



MARQUETTE
UNIVERSITY

College of Education

**Cooperating Teacher
And University Supervisor
Handbook**

2018—2019 Academic Year



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CONCEPTUAL FRAMEWORK AND ACADEMIC FOCUS

Consistent with Jesuit tradition, the College of Education programs at Marquette University prepare teachers, school counselors, counseling psychologists, community counselors, and administrators to demonstrate a commitment to *social justice* through their work. This commitment is expressed first through our undergraduate and graduate students becoming excellent professionals who exhibit a deep *knowledge* and understanding of their disciplines as well as how children, adolescents, and adults learn and develop. The commitment is further realized as students master the requisite *skills* of their profession.

Taken together, their knowledge and skill enable Marquette students to be effective communicators whose pedagogy, administration, counseling practice, or professional psychology meets the intellectual, social, emotional, cultural, and physical needs of those they aspire to help. In effect, their practice takes the form of planning, instruction or intervention, assessment, and the shaping of learning environments, all done with the race, social class, gender, ethnicity, and ability of their students or clients in mind.

Marquette students also exhibit *dispositions* that support lifelong learning and an appreciation for research and professional growth. They continually reflect on their practice and role in society, as well as attempt to enhance the learning and general well-being of those they serve. In all of these endeavors, they grow in their engagement with critical analysis and advocacy around structural inequities in society and in education.

All College of Education programs foster personal and professional *excellence*, the promotion of a life of *faith*, and the development of *leadership* expressed in *service* to others. Respectful of these underpinnings, our learning community values the balancing of theory, research, and practice and emphasizes active engagement, critical thinking, and social critique. Our students develop strongly held ideals of care, respect, and advocacy for the well-being of all humankind under the guidance of faculty who are exceptional teachers and mentors, prominent scholars, and exemplary models of service. Our faculty members aim to nurture the transformation of students into individuals who will grow continuously in their application of the ideals of social justice -- in the practice of their profession, in their personal and collective involvement in society, and in their interactions and relationships with students, parents and guardians, clients, families, colleagues, school personnel, and community partners.

COOPERATING TEACHERS

Cooperating Teacher Qualifications:

1. Holds a valid Wisconsin license, or an equivalent license if the clinical program is located outside of Wisconsin.
2. Volunteered for an assignment as a cooperating teacher or school-based supervisor.
3. Has at least 3 years of teaching experience, including one year of experience at the current place of employment, or at least 3 years of pupil services or administrator experience, including one year of experience at the current place of employment.
4. Has completed training in the supervision of clinical students and the applicable standards

In addition, the cooperating teacher:

- Communicates clear expectations for students.
- Maintains a positive classroom environment.
- Utilizes a variety of instructional strategies.
- Interacts with students in a respectful, caring manner.
- Demonstrates content area knowledge.
- Effectively integrates technology.
- Understands role and responsibilities of supervising university students.
- Demonstrates commitment to lifelong learning.
- Demonstrates effective interpersonal skills.
- Demonstrates commitment to improving urban education.
- Demonstrates knowledge of and effectively integrates the ten InTASC Model Teaching Standards into the teaching curriculum.
- Demonstrates commitment to social justice issues.

Roles of Cooperating Teachers:

Marquette seeks cooperating teachers who are experienced master teachers who will serve as professional mentors to the teacher candidates. Eligible cooperating teachers are identified by principals and other professionals at school sites. Cooperating teachers are very influential in the development of teacher candidates through their daily contacts. As a result, an effective cooperating teacher is viewed as a:

- **Model:** Cooperating teachers serve as role models for teacher candidates. Students observe experienced teachers and learn from what is observed. It is important to set an example that is worthy of imitation.
- **Teacher:** Cooperating teachers maintain their role of teachers. Although teacher candidates are present and involved, cooperating teachers are ultimately responsible for what is taught.
- **Mentor:** Cooperating teachers share in the daily growth of teacher candidates by offering support, understanding, help and encouragement.
- **Organizer:** Cooperating teachers balance the needs of their pupils with the needs of teacher candidates and organize a plan suitable for all concerned. Cooperating teachers determine what classes/subjects teacher candidates will teach and when they will teach.
- **Assessor:** Cooperating teachers continually assess teacher candidates' progress formally and informally. Making suggestions to teacher candidates in an informal manner can alert them to minor improvements and lead to increased effectiveness. Formal evaluations are made after observing teacher candidates by writing critiques and/or conducting meetings.

