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## Part 1: Elementary Assessment (ACEI SPA Standards)

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### INDIANA UNIVERSITY - PURDUE UNIVERSITY Educational Studies Department



#### *Elementary Student Teaching FINAL Evaluation*

As part of understanding what knowledge, skills, and dispositions our students possess, we are asking you to complete an end-of-clinical evaluation. This tool is comprised of three different parts. The first part is based on the Association for Childhood Education International (ACEI) standards for beginning teachers. The second part contains knowledge and skills as outlined by InTASC and CAEP, our accrediting body. The last part asks to you to consider the dispositions that are valued by the faculty at IPFW. In other words, these dispositions align with our Conceptual Framework. You will also be asked to provide a narrative summary of the Student Teacher's performance. Thank you in advance for the time you put into this evaluation -- it is very important to us and the Student Teacher.

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The results of this evaluation are collected by IPFW and will be forwarded to the e-mails listed below:

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**Evaluation Information:**

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Date of Evaluation mm/dd/yyyy	<input type="text"/>
Teacher Candidate Name	<input type="text"/>
Teacher Candidate Email	<input type="text"/>
School	<input type="text"/>
Grade Level	<input type="text"/>
University Supervisor Name	<input type="text"/>
University Supervisor Email	<input type="text"/>
Cooperating Teacher Name	<input type="text"/>
Cooperating Teacher Email	<input type="text"/>

Person filling out the survey. I am the ...

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- Cooperating Teacher
- IPFW University Supervisor

Number of students:

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**College of Education and Public Policy**

**Elementary FINAL Evaluation**

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## ACEI 1.0 - Development, Learning, and Motivation

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### TARGET

Drew on prior knowledge of each child to plan curricular experience(s) that challenged and extended development and learning. Experiences motivated each child, regardless of developmental levels, to demonstrate mastery of understanding for and make meaningful connections to the content.



### ACCEPTABLE

Drew on prior knowledge to plan curricular experience(s) that were achievable and meaningful for children. Select children were challenged to master understanding of and make connections to the content.



### UNACCEPTABLE

Did not or is only beginning to demonstrate an ability to plan curriculum that is achievable and challenging for children at various developmental levels.



## ACEI 1.0 - Development, Learning, and Motivation

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### TARGET

Used developmental, family, and cultural knowledge to proactively create/support a safe, positive, encouraging and nurturing environment. Use that context to integrate varied opportunities for teaching and practicing social and emotional regulation skills. Supports positive behaviors through the use of intrinsic motivation techniques without relying on rewards or punishments; intervenes in negative student behaviors (e.g., name-calling, exclusion).



### ACCEPTABLE

Used knowledge of child development and/or family culture to model and support appropriate, positive behaviors in students. Explicitly taught social or emotional regulation skills. Intervened in negative student behaviors.



### UNACCEPTABLE

Did not actively teach missing social or emotional regulation skills. Intervened in negative student behaviors but relied primarily on rewards or punishments to stop behavior.



Comments for ACEI Standard 1:

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In this section, you **MUST evaluate performance in each of the content areas below**. Consider when you have observed the area being taught independently or when one or more were integrated into a single curricular experience.

## ACEI 2.0 - Curriculum <

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### 2.1 English Language Arts/ Reading

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#### TARGET

Implemented strategies based on scientifically-based reading research with fidelity during lesson.

Built on students' prior understandings of the five essential components of reading (e.g., phonemic awareness, fluency).

Balanced the mechanical conventions and the meaning-based qualities of language.

Created space in environment for learners to:

- engage with and converse around high quality literature.
- engage in inquiry using high quality texts including access to electronic sources.
- produce texts (e.g., skits, music compositions, journals, electronic texts) that reflect and support their learning and expand their expressive abilities.

Promotes a critical stance toward the analysis and interpretation of texts that encourages multiple perspectives.



#### ACCEPTABLE

Implemented strategies based on scientifically-based reading strategies inconsistently during lesson.

Built on *some* students' prior understandings of the five essential components of reading.

Favored one aspect more than another (e.g., mechanical conventions vs meaning-based qualities), but not to the detriment of the other.

Created space in environment for learners to:

- engage with and converse around high quality literature.
- use high quality texts including access to electronic sources to answer simple questions posed by teacher and/or children.
- produce texts that communicate what they have learned.

Invites children to investigate an issue/tell a story from a perspective different from that of the author of the text.



