LHU Student Teacher Competency Form

1. Teacher Candidate
   First Name

2. Teacher Candidate
   Last Name

3. Student ID Number

4. Assessor
   First Name

5. Assessor
   Last Name

6. Please choose the student's University Supervisor
   ☐ Alyce Baker
   ☐ Paul Ballet
   ☐ Melissa Becker
   ☐ Terry Brink
   ☐ Michael Cullin
   ☐ Richard Fetzer
   ☐ Jessica Hosley
   ☐ Erica Moore
   ☐ Marianne Lovik-Powers
   ☐ Barbara Pribble
   ☐ Kathy Richards
   ☐ Meredith Seiler
   ☐ Kurt Smith
   ☐ Cathy Traister
   ☐ Steve Williams
   ☐ Other
7. **Grades**
   If student teacher teaches several grades, please check all that apply.
   - Preschool/PreK
   - Kindergarten
   - 1st
   - 2nd
   - 3rd
   - 4th
   - 5th
   - 6th
   - 7th
   - 8th
   - 9th
   - 10th
   - 11th
   - 12th

8. **School**

9. **Date of Assessment (MM/DD/YYYY)**

10. **Placement**
   - First
   - Second

11. **Absences**
   Number of the absence(s). Put 0 (zero), if there is no absence

12. **Type of Assessment**
   Choose whether this is a Formative Assessment-FA, or a Summative Assessment-SA
   - Formative Assessment
   - Summative Assessment

13. **Student Classroom Population**
   Check all that apply to your student classroom population
   - More than 16 percent of the student classroom population is of color.
   - More than 33 percent of the student classroom population is socioeconomically disadvantaged.
   - More than 10 percent of the student classroom population are special needs students including ESL
14. **KNOWLEDGE: KNOWLEDGE OF CONTENT**  
Knowledge of Subject Matter - The Element is KNOWLEDGE OF CONTENT  
- **0-UNS** - The ST uses incorrect information or does not correct content errors students make.  
- **2-BAS** - The ST displays knowledge of major concepts and basic content central to the discipline he/she presents but cannot articulate connections between other parts of the discipline or with other disciplines.  
- **3-PRO** - The ST displays solid content knowledge and makes connections between the content and other  
- **4-DIS** - The ST displays extensive content knowledge and actively pursues further learning.

15. **KNOWLEDGE: LINKING CONTENT TO PREREQUISITE LEARNING**  
Knowledge of Subject Matter - The Element is LINKING CONTENT TO PREREQUISITE LEARNING  
- **0-UNS** - The ST displays little understanding of prerequisite knowledge important for student learning of the content.  
- **2-BAS** - The ST demonstrates some awareness of prerequisite learning as evidenced by a few references to prior learning, but makes incomplete or inaccurate links to current content.  
- **3-PRO** - The ST creates plans and practices which reflect understanding of prerequisite learning by creating relationships and making complete and accurate links to current content.  
- **4-DIS** - The ST effectively uses multiple representations and explanations of subject matter concepts that capture key ideas and links them to students prior understandings.

16. **KNOWLEDGE: DEVELOPMENT OF CURRICULAR CONTENT**  
Knowledge of Subject Matter - The Element is DEVELOPMENT OF CURRICULAR CONTENT  
- **0-UNS** - The ST exhibits a minimal understanding of the fit between the curriculum materials and content development.  
- **2-BAS** - The ST evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for presenting particular ideas and concepts.  
- **3-PRO** - The ST develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.  
- **4-DIS** - The ST creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several areas and make connections to everyday life.
18. **PEDAGOGY: KNOWLEDGE OF STUDENTS**
Instructional Planning Skills and Teaching Effectiveness - The Element is KNOWLEDGE OF STUDENTS

- **0-UNS** - The ST displays minimal understanding of child development, different approaches to learning, student interests or cultural heritage.
- **2-BAS** - The ST displays general understanding of child development, different approaches to learning, student interests, and cultural heritage.
- **3-PRO** - The ST displays competent understanding of child development, different approaches to learning, student interests, and cultural heritage.
- **4-DIS** - The ST displays competent knowledge of child development and learning styles, including exceptionalities.