Responsibilities of Cooperating Teachers:

1. Create a positive atmosphere with the teacher candidate in the classroom and the school community.
 - Prepare the pupils for the arrival of the teacher candidate, stressing that the pupils are to give proper respect and attention to the teacher candidate. Provide the teacher candidate with a desk or table and appropriate texts and manuals.
2. Meet with the teacher candidate to present an overview of what is expected.
 - Review Release of Responsibility Pacing Guide together.
3. Require detailed lesson plans designed to meet the specific instructional objectives outlined by the curriculum for the classroom to which the teacher candidate is assigned. Experienced teachers may be able to rely on abbreviated lesson plans; however, teacher candidates cannot.

The teacher candidate is expected to prepare detailed plans for each lesson taught. When sufficient evidence of skill has been demonstrated, the supervisory team may choose to lessen the degree of detail required; however, **lesson plans are required** and must be submitted to the cooperating teacher and the University supervisor. See Appendix A for Lesson Plan Template. **The long form of the Marquette lesson plan must be used for the four (4) university supervisor-observed lessons.**

4. Provide professional supervision of the teacher candidate's instruction. At no time in the teaching experience is the teacher candidate to have so much responsibility that the cooperating teacher is unaware of what is taking place. The cooperating teacher is ultimately responsible for the instruction and behavior in the classroom.
5. Provide feedback to the teacher candidate on progress being made and areas to develop.
 - The cooperating teacher may wish to keep anecdotal records and share them with the teacher candidate when they meet regularly.
 - Prior to and at the conclusion of daily teaching experiences, the cooperating teacher and teacher candidate are expected to assess the teacher candidate's performance.
6. Encourage the teacher candidate to try innovative instructional approaches and follow up with specific feedback.
7. Assist the teacher candidate in developing his/her own balanced personal style of teaching.

Activities Specifically Required of Cooperating Teachers:

- Participate in at least two triadic conferences with the University supervisor and teacher candidate.
- Complete and submit midterm and final evaluations of the performance of the teacher candidate at appropriate times. See Appendix B for copy of evaluation rubric.
- Complete and submit the end-of-the-semester form verifying whether or not the teacher candidate completed the full semester and full day or that part of the semester assigned.
- Complete and submit an evaluation of the performance of the University supervisor upon completion of the student teaching experience.
- Allow the teacher candidate appropriate time to teach and record lessons related to their edTPA requirements, as well as to allow the scheduled release time (dates TBD).

PRINCIPALS

Responsibilities of School Principals:

School principals have the first responsibility for identifying appropriate cooperating teachers. Principals also verify the eligibility of teachers to serve as cooperating teachers. Some principals may delegate those responsibilities to contact persons and/or to department chairs. In addition, the building principal may also:

- serve as liaison between the College of Education and the cooperating teacher by accepting and placing teacher candidates with cooperating teachers.
- greet and welcome teacher candidates on their initial and early visits to the school.
- invite teacher candidates to attend faculty meetings within the building.

UNIVERSITY SUPERVISORS

Roles of University Supervisors:

To contribute to the success of teacher candidates, University Supervisors:

- serve as liaisons between the student teaching sites and the university. Cooperating teachers, teacher candidates and university personnel wishing to exchange information usually do so through university supervisors.
- assist in the evaluation of teacher candidates by observing them while teaching. Supervisors provide teacher candidates with comments on those lessons through verbal feedback and formal written evaluations.
- motivate the teacher candidates to do their best, to try new techniques, to recover after disappointments, and to enjoy the experience of teaching.

Activities Specifically Required of University Supervisors:

- Be accessible to cooperating teacher(s) to discuss the progress of the teacher candidate.
- Make a minimum of four classroom visits of at least one hour.
- Initiate at least two triadic conferences involving the teacher candidate and cooperating teacher(s).
- Complete and submit evaluations of the performance of the teacher candidate to the Office of Teacher Education at the designated times.
- Complete and submit evaluations of the performance of the cooperating teacher(s) to the Office of Teacher Education at the designated times.