#### UNACCEPTABLE

Unclear if or how scientifically-based reading research impacted selection or implementation of teaching strategies.

Taught according to curriculum guide, ignoring the ically-based researcearch researc areas that you observed the candidate teaching or intergrating into thstudents' prior understandings of the five essential components of reading.

Favored one aspect to the detriment of the other such that children's learning suffered.

Created space in environment for learners to:

- engage in question/answer sessions with teacher about literature.
- read texts.
- produce reports over what read.

Reads text from the perspective of the author.



## 2.2 Science

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<b>TARGET</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
Used open-ended inquiry processes for children to investigate their own questions related to scientific concepts or principles.	Used inquiry processes (e.g., structured or guided investigations) for children to investigate important scientific concepts or principles.	Used direct instruction techniques to tell children about scientific concepts or principles. Children spent majority of time listening and/or completing worksheet(s).
Children were supported in considering the personal and social applications of their results. <input data-bbox="380 659 412 693" type="radio"/>	Focused lesson on assisting children with building understanding of personal and social applications in science. <input data-bbox="792 659 824 693" type="radio"/>	Children were not supported in considering the personal and/or social applications of science. <input data-bbox="1203 659 1235 693" type="radio"/>

## 2.3 Mathematics

### TARGET

Demonstrated mathematical fluency by having a number of ways to present and engage students in thinking about math concepts.

Balanced and linked conceptual understanding and computational proficiency.

Facilitated students' focus on and use of problem solving strategies for mathematical learning. Assisted students in monitoring and reflecting on the process of mathematical problem solving.

Supported students' investigations of mathematical conjectures, student proofs, and the selection and use of various types of reasoning and proof.

Provide an environment, that needs minimal teacher prompting, in which students automatically are able to :

- use mathematical language to organize and communicate mathematical thinking orally and in writing.
- make connections within mathematics and to real-life contexts.
- use appropriate technological tools, such as calculator, spreadsheets, geometry and/or presentation software.



### ACCEPTABLE

Demonstrated mathematical fluency by having a number of ways to present math concepts to students.

Favored one aspect more than another (e.g., conceptual understanding vs computational proficiency), but not to the detriment of the other.

Posed problems for children to solve that link to their life experiences. Taught children self-monitoring techniques for problem-solving process.

Created space in learning environment for students to:

- organize and communicate mathematical thinking in writing.
- talk in pairs, small groups, or as a large group about answers to problems with the goal of highlighting reasoning and proof.
- make connections within mathematics.
- use math or technology tools appropriately to build understanding.



### UNACCEPTABLE

Used one method to present or think about mathematical concepts. Relied on that strategy to the exclusion of others that would benefit some students.

Favored computational proficiency to the detriment of children's conceptual learning.

Viewed mathematical learning as skill-and-drill, not as interesting problems to solve.

Created space in learning environment for students to:

- communicate answers to others with the goal of coming to consensus.
- uses calculators in a way that that focuses just on the answers and not a deeper understanding.



## 2.4 Social Studies

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### TARGET

Used knowledge of social studies to provide students integrated learning experience from more than one of the academic fields of social studies.

Engaged students in research using a variety of sources, analyzing different points of view, and applying their thinking (individually and collaboratively) to real world situations.

Encouraged the acquisition of knowledge, skills and dispositions necessary to be informed, caring and responsible citizens.



### ACCEPTABLE

Used knowledge of social studies to help students learn concepts from one academic field within social studies.

Encouraged students to build knowledge through researching specific sources, examining data, and formulating oral and/or written arguments.



### UNACCEPTABLE

Focused on isolated facts. May have provided misinformation to or supported misconceptions of students.

Encouraged students to memorize information provided rather than engage in inquiry.



## 2.5 The Arts

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### TARGET

Worked alone or with visual arts/ music specialists to integrate art/music with other content areas in learning experiences.

Used visual arts/music as the primary media for students to communicate what they learned in other disciplines.

Provided exemplary works of arts from a variety of cultural and historical periods to make connections between the arts and other disciplines.

Encouraged students in study of, participation in, and appreciation of traditional and technology-based tools associated with visual arts/music.



### ACCEPTABLE

Planned visual art or music learning experience that integrated concepts within that one discipline.

Supported students' use of traditional tools for communication in visual arts/ music.

Acquainted students with exemplary arts from a variety of cultures and historical periods.