19. **PEDAGOGY: KNOWLEDGE OF INSTRUCTIONAL MATERIALS AND RESOURCES**
Instructional Planning Skills and Teaching Effectiveness - The Element is KNOWLEDGE OF INSTRUCTIONAL MATERIALS AND RESOURCES

- **0-UNS** - The ST provides materials evidenced in lesson plans and units, etc. and resources which offer no variety and do not support the instructional goals.
- **2-BAS** - The ST provides some materials evidenced in lesson plans and units, etc. and resources which support the instructional goals while engaging students in meaningful learning.
- **3-PRO** - The ST provides most materials evidenced in lesson plans and units, etc. and resources which support the instructional goals, and which engages most students in meaningful learning.
- **4-DIS** - The ST provides materials evidenced in lesson plans and units, etc. and resources which support instructional goals, and engage students in meaningful learning. There is evidence of student participation in selecting materials.

20. **PEDAGOGY: IMPLEMENTS PLANS BY DEMONSTRATING TEACHING EFFECTIVENESS**
Instructional Planning Skills and Teaching Effectiveness - The Element is IMPLEMENTS PLANS BY DEMONSTRATING TEACHING EFFECTIVENESS

- **0-UNS** - The ST does not plan for and affect learning through the execution of the lesson plan.
- **2-BAS** - The ST plans for and affects low level learning through the execution of the lesson plan.
- **3-PRO** - The ST plans for and affects appropriate learning through the execution of the lesson plan.
- **4-DIS** - The ST plans for and affects high level learning through critical thinking and problem solving, as evidenced by the execution of the lesson plan.
21. **PEDAGOGY: TEACHING LOAD**  
Instructional Planning Skills and Teaching Effectiveness - Element is TEACHING LOAD

- 0-UNS - The ST does not assume an appropriate teaching load, as determined by the cooperating teacher.
- 2-BAS - The ST assumes a partial teaching load with support from the cooperating teacher.
- 3-PRO - The ST successfully assumes all of the teaching load the cooperating teacher assigns.
- 4-DIS - The ST assumes the full teaching load and demonstrates success as a novice teacher.

22. **COMMENTS**  
Enter comments regarding What to Teach: INSTRUCTIONAL PLANNING SKILLS AND TEACHING EFFECTIVENESS

23. **PEDAGOGY: TEACHER ATTITUDE**  
Adapting Instruction for Individual Needs - The Element is TEACHER ATTITUDE

- 0-UNS - The ST conveys a passive attitude toward students.
- 2-BAS - The ST plans for students as individuals and assists them in the learning process.
- 3-PRO - The ST recognizes that all students can learn and assists them in learning at their highest.
- 4-DIS - The ST not only makes students feel valued for their potential as people but also helps them to value each other.

24. **PEDAGOGY: DIVERSITY AND LEARNING**  
Adapting Instruction for Individual Needs - The Element is DIVERSITY AND LEARNING

- 0-UNS - The ST displays little understanding as to how diversity affects learning.
- 2-BAS - The ST recognizes that students do have different needs and learn in different ways.
- 3-PRO - The ST is fully aware that students are different and that learning can be influenced by these differences.
- 4-DIS - The ST demonstrates a clear understanding that students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
25. PEDAGOGY: APPROACHES TO LEARNING
Adapting Instruction for Individual Needs - The Element is APPROACHES TO LEARNING

- 0-UNS - The ST displays a minimal knowledge of the various approaches to learning and makes few attempts to design instruction that focuses on student needs.
- 2-BAS - The ST displays different approaches to learning and makes few attempts to incorporate appropriate strategies when designing instruction.
- 3-PRO - The ST employs various approaches to learning and usually uses appropriate strategies when designing instruction.
- 4-DIS - The ST uses different approaches to learning (i.e., learning styles, multiple intelligences, performance modes, etc.) and consistently uses this information when designing instruction.