Additional Responsibilities of University Supervisors:

- Inform the teacher candidates of expectations and answer their questions early in the semester.
- Watch for difficulties a teacher candidate might have. Offer assistance to both the teacher candidate and the cooperating teacher at the earliest opportunity. Develop clear and strong lines of communication.
- Document the dates and the times of observation and conferences. A separate form for each teacher candidate must be submitted to the Office of Teacher Education at the end of the semester.
- Provide each student with at least two written evaluations of lessons that are observed.
- Meet with cooperating teachers of each student to discuss progress as well as any problems that may arise.
- Plan activities to remediate areas of weakness among the teacher candidates supervised.
- Meet with the principal or the administrator responsible for teacher candidates at each school to discuss the progress of the teacher candidates and to address any concerns that may arise.
- Make sure all the evaluation forms from the cooperating teachers are submitted on time and ascertain that each teacher candidate's file has the required forms completed.

DIRECTOR OF FIELD PLACEMENTS**Responsibilities of the Director of Field Placements and Licensure:**

The Director of Field Placements is Marquette's primary liaison to the student teaching sites. The Director is responsible for the formal correspondence and communication among all parties involved in the student teaching activity. The specific functions of the Director are to:

- answer questions and clarify all issues regarding the teacher candidate program by:
 - conducting orientation meetings for potential teacher candidates
 - interviewing each teacher candidate who has made application
 - reviewing teacher candidate application materials to ensure that all pre-requisites and requirements have been met
- facilitate cooperating teacher orientation.
- formalize all teacher candidate placements.
- facilitate student teaching seminar.
- participate in special meetings requested by the supervisory team regarding a teacher candidate.
- inform and invite the Director of Teacher Education to chair special meetings requested by the supervisory team.

In summary, the Director of Field Placements and Licensure makes placements and serves as a liaison for the Office of Teacher Education with the university supervisors, cooperating teachers, principal and teacher candidate.

REQUIREMENTS OF TEACHER CANDIDATES DURING STUDENT TEACHING

The requirements for Marquette University teacher candidates include the requirements set forth by the Department of Public Instruction. Unless officially and specifically notified by the Director of Field Placements and Licensure at Marquette, all teacher candidates must meet the following requirements:

1. Teacher candidates follow the calendar for the regular teaching staff of the host school. Students do not follow the Marquette University calendar (except for any class they attend at Marquette after their student teaching day, which is uncommon).

Teacher candidates are expected to be at their host school for the entire day, each school day of the semester, with the exception of advance requests. Teacher candidates are permitted to request up to three days of release time over the course of their student teaching placement.

These requests must be submitted in writing via email to Kirsten Lathrop, Director of Field Placements at kirsten.lathrop@marquette.edu.

All requests must be requested at least one week in advance to Kirsten Lathrop. The decision will be made by all supervisory team members—the teacher candidate’s cooperating teacher(s), university supervisor, and Director of Field Placements & Licensure—prior to the desired absence. The decision will be based on teacher candidate performance as well as rationale for the request. Failure to request release time one week in advance may result in a request denial.

In the event of illness, teacher candidates must contact their cooperating teacher and university supervisor immediately using their preferred method of communication (email, text, phone call). Teacher candidates are also expected to communicate their illness to their supervisor and to the Director. More than one day due to illness will affect the number of requested days permitted. You may have no more than four days of excused absences total.

It is also the responsibility of the teacher candidate to ensure that the cooperating teacher receives lesson plans before the school day begins in the case of illness or other absence. These “sub plans” are mandatory, as they would be expected of a regular teacher in their absence.

Excessive absenteeism is to be dealt with by the supervisory team. A teacher candidate who has more than four excused absences may be required to extend the student teaching experience into another semester in order to meet the equivalent of the full-day, full-semester requirement.

2. Teacher candidates will be evaluated by both the university supervisor and the cooperating teacher(s) using performance assessment rubrics. At the midterm, should a teacher candidate earn a minimal score on any inTASC descriptor, a written contract will be drawn up immediately. Failure to meet sufficient progress as stated in this written contract may result in an extended student teaching experience. Midterm evaluations will be completed by the university supervisor and cooperating teacher(s) only after the teacher candidate is teaching a full-day, full-course load. **This full takeover must start no later than the start of the seventh week of the semester.**
3. On the final performance assessment rubric, the overall average in each of the standards (ten inTASC and one professionalism) must be **proficient**.