Encouraged students in study of, participation in, and appreciation of traditional tools associated with visual arts/music.



### UNACCEPTABLE

Visual art or music experience focused on one concept in isolation.

Supported students in using paper-pencil methods for communicating what they learned, rather than using visual arts/music as a communication tool.

Introduce a variety of art forms representing an array of quality.

Encouraged students to participate in using traditional tools associated with visual arts/music.



## 2.6 Health Education

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### TARGET

Used inquiry to foster students' understanding of the benefits of a healthy lifestyle, as well as investigations to teach students the dangers of diseases and activities that may contribute to disease.

Addressed health-related issues in ways that helped children recognize potentially dangerous situations, clarify misconceptions, and find reliable sources of information.



### ACCEPTABLE

Used structured or guided investigations to teach students the major health issues affecting children and imparted information on these issues sensitively.

Provided problems to solve to clarify misconceptions for children and helped them recognize potentially dangerous situations.



### UNACCEPTABLE

Relied on direct instruction for sharing information on the major health issues affecting children. May have imparted misinformation or reacted insensitively to student concerns.

Encouraged students to memorize information provided rather than engage in inquiry.





## 2.7 Physical Education

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TARGET	ACCEPTABLE	UNACCEPTABLE
Created experiences to help children understand the intrinsic value and benefits associated with physical activity.	Communicated using a variety of methods the intrinsic value and benefits associated with physical activity.	Used direct instruction to tell children the benefits of physical activity.
Responded to signs of students' need for physical movement with meaningful movement experience.	Demonstrated understanding that physical inactivity is a major health risk factor by providing regular opportunities for physical movement (beyond PE class or recess).	Children remained inactive during most of the learning experience.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments for ACEI Standard 2:

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## ACEI 3.0 - Instruction

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## ACEI 3.1 Integrating and applying knowledge for instruction

**TARGET**

Used a variety of instructional approaches, including the effective use of technology, to foster students' appreciation and engagement in subject matter content.

Built effective learning experiences that were engaging and meaningful for students.

Assisted students in applying the knowledge, skills, and ideas to their lives and to other real world situations.

Utilized informational resources (e.g., print and electronic) beyond the classroom to ensure that students are competent and confident users of technology and other resources.

**ACCEPTABLE**

Planned for active involvement so that students are engaged in learning the subject matter content.

Instruction reflected appropriate subject matter content and/or and curriculum goals.

Helped students realize how knowledge, skills, and ideas relate to their lives and to other real world situations.

Utilized resources (e.g., print and electronic) within the classroom or school to benefit students.

**UNACCEPTABLE**

Did not actively engage students in learning the subject matter content.

Missed opportunities to link relevant resources or resources were not used in a way that benefitted the students.

Did not create learning experiences that encouraged the application of knowledge, skills, tools, and ideas across fields of knowledge or to real world situations.



## ACEI 3.2 Adaptations to Diverse Students

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### TARGET

Differentiated instruction to individual students' characteristics (e.g., developmental characteristics, interests, learning styles, and modalities) and community's characteristics (e.g., cultures, income levels) with subject matter content and curriculum goals. Anticipated student misunderstandings and pre-emptively addressed them.

Planned, implemented, and assessed instruction tasks and activities appropriate to the needs of students who are culturally diverse or have exceptional needs using best practices and current research.

Applied knowledge of the richness of contributions from diverse cultures to the content studied in the elementary classroom. Used culturally-relevant resources in the learning experiences from the community (e.g., invited family members to share artifacts, experiences).



### ACCEPTABLE

Created instruction that was responsive to individual children's characteristics (e.g., developmental levels, interests, learning styles, and modalities) as well as the community's characteristics.

Sought guidance from teacher or specialists, before or during experience, on how to address students' exceptional learning needs.

Planned instruction and assessed learning so that the diverse developmental and learning characteristics of children were accommodated.

Planned learning experiences that integrated knowledge of contributions from diverse cultures into the content.



### UNACCEPTABLE

Ignored the students' characteristics (e.g., development levels, interests, learning styles, or modalities) and/or the community's characteristics.

Recognized students whose development or learning is atypical. May or may not have responded to the needs with a successful adaptation or followed IEP's for individual students.

Approached teaching in a way that was not sensitive to children's needs.

Created learning experiences that reflected the dominant culture of the classroom, school, or the perspective of the teacher.