26. PEDAGOGY: EXCEPTIONALITIES AND INSTRUCTION
Adapting Instruction for Individual Needs - The Element is EXCEPTIONALITIES AND INSTRUCTION

- 0-UNS - The ST displays little knowledge of the various areas of exceptionality and makes no accommodations for instruction.
- 2-BAS - The ST displays limited knowledge of the various areas of exceptionality and changes in instructional practices and makes few accommodations for instruction.
- 3-PRO - The ST displays solid understanding of the various areas of exceptionality and shows consistency when adapting instructional practices.
- 4-DIS - The ST displays knowledge in areas of exceptionality (i.e., learning disabilities, perceptual difficulties, physical, mental and emotional challenges) and willingly uses high quality accommodations when instructing diverse learners.

27. COMMENTS
Enter comments regarding How to Teach: ADAPTING INSTRUCTION FOR INDIVIDUAL NEEDS
28. PEDAGOGY: UNDERSTANDING OF PRINCIPLES/TECHNIQUES ASSOCIATED WITH INSTRUCTIONAL STRATEGIES
Multiple Instructional Strategies - The Element is UNDERSTANDING OF PRINCIPLES/TECHNIQUES ASSOCIATED WITH INSTRUCTIONAL STRATEGIES
- 0-UNS - The ST selects content which is inappropriate and unclear or uses poor examples and analogies.
- 2-BAS - The ST selects content which is inconsistent in quality. Some are done skillfully, with good examples; other portions are difficult to follow.
- 3-PRO - The ST selects content which is appropriate and links well with students' knowledge and experience.
- 4-DIS - The ST selects content which is appropriate and links well with students' knowledge and experience. The ST provides opportunities for the students to apply their knowledge.

29. PEDAGOGY: USE OF MULTIPLE TEACHING/LEARNING STRATEGIES
Multiple Instructional Strategies - The Element is USE OF MULTIPLE TEACHING/LEARNING STRATEGIES
- 0-UNS - The ST provides activities and assignments which are inappropriate for students in terms of
- 2-BAS - The ST provides some activities and assignments which are appropriate for students and engage them mentally, but other lessons do not.
- 3-PRO - The ST provides most activities and assignments which are developmentally and age appropriate to students. Almost all students are cognitively engaged.
- 4-DIS - The ST provides activities which cognitively engage all students as they explore content. The ST initiates or adapts activities and projects to enhance understanding.

30. PEDAGOGY: EVALUATING USE OF TEACHING STRATEGY
Multiple Instructional Strategies - The Element is EVALUATING USE OF TEACHING STRATEGY
- 0-UNS - The ST provides instructional materials and resources which are unsuitable to the instructional goals.
- 2-BAS - ST's instructional materials and resources are partially suitable to the instructional goals. The students' level of mental engagement is moderate.
- 3-PRO - ST's instructional materials and resources are suitable to the instructional goals and engage students mentally.
- 4-DIS - The ST provides instructional materials and resources which are suitable for instructional goals and engage students mentally. The ST initiates the choice, adaptations, or creation of material to enhance their instructional purposes.

31. PEDAGOGY: ADAPTING STRATEGIES BASED ON STUDENT FEEDBACK
Multiple Instructional Strategies - The Element is ADAPTING STRATEGIES BASED ON STUDENT FEEDBACK
- 0-UNS - The ST adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.
- 2-BAS - The ST attempts to adjust a lesson, with mixed results.
- 3-PRO - The ST makes minor adjustments to lessons, and the adjustments occur smoothly.
- 4-DIS - The ST knows and successfully makes adjustments to the lesson when necessary.
32. COMMENTS
Enter comments regarding How to Teach: MULTIPLE INSTRUCTIONAL STRATEGIES

33. PEDAGOGY: FORMAL AND INFORMAL ASSESSMENT TECHNIQUES
Assessment of Student Learning - The Element is FORMAL AND INFORMAL ASSESSMENT TECHNIQUES
- 0-UNS - The ST uses little or no assessment techniques to evaluate student achievement, or the proposed assessment contains no clear criteria or standards.
- 2-BAS - The ST uses assessment techniques to evaluate student achievement and progress throughout the placement, but the criteria developed are unclear.
- 3-PRO - The ST uses a variety of assessment techniques to evaluate student achievement and progress.
- 4-DIS - The ST uses a variety of formal and informal assessment techniques (e.g., observation, authentic assessment, teacher-made tests, and peer assessments) to evaluate student achievement and progress throughout the placement, the criteria are clear, and there is evidence of pre-assessment.