4. Teacher candidates are to be exposed to and to participate in non-teaching activities and duties of teachers such as:
 - a. Observing and assisting with hall duty and study hall monitoring;
 - b. Observing and/or participating in faculty meetings and parent conferences;
 - c. Meeting with parent organizations and attending school board meetings;
 - d. Attending special after-school student activities
5. Teacher candidates observe all the policies, rules and regulations (e.g., dress codes) that apply to the regular teaching staff at the student teaching site.
6. Teacher candidates must demonstrate professional behavior at all times and maintain confidentiality in professional discussions related to all aspects of the student teaching experience.
7. Teacher candidates participate in seminars and edTPA writing sessions described in the syllabus.
8. Teacher candidates are observed a minimum of four times by the university supervisor and participate in a minimum of two triadic conferences involving the cooperating teacher and university supervisor.
9. Teacher candidates carry out appropriate assignments and requests of the cooperating teacher and university supervisor, even those that go beyond actual teaching activities.

Failure on the part of the teacher candidate to meet any of the outlined requirements is justification for terminating student teaching or for assigning a grade of U for student teaching. According to mandates of the state of Wisconsin, a teacher candidate MAY NOT:

1. Receive payment for teaching during the regular school day while student teaching unless the student has been allowed to teach with an emergency license and hired by the school/district. Teacher candidates may be paid for their involvement in extra-curricular activities.
2. Serve as a substitute teacher. This policy protects the cooperating school system and its students as well as the teacher candidate.

Early Adolescence through Adolescence teacher candidates observe the following directives:

- Students with a single major must teach at least four periods in the major (if the school uses a traditional schedule).
- Students with a major and minor must teach at least three classes in the major and one in the minor.
- Students with dual majors must teach at least two classes in each major.
- If possible, students are expected to have no more than three different preparations.
- Students are expected to have no more than two different cooperating teachers per placement.
- Teacher candidates are expected to carry the full workload of a regular teacher for the full school day for a **minimum of 7—9 full weeks**.

Middle Childhood through Early Adolescence teacher candidates are expected to accept responsibility for the full workload of a regular, full-time teacher for a **minimum of 7—9 full weeks**.

PERFORMANCE ASSESSMENTS

In compliance with the Wisconsin Department of Public Instruction (DPI), the faculty and administration of the College of Education have designed an assessment system which aligns course assignments with teaching standards and indicators. These course assignments called “performance assessments” have been integrated throughout the undergraduate teacher education programs to provide opportunities for students to demonstrate the knowledge, skills, and dispositions related to effective teaching. During the student teaching experience, candidates are required to complete all Level 3 Performance Assessments. Knowledge proficiencies are demonstrated by completing written assignments which are authentic and relevant to the student teaching situation. Skills and dispositions are assessed by means of classroom observation. As student teaching is the culminating experience in the education programs, students must demonstrate proficiency in all Level 3 Performance Assessments.

A teaching performance assessment called the edTPA is now required by the State of Wisconsin. This is a summative, subject-specific portfolio-based assessment of teaching performance which occurs during the student teaching semester. The readiness of a candidate to teach successfully is the focus of the edTPA assessment which includes written documents, video clips, samples of student work, and written teacher candidate reflections.

It is the sole responsibility of the teacher candidate to implement the requirements of the edTPA performance assessment and should not involve additional time or responsibility for the cooperating teacher. However, teachers are asked to allow time in the classroom schedule for the teacher candidate to complete the edTPA teaching requirements. **Release time for edTPA writing is also scheduled for our candidates.**

THE SUPERVISORY TEAMS FOR TEACHER CANDIDATES

The supervisory teams for teacher candidates are composed of university supervisors and cooperating teachers. University supervisors are professionals who have extensive experience in education. Cooperating teachers serve as on-site mentors who are valued for their continuing classroom experience and their willingness to invest time and energy to help beginning professionals develop their knowledge, skills, and dispositions. Cooperating teachers are the most influential members of the supervisory team because they are the professionals who work with the teacher candidates on a daily basis.

