements developmentally appropriate instruction that accounts for learners' strengths, interests, and needs.</p>	<p>2.5 Approaching Proficient</p> <p><i>No Description</i></p>	<p>2.0 Emerging</p> <p>implements grade-level appropriate instruction but does not account for individual learners' differences.</p>	<p>1.5 Approaching Emerging</p> <p><i>No Description</i></p>	<p>1.0 Underdeveloped</p> <p>implements instruction that exceeds or does not match a developmentally appropriate level for the students.</p>	<p>n/a Not Observed</p> <p><i>No Description</i></p>
<p>1.0  Accounts for differences in students' prior knowledge</p> <p><i>No Description</i></p>	<p>4.0 Distinguished</p> <p>accesses student readiness for learning and expands on individual students' prior knowledge</p>	<p>3.5 Approaching Distinguished</p> <p><i>No Description</i></p>	<p>3.0 Proficient</p> <p>accounts for individual differences in students' prior knowledge and readiness for learning</p>	<p>2.5 Approaching Proficient</p> <p><i>No Description</i></p>	<p>2.0 Emerging</p> <p>addresses students' prior knowledge as a class, but individual differences are not considered</p>	<p>1.5 Approaching Emerging</p> <p><i>No Description</i></p>	<p>1.0 Underdeveloped</p> <p>does not account for differences in students' prior knowledge</p>	<p>n/a Not Observed</p> <p><i>No Description</i></p>

1.0  Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs

No Description

1.0  Exhibits fairness and belief that all students can learn

No Description

4.0 Distinguished

anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds

4.0 Distinguished

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

3.5 Approaching Distinguished

No Description

3.5 Approaching Distinguished

No Description

3.0 Proficient

demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance

3.0 Proficient

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

2.5 Approaching Proficient

No Description

2.5 Approaching Proficient

No Description

2.0 Emerging

demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs

2.0 Emerging

communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners

1.5 Approaching Emerging

No Description

1.5 Approaching Emerging

No Description

1.0 Underdeveloped

demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs

1.0 Underdeveloped


communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners

n/a Not Observed


No Description

n/a Not Observed

No Description

1.0  Creates a safe and respectful environment for learners

No Description

1.0  Structures a classroom environment that promotes student engagement

No Description

4.0 Distinguished

collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community

3.5 Approaching Distinguished

No Description

3.0 Proficient

consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language

2.5 Approaching Proficient

No Description

2.0 Emerging

models safety and respect to encourage a positive classroom learning community

1.5 Approaching Emerging

No Description

1.0 Underdeveloped

ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community

n/a Not Observed

No Description

4.0 Distinguished

develops a highly engaging learning environment, taking into account student differences and learning needs

3.5 Approaching Distinguished

No Description

3.0 Proficient

develops a learning environment that is consistently engaging for most students

2.5 Approaching Proficient

No Description

2.0 Emerging

attempts to develop a learning environment that is engaging for most students

1.5 Approaching Emerging



No Description

1.0 Underdeveloped

needs assistance in developing a learning environment that is engaging for most students

n/a Not Observed

No Description

<p>1.0  Clearly communicates expectations for appropriate student behavior</p> <p><i>No Description</i></p>	<p>4.0 Distinguished communicates standards of conduct that are clear and effective</p>	<p>3.5 Approaching Distinguished <i>No Description</i></p>	<p>3.0 Proficient communicates clear standards of conduct</p>	<p>2.5 Approaching Proficient <i>No Description</i></p>	<p>2.0 Emerging communicates standards of conduct that may not be clear</p>	<p>1.5 Approaching Emerging <i>No Description</i></p>	<p>1.0 Underdeveloped has minimal standards of conduct in place</p>	<p>n/a Not Observed <i>No Description</i></p>
<p>1.0  Responds appropriately to student behavior</p> <p><i>No Description</i></p>	<p>4.0 Distinguished teacher candidate monitors student behavior and responds appropriately on a consistent basis</p>	<p>3.5 Approaching Distinguished <i>No Description</i></p>	<p>3.0 Proficient the teacher candidate monitors and responds to student behavior effectively</p>	<p>2.5 Approaching Proficient <i>No Description</i></p>	<p>2.0 Emerging the teacher candidate inconsistently monitors and responds to student behavior</p>	<p>1.5 Approaching Emerging <i>No Description</i></p>	<p>1.0 Underdeveloped the teacher candidate needs assistance with monitoring student behavior or in responding consistently</p>	<p>n/a Not Observed <i>No Description</i></p>