34. PEDAGOGY: MAINTAINING ACCURATE RECORDS OF STUDENT WORK
Assessment of Student Learning - The Element is MAINTAINING ACCURATE RECORDS OF STUDENT WORK
- 0-UNS - The ST maintains disorganized and/or few records concerning student performance and assignments and is unable to communicate student progress to students, parents and colleagues.
- 2-BAS - The ST maintains records of student performance but demonstrates limited ability to communicate student progress to students, parents, and colleagues.
- 3-PRO - The ST maintains complete and useful records of student performance and communicates student progress to students and colleagues in conjunction with cooperating teachers.
- 4-DIS - The ST maintains detailed records of student performance and consistently communicates student progress to students, colleagues, and parents, if the opportunity arises.
35. **PEDAGOGY: CONGRUENCE WITH INSTRUCTIONAL OUTCOMES/OBJECTIVES**

Assessment of Student Learning - The Element is CONGRUENCE WITH INSTRUCTIONAL OUTCOMES/OBJECTIVES

- **0-UNS** - The ST lacks congruence between content and methods of assessment.
- **2-BAS** - The ST appropriately assesses some, but not all, of the instructional outcomes and objectives through the proposed approach.
- **3-PRO** - The ST appropriately assesses all instructional outcomes and objectives, but the approach is more suitable for some than others.
- **4-DIS** - The ST appropriately selects constructs and/or uses assessment strategies completely congruent with instructional outcomes and objectives necessary for meeting curriculum-based standards.

36. **COMMENTS**

Enter comments regarding How to Teach: ASSESSMENT OF STUDENT LEARNING

37. **PROFESSIONALISM: ORAL LANGUAGE**

Communication Skills - The Element is ORAL LANGUAGE

- **0-UNS** - The ST’s spoken language is inaudible, or written language is illegible. Spoken or written language contains many grammar and syntax errors.
- **2-BAS** - The ST’s spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds.
- **3-PRO** - The ST’s spoken and written language is clear and correct. Vocabulary is appropriate to student’s age and interests.
- **4-DIS** - The ST’s spoken and written language is correct and expressive, with well-chosen vocabulary.
38. **Professionalism: Written Language**
   Communication Skills - The Element is Written LANGUAGE
   - **0 - UNS** - Student misses topic then overgeneralizes the purpose with insufficient supporting evidence. The student provides little logical development with poor unity and coherence. Also uses inappropriate diction and sentences with numerous errors.
   - **2 - BAS** - Student addresses topic or assignment while stating the purpose with sufficient supporting evidence. The student demonstrates logical consistency with unity and coherence with some diction and sentences with minimal error.
   - **3 - PRO** - Student addresses with clarity the purpose with effective supporting evidence that achieves clear consistency with unity and coherence. Student demonstrates some selection of diction with only a few errors.
   - **4 - DIS** - Student contributes uniquely to topic/assignment that defines purpose with supporting evidence. Students have an understanding through original arrangements ideas, unity, and coherence. The student selects appropriate diction and sentence variety with few if any errors.

39. **PROFESSIONALISM: QUESTIONING SKILLS**
   Communication Skills - The Element is QUESTIONING SKILLS
   - **0-UNS** - The ST's questions are virtually all of poor quality (e.g., questions do not invite a response or they require single word responses).
   - **2-BAS** - The ST provides a few questions which invite a response.
   - **3-PRO** - The ST provides adequate time for students to respond. ST's questions are age appropriate and divergent.
   - **4-DIS** - The ST provides adequate time for students to respond. Students formulate questions too. The ST's questions are consistently age appropriate and divergent.