## ACEI 3.3 Critical thinking and problem solving

**TARGET**

Evaluated the effectiveness of the instructional materials, technology, and teaching strategies for promoting critical thinking and problem solving, during the learning activity. Made necessary modifications to improve the students' critical thinking and problem solving skills.

Developed critical thinking and problem solving skills by using an effective combination of wait time and a variety of open-ended questions (e.g., theory-building, comparative, and challenging). Responded effectively to students when they posed their own open-ended questions.

**ACCEPTABLE**

Used a variety of instructional materials, technological resources, and multiple teaching and learning strategies to enhance students' development of critical thinking, problem solving, and performance skills.

Used mostly open-ended questions, although they may be of a limited scope and/or variety, to facilitate K-6 students' critical thinking and problem solving. Wait time was appropriate for promoting critical thinking and problem solving.

**UNACCEPTABLE**

Focused instruction on providing information that did not require children to use critical thinking or problem solving skills.

Used primarily close-ended, evaluative questions during learning experience, and/or ineffective wait time, thus not facilitating the development of critical thinking and problem solving.



## ACEI 3.4 Active engagement in learning

**TARGET**

Used a variety of effective classroom management strategies to keep students engaged in purposeful learning activities and create classroom procedures.

Taught routines, transitions, and procedures and then expected students to monitor their own learning, motivation, and interactions with peers during those times.

Fostered students' responsibility for themselves and one another, participating in decision-making, working collaboratively and independently, while engaged in learning activities.

**UNACCEPTABLE**

Practiced ineffective or theoretically outdated classroom management strategies.

Encouraged students to be dependent on the teacher by being overly controlling of behaviors OR failed to set or enforce reasonable expectations for student behavior or procedures for routines.

May have created a climate of competition or exclusion, marginalizing some students based on their personal characteristics or skills (e.g., emotional regulation).

**ACCEPTABLE**

Demonstrated knowledge and understanding of the principles of effective classroom management.

Encouraged students to assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities create an effective learning environment.



## ACEI 3.5 Comm. to foster learning

TARGET	ACCEPTABLE	UNACCEPTABLE
Used knowledge of language development, cultural and gender effects on communication, and the role of verbal and nonverbal language to communicate effectively with all students.	Used knowledge of language development, cultural and gender effects on communication, or the role of verbal and nonverbal language to communicate effectively in some situations.	Demonstrated a lack of ability to effectively modify communication strategies to benefit the learner.
Consistently used active inquiry strategies in the classroom to engage students in extensive, integrated learning opportunities.	Presented curriculum and modeled communication strategies to help students learn active inquiry strategies.	Occasionally modeled communication strategies that helped students participate in and learn active inquiry strategies.
Facilitated students' oral and written discourse and proficiency in classroom collaboration and supportive interactions with each other to support learning.	Modeled appropriate oral and written discourse between her/himself and students as well as encouraged the students' use of discourse among themselves to extend learning.	Ineffectively used oral and/or written discourse between her/himself and students to support learning OR modeled inappropriate strategies.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments for ACEI Standard 3:

## ACEI 4.0 - Assessment

### ACEI 4.0 Assessment for instruction

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#### TARGET

Carefully selected formal and informal assessment tools to reflect the diversity of students or modified them for learners with special needs or English as a new language.

Used assessment data of student development and learning to design and implement instruction that met individual student needs and interests.

Gathered assessment data during and after instruction to:

- monitor and promote learning for each student, such as the need for re-teaching or adaptations to strengthen instruction for each student; and
- monitor her/his own teaching strategies and behavior in terms of improving student success.



#### ACCEPTABLE

Selected assessment tools that accommodated the diverse characteristics of students.

Administered assessments (i.e., formal and informal) to inform and to make decisions about objectives, materials, and the effectiveness of teaching strategies.

Gathered assessment data to:

- monitor learning for groups of students, such as the need for re-teaching or adaptations to strengthen instruction; and
- monitor her/his own teaching strategies.



#### UNACCEPTABLE

Used assessment tools exactly as designed.

Data gathered provided evidence of diverse learning needs, but instruction was not modified for individual learners.

Failed to utilize assessment data gathered to determine:

- what was taught, materials used, or instructional strategies;
- monitor student learning; and/or
- effectiveness of teaching strategies.