1.0  Effectively teaches

subject matter

No Description

4.0 **Distinguished**

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

3.5 **Approaching Distinguished**

No Description

3.0 **Proficient**

instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content

2.5 **Approaching Proficient**

No Description

2.0 **Emerging**

displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content

1.5 **Approaching Emerging**

No Description

1.0 **Underdeveloped**

displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content

n/a **Not Observed**

No Description

1.0  Guides mastery of

content through meaningful learning experiences

No Description

4.0 **Distinguished**

creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content

3.5 **Approaching Distinguished**

No Description

3.0 **Proficient**

applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content

2.5 **Approaching Proficient**

No Description

2.0 **Emerging**

attempts to apply appropriate strategies in instructional practice to engage learners in the mastery of content

1.5 **Approaching Emerging**


No Description

1.0 **Underdeveloped**

applies inappropriate strategies in instructional practice to engage learners in mastery of content

n/a **Not Observed**

No Description

1.0  Connects core content to relevant, real-life experiences and learning tasks

No Description

1.0  Designs activities where students engage with subject matter from a variety of perspectives

No Description

4.0 Distinguished

designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content

3.5 Approaching Distinguished

No Description

3.0 Proficient

designs instruction related to the students' real-life experiences and relevant core content

2.5 Approaching Proficient

No Description

2.0 Emerging

designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences

1.5 Approaching Emerging

No Description

1.0 Underdeveloped

designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences

n/a Not Observed

No Description

4.0 Distinguished

embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes

3.5 Approaching Distinguished

No Description

3.0 Proficient

designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections

2.5 Approaching Proficient

No Description

2.0 Emerging

designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed

1.5 Approaching Emerging


No Description


1.0 Underdeveloped

designs activities related to subject matter but does so from a singular perspective and discipline

n/a Not Observed

No Description

1.0  Uses relevant content to engage learners in innovative thinking & collaborative problem solving
No Description

1.0  Uses multiple methods of assessment
No Description

4.0 Distinguished

creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content

3.5 Approaching Distinguished

No Description

3.0 Proficient

engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content

2.5 Approaching Proficient

No Description

2.0 Emerging

engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content

1.5 Approaching Emerging

No Description

1.0 Underdeveloped

instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content

n/a Not Observed

No Description

4.0 Distinguished

designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs

3.5 Approaching Distinguished

No Description

3.0 Proficient

uses multiple assessments that align with the learning targets

2.5 Approaching Proficient

No Description

2.0 Emerging

uses multiple assessments, but not all are aligned with the learning targets

1.5 Approaching Emerging

No Description


1.0 Underdeveloped

uses limited assessment methods and items that are not aligned with learning targets

n/a Not Observed

No Description

1.0  Connects lesson goals with school curriculum and state standards
No Description

1.0  Adjusts instructional plans to meet students' needs
No Description

4.0 Distinguished
plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them

4.0 Distinguished
uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs

3.5 Approaching Distinguished
No Description

3.5 Approaching Distinguished
No Description

3.0 Proficient
plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs

3.0 Proficient
uses information gained from assessment findings to customize instructional plans to meet students' needs

2.5 Approaching Proficient
No Description

2.5 Approaching Proficient
No Description

2.0 Emerging
plans for learning experiences that are aligned with learning goals

2.0 Emerging
uses assessment findings to modify instructional plans to meet students' needs

1.5 Approaching Emerging
No Description


1.5 Approaching Emerging
No Description

1.0 Underdeveloped
lesson plans are not aligned with learning goals

1.0 Underdeveloped
plans are not adjusted to meet student learning differences or needs

n/a Not Observed
No Description

n/a Not Observed
No Description

1.0  Varies instructional strategies to engage learners
No Description

4.0 Distinguished
integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers

3.5 Approaching Distinguished
No Description

3.0 Proficient
varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners


2.5 Approaching Proficient
No Description

2.0 Emerging
uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals

1.5 Approaching Emerging
No Description

1.0 Underdeveloped
utilizes only one instructional approach

n/a Not Observed
No Description

1.0  Differentiates instruction for a variety of learning needs
No Description

4.0 Distinguished
differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students

3.5 Approaching Distinguished
No Description

3.0 Proficient
varies instruction for individuals or small groups to create learning experiences that are well matched to student needs