40. **PROFESSIONALISM: DISCUSSION TECHNIQUES**
   Communication Skills - The Element is DISCUSSION TECHNIQUES
   - **0-UNS** - The ST mediates all questions and answers using predominantly recitation style. The ST does not demonstrate sensitivity to culture and gender differences.
   - **2-BAS** - The ST makes some attempt to engage students in a true discussion, with uneven results and is somewhat conscious of gender and cultural differences during discussion.
   - **3-PRO** - Classroom interaction represents true discussion, with the ST stepping, when appropriate, to the side. The ST communicates in ways that demonstrate sensitivity to cultural and gender differences but is not consistent in doing so all the time.
   - **4-DIS** - The ST facilitates students assuming responsibility for success of the discussion, initiating topics and making unsolicited contributions. The ST consistently communicates in ways that demonstrate sensitivity to Cultural and gender differences, such as appropriate eye contact and interpretation of body language and verbal statements.
41. PROFESSIONALISM: VISUALS
Communication Skills - The Element is VISUALS

- 0-UNS - The ST does not use visuals and media to enhance the lesson.
- 2-BAS - The ST periodically uses a few visuals and media to enhance the lesson.
- 3-PRO - The ST frequently uses media and visuals (i.e., overhead projectors, power point presentations, viewscreens) to enhance the lesson.
- 4-DIS - The ST uses a variety of media communication tools to enhance the lesson, including audio-visual aids and computers to enrich learning opportunities as a regular part of the learning experience.

42. COMMENTS
Enter comments regarding How to Have Caring Communication: COMMUNICATION SKILLS

43. PROFESSIONALISM: PROFESSIONAL APPEARANCE AND CONDUCT
Professional Commitment and Responsibility - The Element is PROFESSIONAL APPEARANCE AND CONDUCT

- 0-UNS - The ST DOES NOT follow school policy concerning dress, arrival and dismissal times, and materials completed in a timely manner. The ST DOES NOT adapt to unexpected schedule changes and displays an uncooperative attitude.
- 2-BAS - The ST RARELY follows school policy concerning dress, arrival and dismissal times, and materials completed in a timely manner. The ST has difficulty adapting to unexpected schedule changes and displays a poor attitude.
- 3-PRO - The ST REGULARLY follows school policy concerning dress, arrival and dismissal times, and materials completed in a timely manner. The ST sometimes adapts to unexpected schedule changes and displays cooperative attitude with prompting from the cooperating teacher.
- 4-DIS - The ST ALWAYS follows school policy concerning dress, arrival and dismissal times, and materials completed in a timely manner and READILY adapts to unexpected schedule changes and takes initiative without direction and prompting from cooperating teacher.
45. PROFESSIONALISM: REFLECTING ON TEACHING
Reflection - The Element is REFLECTING ON TEACHING
- 0-UNS - The ST is unable to assess the effectiveness of the lesson and makes no suggestions for improvement.
- 2-BAS - The ST accurately evaluates the lesson's effectiveness and makes general suggestions for improvement of the lesson. The ST follows the curriculum directed by manuals and materials provided by the school system as the teaching and learning base.
- 3-PRO - The ST accurately assesses the lesson's effectiveness and extent to which it achieved its goals and makes a few specific suggestions to improve the lesson. The ST uses the materials provided by the district and supplements activities with materials, books, and research to create a more in-depth understanding for student learning.
- 4-DIS - The ST accurately assesses the lesson's effectiveness and extent to which goals were met, citing specific examples from the lesson and drawing on an extensive repertoire of skills, cites specific alternative actions for success of the lesson. The ST uses materials provided by the district as a supplement to instruction, which is created by the ST and the student for a more in-depth knowledge base. The ST uses classroom observation, information about the students, and research as sources.