Comments for ACEI Standard 4:

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**ACEI 5.0 - Professionalism**

## ACEI 5.1 Evaluation of professional decisions

**TARGET**

Conducted professional inquiry into personal practice to evaluate the effects of her/his decisions and actions on students, parents, and other professionals.

Experimented with, analyzed, and revised practice based on results of inquiry (e.g., current research).

Demonstrated a commitment to applying the professional codes of ethical conduct.

**ACCEPTABLE**

Used classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for developing an improvement plan based on the results.

Demonstrated understanding of the professional codes of ethical conduct.

**UNACCEPTABLE**

Provided inconsistent evidence of reflecting on practice in light of research on teaching and resources available for professional learning OR did not follow through with strategies for improving practice.

Demonstrated a lack of understanding of the professional code of ethical conduct.



## ACEI 5.2 Collaborative relationships

**TARGET**

Provided evidence of how she/he established and maintained a positive, collaborative relationship with families to continuously promote the intellectual, social, emotional, and physical growth of their children.

Provided evidence of how she/he developed collaborative relationships with colleagues and, when appropriate, community specialists to support students' learning and well-being.

**ACCEPTABLE**

Explained strategies used to build relationships with families in order to encourage intellectual, social, emotional, and physical growth of their children.

Identified the appropriate colleagues and specialists within the school to support students' learning and wellbeing.

**UNACCEPTABLE**

Did not convey the importance of involving families as partners in supporting the school both inside and outside the classroom.

Provided evidence of one-way communication strategies (e.g., newsletters) to communicate with families in order to support the students' development.

Worked in isolation in an attempt to solve problems, rather than collaborating with others.



## Comments for ACEI Standard 5:



**\*\* You have completed Part 1. Please verify your responses before hitting the button below to continue to Parts 2 and 3.\*\***

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## **Part 2 - Unit-wide Assessment (CAEP/InTASC Stnds)**

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### Learners & Learning

The candidate regularly assesses development and learning of each student and uses that information to scaffold to next levels.

InTASC #1

CAEP 1.1

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#### **Target**

Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.



#### **Acceptable**

Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.



#### **Unacceptable**

Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.



## Content Knowledge

Candidate uses interactive technology efficiently and effectively to achieve content-specific learning goals.

InTASC #5

CAEP 1.5

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<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<p>Candidate engages students in use of and critical analysis of different media and communication technologies in their content area to achieve specific learning goals. The media are used in such a way that students are helped to reflect on the content of their learning.</p> <p style="text-align: center;"><input type="radio"/></p>	<p>Candidate engages students in use and critical analysis of different media and communication technologies that are applicable and connected to the specific learning goals for the content area.</p> <p style="text-align: center;"><input type="radio"/></p>	<p>Candidate uses different media and communication technologies that are generic in nature (i.e., not connected directly to the specific content area) or have limited utility for enriching learning in the content area. Students are not encouraged to respond critically to the technology selected.</p> <p style="text-align: center;"><input type="radio"/></p>

## Content Knowledge

Candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.

InTASC #4

CAEP 1.1

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<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<p>Candidate engages students in discovering meaning of the content by questioning and analyzing ideas from diverse perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other larger meanings and critical stances in the content area.</p> <p style="text-align: center;"><input type="radio"/></p>	<p>Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.</p> <p style="text-align: center;"><input type="radio"/></p>	<p>Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.</p> <p style="text-align: center;"><input type="radio"/></p>

## Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

CAEP 1.1

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<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<p>Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.</p> <input type="radio"/>	<p>Candidate uses both formative and summative assessments to document learning.</p> <input type="radio"/>	<p>Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.</p> <input type="radio"/>

## Instructional Practice

The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners.

InTASC #7

CAEP 1.1

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<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<p>Candidate creates learning experiences that are meaningful to learners due to students' contextual variables and prior knowledge. The experiences also align to curriculum and content standards</p> <input type="radio"/>	<p>Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly.</p> <input type="radio"/>	<p>Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are for learners or for addressing content standards.</p> <input type="radio"/>

## Instructional Practice

Candidates use technology to support student learning through gathering, interpreting, evaluating, and applying information.

InTASC #8

CAEP 1.1

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### Target

Technology tools are used to access, interpret, evaluate, and apply information. Candidate uses the technology to engage the students in higher order thinking skills. In addition, technology is age appropriate, and builds student creativity, communication, and/or collaboration skills.



### Acceptable

Technology is used to access, interpret, evaluate, and apply information. In addition, it is age appropriate and supports student learning.