2.5 Approaching Proficient
No Description

2.0 Emerging
varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs

1.5 Approaching Emerging
No Description

1.0 Underdeveloped
teaches individual or small group learning experiences without differentiating instruction

n/a Not Observed
No Description

1.0  Uses feedback to improve teaching effectiveness
No Description

4.0 **Distinguished**
seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest

3.5 **Approaching Distinguished**
No Description

3.0 **Proficient**
accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness


2.5 **Approaching Proficient**
No Description

2.0 **Emerging**
accepts feedback to improve teaching effectiveness

1.5 **Approaching Emerging**
No Description

1.0 **Underdeveloped**
resists feedback to improve teaching effectiveness

n/a **Not Observed**
No Description

1.0  Uses self-reflection to improve teaching effectiveness
No Description

4.0 **Distinguished**
reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice

3.5 **Approaching Distinguished**
No Description

3.0 **Proficient**
reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved


2.5 **Approaching Proficient**
No Description

2.0 **Emerging**
reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction

1.5 **Approaching Emerging**
No Description

1.0 **Underdeveloped**
reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement

n/a **Not Observed**
No Description

1.0  Upholds legal responsibilities as a professional educator <i>No Description</i>	4.0 Distinguished demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities	3.5 Approaching Distinguished <i>No Description</i>	3.0 Proficient acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities	2.5 Approaching Proficient <i>No Description</i>	2.0 Emerging acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies	1.5 Approaching Emerging <i>No Description</i>	1.0 Underdeveloped does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies	n/a Not Observed <i>No Description</i>
---	--	---	--	--	--	--	---	--

Outcomes Linked to Criteria

Criterion: Supports student learning through developmentally appropriate instruction

InTASC Standards 2013

Section	Description
Standard #1: Learner Development	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.

Criterion: Accounts for differences in students' prior knowledge

InTASC Standards 2013

Section	Description
Standard #1: Learner Development	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.

Criterion: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs

InTASC Standards 2013

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

Criterion: Exhibits fairness and belief that all students can learn

InTASC Standards 2013

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

Criterion: Creates a safe and respectful environment for learners

InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Criterion: Structures a classroom environment that promotes student engagement

InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Criterion: Clearly communicates expectations for appropriate student behavior

InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Section	Description
---------	-------------

Criterion: Responds appropriately to student behavior

InTASC Standards 2013

Section	Description
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Criterion: Effectively teaches subject matter

InTASC Standards 2013

Section	Description
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.

Criterion: Guides mastery of content through meaningful learning experiences

InTASC Standards 2013

Section	Description
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.

Criterion: Connects core content to relevant, real-life experiences and learning tasks

InTASC Standards 2013

Section	Description
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Criterion: Designs activities where students engage with subject matter from a variety of perspectives

InTASC Standards 2013

Section	Description
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Criterion: Uses relevant content to engage learners in innovative thinking & collaborative problem solving

InTASC Standards 2013

Section	Description
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Criterion: Uses multiple methods of assessment

InTASC Standards 2013

Section	Description
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 teacher's and learner's decision making.

Criterion: Connects lesson goals with school curriculum and state standards

InTASC Standards 2013

Section	Description
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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Criterion: Adjusts instructional plans to meet students' needs

InTASC Standards 2013

Section	Description
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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Criterion: Varies instructional strategies to engage learners

InTASC Standards 2013

Section	Description
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.

Criterion: Differentiates instruction for a variety of learning needs

InTASC Standards 2013

Section	Description
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.

Criterion: Uses feedback to improve teaching effectiveness

InTASC Standards 2013

Section	Description
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, other professionals, and the community), and adapts practice to meet the needs of each learner.

Criterion: Uses self-reflection to improve teaching effectiveness

InTASC Standards 2013

Section	Description
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, other professionals, and the community), and adapts practice to meet the needs of each learner.

Criterion: Upholds legal responsibilities as a professional educator

InTASC Standards 2013

Section	Description
---------	-------------

Section	Description
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, other professionals, and the community), and adapts practice to meet the needs of each learner.