46. PROFESSIONALISM: SELF-ASSESSMENT
Reflection - The Element is SELF-ASSESSMENT
- 0-UNS - The ST does not know if lesson was effective or achieved its goals and misjudges the success of a lesson.
- 2-BAS - The ST has a general impression of a lesson's effectiveness and the extent to which the instructional goals were met.
- 3-PRO - The ST is able to accurately assess the effectiveness of the lesson and the extent to which the instructional goals were met.
- 4-DIS - The ST makes thoughtful judgments regarding the effectiveness of the lesson and to whether the goals were met. The teacher identifies specific examples from the lesson and can articulate the strengths and challenges during the lesson execution.
48. ENVIRONMENTS: INTERACTIONS WITH STUDENTS
Classroom Motivation and Management Skills - The Element is INTERACTIONS WITH STUDENTS

- **0-UNS** - The ST displays negative interactions with students and is sarcastic and uncaring. The students exhibit disrespect towards the ST. A negative learning environment exists.

- **2-BAS** - The ST uses understandings of how social groups function and influence people, and how people influence groups to establish a positive learning environment. A neutral learning environment exists.

- **3-PRO** - The ST uses caring communications and is generally warm, friendly, and collaborative with students and peers. The ST varies his/her role (instructor, facilitator, coach, audience, team member) to promote optimum learning. A positive learning environment exists.

- **4-DIS** - The ST provides many opportunities for critical thinking, independent problem solving and performance. The ST uses a range of effective strategies such as composure, and models mutual respect to develop positive relationships, cooperation, and purposeful learning. A constant positive learning environment exists.

49. ENVIRONMENTS: STUDENT AND STAFF (S&S) INTERACTIONS
Classroom Motivation and Management Skills - The Element is STUDENT AND STAFF (S&S) INTERACTIONS

- **0-UNS** - The ST and student interactions are generally negative and nonproductive.

- **2-BAS** - The ST and student interactions are positive and little negative behavior is exhibited toward each other.

- **3-PRO** - The ST and student assume responsibility for their actions and responsibilities. Attitudes and behaviors are positive and caring.

- **4-DIS** - The ST and students maintain continuous mutual respect and a high level of trust for each other. Attitudes and behaviors are at the highest level to effect a positive and productive learning environment.
50. **ENVIRONMENTS: CONNECTING LEARNING AND ENVIRONMENT**
   Classroom Motivation and Management Skills - The Element is CONNECTING LEARNING AND ENVIRONMENT
   - **0-UNS** - The ST cannot utilize the environmental variables of resources, time, space, activities and attention to provide a learning environment.
   - **2-BAS** - The ST occasionally plans for a few environmental variables to extend the daily lessons and promote learning.
   - **3-PRO** - The ST regularly plans for the integration of environmental variables (e.g., outdoor activities, local projects and initiatives) to provide activities for most students, as an extension of daily lessons.
   - **4-DIS** - The ST consistently organizes, allocates and manages resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

51. **ENVIRONMENTS: MANAGEMENT OF INSTRUCTIONAL GROUPS**
   Classroom Motivation and Management Skills - The Element is MANAGEMENT OF INSTRUCTIONAL GROUPS
   - **0-UNS** - Students not working with the teacher are not productively engaged in learning.
   - **2-BAS** - Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.
   - **3-PRO** - Tasks for group work are organized, and groups are managed so most students are actively engaged in their learning.
   - **4-DIS** - Groups working independently are productively engaged with students assuming responsibility.

52. **ENVIRONMENTS: MANAGEMENT OF TRANSITIONS**
   Classroom Motivation and Management Skills - The Element is MANAGEMENT OF TRANSITIONS
   - **0-UNS** - Much time is lost during transitions.
   - **2-BAS** - Transitions are occasionally sufficient, resulting in some loss of instructional time.
   - **3-PRO** - Transitions occur smoothly, with little loss of instructional time.
   - **4-DIS** - Transitions are seamless, with students assuming some responsibility for efficient operation.

