



EDU 300 Practicum 1 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  Exhibits fairness and belief that all students can learn
No Description

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

3.0 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

2.0 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

1.0 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

1.0  Structures a classroom environment that promotes student engagement
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  Uses multiple methods of assessment
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

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

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

2.5 Approaching Proficient
No Description

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

1.5 Approaching Emerging
No Description

1.0 Underdeveloped
lesson plans are not aligned with learning goals

n/a Not Observed
No Description

1.0 Collaboratively

designs instruction

No Description

1.0 Differentiates

instruction for a variety of learning needs

No Description

4.0 Distinguished

proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists

3.5 Approaching Distinguished

No Description

3.0 Proficient

plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning

2.5 Approaching Proficient

No Description

2.0 Emerging

plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information

1.5 Approaching Emerging

No Description

1.0 Underdeveloped

plans instruction individually

n/a Not Observed

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

<p>1.0  Uses feedback to improve teaching effectiveness</p> <p><i>No Description</i></p>	<p>4.0 Distinguished</p> <p>seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest</p>	<p>3.5 Approaching Distinguished</p> <p><i>No Description</i></p>	<p>3.0 Proficient</p> <p>accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness</p>	<p>2.5 Approaching Proficient</p> <p><i>No Description</i></p>	<p>2.0 Emerging</p> <p>accepts feedback to improve teaching effectiveness</p>	<p>1.5 Approaching Emerging</p> <p><i>No Description</i></p>	<p>1.0 Underdeveloped</p> <p>resists feedback to improve teaching effectiveness</p>	<p>n/a Not Observed</p> <p><i>No Description</i></p>
<p>1.0  Uses self-reflection to improve teaching effectiveness</p> <p><i>No Description</i></p>	<p>4.0 Distinguished</p> <p>reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice</p>	<p>3.5 Approaching Distinguished</p> <p><i>No Description</i></p>	<p>3.0 Proficient</p> <p>reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved</p>	<p>2.5 Approaching Proficient</p> <p><i>No Description</i></p>	<p>2.0 Emerging</p> <p>reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction</p>	<p>1.5 Approaching Emerging</p> <p><i>No Description</i></p>	<p>1.0 Underdeveloped</p> <p>reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement</p>	<p>n/a Not Observed</p> <p><i>No Description</i></p>

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: 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: 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.

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: 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
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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: Collaboratively designs instruction

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: 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.