### Unacceptable

Technology use focuses on accessing information or repeating information, rather than supporting student learning. The approach may also lack engagement or be age inappropriate.



## Professional Responsibility

The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.

InTASC #9

CAEP 3.6

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### Target

Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students.



### Acceptable

Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans.



### Unacceptable

Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may lack links between changes made and data collected.



## Professional Responsibility

The candidate understands laws related to learners' rights and teacher responsibilities.

InTASC #9

CAEP 3.6

<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.	Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.	Candidate demonstrates misunderstandings or gaps in knowledge concerning educational laws, especially confidentiality, requirements for reporting child abuse and neglect and/or discrimination/harassment/bullying.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Professional Responsibility

The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).

InTASC #9

CAEP 1.5

<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Candidate explicitly teaches and supports students' application of digital citizenship characteristics. When necessary, family members are notified in advance of classroom activities.	Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities.	Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\*\* You have now completed Parts 1 and 2. Please verify your answers before hitting the button below to continue to Part 3.\*\***

### Part 3: Unit-wide Disposition Assessment (CAEP/InTASC Stnds)

College of Education and Public Policy

Disposition Assessment

Indicator 1: DEMOCRACY & COMMUNITY: Builds a community based on belief that each **child/adolescent (c/a)** can learn to high levels.

InTASC #2

CAEP 3.3

### Target

Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, strengths, and competencies of each c/a and family. Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.



### ACCEPTABLE

Communicates through words and actions that each c/a can learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.



### UNACCEPTABLE

Communicates through words and actions that some (not all) c/a can learn to high levels. Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.



Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create inclusive classroom.

InTASC # 2

CAEP 3.3

### TARGET

Value in culturally responsive practices is evident in delivery of instruction, such as cooperative learning, storytelling, and acceptance of code-switching in oral and written discourse. In conjunction with c/a, identifies biases in curricular materials, pedagogical practices, and assessments, and makes appropriate adjustments.



### ACCEPTABLE

Supplements prescribed curriculum through integration of multicultural literature and content. Engages c/a in dialogue to find out their perceptions and understandings about the world and their place in it. Builds multiple perspectives into classroom activities and assignments.



### UNACCEPTABLE

Displays a negative attitude towards diversity OR displays a superficial understanding of it. Perspective of dominant group dictates classroom materials, activities, and assignments.



**Indicator 3: HABITS OF MIND:** Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as a teacher.

InTASC # 9

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**TARGET**

Independently reflects on effectiveness of teaching by asking critical questions. Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.



**ACCEPTABLE**

Makes changes to practices in response to feedback. Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.



**UNACCEPTABLE**

Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities



**Indicator 4: HABITS OF MIND:** Committed to designing meaningful, intellectually engaging curriculum.

InTASC # 7

CAEP 3.3

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**TARGET**

Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that similarities and differences are understood by c/a.



**ACCEPTABLE**

Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.



**UNACCEPTABLE**

Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.



## Indicator 5: ADVOCACY:

Willingness to engage ethical responsibilities to help each child learn.

InTASC # 9

CAEP 3.3

<b>TARGET</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
Creates innovative solutions to issues of classroom complexity and learning environments. Collaborates with multiple stakeholders before developing a plan for success for a c/a. Consistently uses ethical guidelines to inform decision making.	Generates standard, technical, or traditional solutions to issues. Coordinates actions with colleagues to meet students' learning needs. Uses ethical guidelines, albeit inconsistently, in decision making.	Relies on others to identify issues and/or solutions. Important educational decisions are made independently without communicating with families or colleagues. Violates ethical guidelines such as confidentiality when making decisions.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Indicator 6: ADVOCACY: Persistent in advocating for and promoting the profession.

InTASC # 10

CAEP 3.3

<b>TARGET</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
Advocates for the mission of the school through involvement in events that extend beyond the school day. OR Engages in public pedagogy on educational issues or the teaching profession.	Projects positive view of profession to others. When appropriate, reframes negative comments about c/a, families, colleagues, or the profession.	Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a negative view of the profession to others.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**COMMENTS - FOR FINAL EVALUATION ONLY:**

**This is the most important part of the rating of the student teacher.** This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. The summary should include your recommendation of the student teacher's potential as a member of the profession. Please remember that many times candidates are required to include this as part of their job application packet.



## Final Recommendation

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- Recommend for licensing
- Recommend for licensing with reservations
- I do not recommend for licensing

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