53. **ENVIRONMENTS: MONITORING OF STUDENT BEHAVIORS**
   Classroom Motivation and Management Skills - The Element is MONITORING OF STUDENT BEHAVIORS
   - **0-UNS** - Student behavior is not monitored, and teacher is unaware of what students are doing.
   - **2-BAS** - Teacher is generally aware of student behavior but may miss the activities of some students.
   - **3-PRO** - Teacher is alert to student behavior the majority of the time.
   - **4-DIS** - Monitoring by teacher is subtle and preventive. Students monitor their own and their peers behavior, correcting one another respectfully.
54. COMMENTS
Enter comments regarding How to Teach: CLASSROOM MOTIVATION AND MANAGEMENT SKILLS

55. Please Choose the Student Teacher’s Major to continue Survey.
You will automatically be taken to the appropriate addendum or end of survey based on your answer.
- Early Childhood Education
- Elementary Education
- English
- Mathematics
- Science
- Social Studies
- Health and Physical Education
- Music
- Special Education
84. **NCTE 2.1 Candidates create inclusive and supportive learning environment**
   2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.
   - 0 - Unsatisfactory
   - 2 - Basic
   - 3 - Proficient
   - 4 - Distinguished
   - NO - No Opportunity to Observe

85. **NCTE 2.2 Use ELA to become familiar with cultures**
   2.2 Candidates use ELA to help their students become familiar with their own and others cultures.
   - 0 - Unsatisfactory
   - 2 - Basic
   - 3 - Proficient
   - 4 - Distinguished
   - NO - No Opportunity to Observe

86. **NCTE 2.3 Candidates reflective practice, professional organizations, collaboration**
   2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.
   - 0 - Unsatisfactory
   - 2 - Basic
   - 3 - Proficient
   - 4 - Distinguished
   - NO - No Opportunity to Observe

87. **NCTE 2.4 Candidates habits of critical thinking and judgment**
   2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.
   - 0 - Unsatisfactory
   - 2 - Basic
   - 3 - Proficient
   - 4 - Distinguished
   - NO - No Opportunity to Observe

88. **NCTE 2.5 Candidates connect ELA curriculum and culture, society, education**
   2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.
   - 0 - Unsatisfactory
   - 2 - Basic
   - 3 - Proficient
   - 4 - Distinguished
   - NO - No Opportunity to Observe
89. **NCTE 2.6 Candidates engage students in arts and humanities in learning**

2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

90. **COMMENTS**

Enter comments regarding NCTE Standard 2.0 - Attitudes for English Language Arts

91. **NCTE 3.1 Candidates demonstrate knowledge and skills in use of English language**

3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

92. **NCTE 3.2 Candidates demonstrate knowledge of practices of oral, visual, written literacy**

3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

93. **NCTE 3.3 Candidates demonstrate their knowledge of reading processes**

3.3 Candidates demonstrate their knowledge of reading processes.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe
94. **NCTE 3.4 Candidates demonstrate knowledge of different composing processes**

3.4 Candidates demonstrate knowledge of different composing processes.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

95. **NCTE 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature**

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

96. **NCTE 3.6 Candidates demonstrate knowledge of influence of print and nonprint media and technology**

3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

97. **NCTE 3.7 Candidates demonstrate knowledge of research theory and findings in English language arts**

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe
98. COMMENTS
Enter comments regarding NCET Standard 3.0 - Knowledge of English Language Arts

99. NCTE 4.1 Candidates examine and select resources for instruction
4.1 Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

100. NCTE 4.2 Candidates align goals and strategies with the classroom organization and learning
4.2 Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

101. NCTE 4.3 Candidates integrate interdisciplinary teaching strategies and materials
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe
102. **NCTE 4.4 Candidates promote respect for individual differences of ethnicity, race, language, etc.**

4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

103. **NCTE 4.5 Candidates engage students in meaningful discussions to interpret and evaluate ideas**

4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

104. **NCTE 4.6 Candidates engage students in critical analysis of media and communications technologies**

4.6 Candidates engage students in critical analysis of different media and communications technologies.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

105. **NCTE 4.7 Candidates engage students in learning experiences to emphasize language in communication**

4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe
106. NCTE 4.8 Candidates engage students in making meaning of texts through personal response

4.8 Candidates engage students in making meaning of texts through personal response.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

107. NCTE 4.9 Candidates demonstrate that their students can select appropriate reading strategies

4.9 Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

108. NCTE 4.10 Candidates integrate assessment consistently into instruction

4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret

- 0 - Unsatisfactory
- 2 - Basic
- 3 - Proficient
- 4 - Distinguished
- NO - No Opportunity to Observe

109. COMMENTS
183. ENVIRONMENTS: PROFESSIONAL RESPONSIBILITIES

Fosters Relationships with School Colleagues, Parents, and Community Agencies by Performing Professional Responsibilities-The ELEMENT IS PROFESSIONAL RESPONSIBILITIES

**NOTE:** Responsibilities include, but are not limited to: parent-teacher conferences, team meetings, in-service meetings/trainings, IEP meetings, and other duties (e.g., lunch, bus, recess, and hallway).

- **0-UNS** - The ST’s relationships with faculty and staff are negative and self-serving. The ST avoids responsibilities beyond teaching.
- **2-BAS** - The ST maintains cordial relationships with faculty and staff and participates when asked.
- **3-PRO** - The ST displays a supportive, cooperative role with faculty and staff and takes initiative as opportunities arise.
- **4-DIS** - The ST displays a supportive, cooperative role with faculty and staff and consistently participates in multiple aspects beyond the classroom.

184. ENVIRONMENTS: COMMUNICATING WITH PARENTS AND FAMILIES

Fosters Relationships with Students’ Parents-The Element Is Communicating with Parents and Families

**Note:** Communications are always approved by the coop include, but are not limited to: phone calls, face-to-face meetings, mailings, intro letter, emails, posting assignments, grades, etc., on coop’s or school district’s website, etc.

- **0-UNS** - The ST does not respond to or make contact with parents or family members or does not do so in conjunction with the cooperating teacher.
- **2-BAS** - The ST, in conjunction with the cooperating teacher, communicates with parents or family members, but only after being prompted by the cooperating teacher or doing so only once or twice.
- **3-PRO** - The ST, in conjunction with the cooperating teacher, intermittently communicates with parents or family members concerning student academic, social, or behavioral progress; classroom assignments, events, or field trips; or school events or field trips.
- **4-DIS** - The ST, in conjunction with the cooperating teacher, frequently and consistently communicates with parents or family members concerning student academic, social, or behavioral progress; classroom assignments, events, or field trips; or school events or field trips.

185. ENVIRONMENTS: COMMUNITY AGENCIES, RESOURCES, AND RESOURCE PERSONNEL

Fosters Relationships with Paraprofessionals, Special Education Teachers, Other Faculty and Staff, and Community Agencies-The Element Is Community Agencies

**Note:** Aforementioned parties include, but are not limited to: local, regional, state, or national service agencies; non-profit organizations; local libraries; museums; universities and colleges; and people who have specialized skills, talents, knowledge, or experiences.

- **0-UNS** - The ST does not pursue community outreach, resources, or personnel when planning for and meeting the needs of students or does so without the approval of cooperating teacher or school district.
- **2-BAS** - The ST, in conjunction with the cooperating teacher, rarely pursues community outreach, resources, or personnel when planning for and meeting the needs of whole classes of students and/or individual students.
- **3-PRO** - The ST, in conjunction with the cooperating teacher, is able to identify and recognize the ongoing influence community factors have on student success and intermittently accesses and secures resources and personnel when planning for and meeting the needs of whole classes of students and/or individual students.
- **4-DIS** - The ST, in conjunction with the cooperating teacher, is able to identify and recognize the ongoing influence community factors have on student success and persistently accesses and secures resources and personnel when planning for and meeting the needs of whole classes of students and individual students.
Enter comments regarding How to Have Caring Communication: FOSTERS RELATIONSHIPS WITH SCHOOL COLLEAGUES, PARENTS, AND COMMUNITY AGENCIES