One of the primary tasks of supervisory teams is to develop a semester plan for the progression of the student teaching experience. That plan is to reflect the abilities and strengths of the teacher candidate, the level of licensure being pursued, and the length of time the teacher candidate will be at the school. Another important task of the teams is to support one another and the teacher candidate as the student teaching semester progresses. Individual semester plans for individual teacher candidates may vary.

THE PROGRESSION OF THE STUDENT TEACHING EXPERIENCE

Supervisory team members, especially cooperating teachers, are instrumental in collaborating with the teacher candidate to successfully advance through the release of responsibility pacing guide.

The pace at which these responsibilities are assumed will vary based on the needs and strengths of the individual teacher candidate and the length of the experience at the site. Ideally, the assumption of responsibilities will be gradual enough so that the teacher candidate will be challenged, but not overwhelmed. It is important for the teacher candidate to adjust to added responsibilities and to experience the workload of a regular full-time teacher.

While teaching independently, teacher candidates must demonstrate the knowledge, skills, and dispositions expected of beginning teachers. Feedback from cooperating teachers and university supervisors on planning, delivery, assessment, management, and professionalism becomes very important during this phase. The ability to locate and use a variety of appropriate materials is essential as is the ability to effectively evaluate one's own performance. While teacher candidates are learning how to function effectively in a specific student teaching environment, they are also preparing for a career that will go beyond that specific environment. Thus, teacher candidates must learn how to make important on-going decisions regarding curriculum and instruction.

Teacher candidates are not to be evaluated at midterm until a full teaching load for the full day has been achieved. The candidate's full load should begin by the start of the sixth week of the semester.

CONTINUATION OR REMOVAL FROM STUDENT TEACHING

Teacher candidates will be allowed to continue with their student teaching experience as long as they make satisfactory progress as determined by the cooperating teacher and university supervisor and receive favorable evaluations. However, the College of Education recognizes the right of the host school cooperating teacher, principal, or university supervisor to request the removal of a student from a student teaching position. If such a request is made, action will be taken immediately.

A teacher candidate may be removed from a student teaching assignment if the teacher candidate's performance or behavior is judged to be adversely affecting the pupils, the host school, or the university. If the teacher candidate demonstrates behaviors that would require a leave of absence or dismissal for someone on the regular teaching staff, the teacher candidate will be removed.

Teacher candidates who are not successful in their student teaching experience may be required to participate in a remediation program plan before College of Education approval may be granted to student teach in a subsequent semester.

Teacher candidates and cooperating teachers spend the most time with each other and have the greatest need and the greatest opportunity to communicate clearly and respectfully. **First and foremost, students are to discuss concerns with their cooperating teachers.** The key to resolution of minor concerns is communication. If teacher candidates and their cooperating teachers are unable to resolve their concerns, the university supervisors should be approached as facilitators.

The following general procedures should be followed if a major problem develops during student teaching:

1. The supervisor (cooperating teacher or university supervisor) who identifies the problem meets with or communicates concerns to the teacher candidate as soon as possible to identify the area(s) of concern and ways to correct or improve the situation.
2. If the problem is not resolved, the supervisory team proceeds as follows and documents the problem in written form. The supervisory team:
 - Meets with the teacher candidate to review the area(s) of concern.
 - Lists in writing what needs to be accomplished and sets a time frame and due date by which improvement must be observed.
 - Decides what assistance will be provided to the teacher candidate by the team.
 - Identifies possible alternative action if the problem continues.
3. The supervisory team provides feedback and keeps the teacher candidate informed of progress being made.
4. If the problem has not been resolved satisfactorily, a second meeting is held and the alternative action that was planned in step two is taken.

If the supervisory team thinks involving a third party would be wise, the Director of Field Placements and Licensure should be contacted to assist in resolving the problem. If the continuation status of a teacher candidate is in question, the Director of Teacher Education will be notified.

Teacher candidates may choose to withdraw themselves from student teaching for personal or professional reasons before the student teaching experience begins. Students considering doing so must discuss the matter with the Director of Field Placements and Licensure as soon as possible.

If a teacher candidate chooses to self-terminate during the student-teaching experience, he/she must inform the cooperating teacher, the university supervisor, and the Director of Field Placements and Licensure immediately. The teacher candidate will also need to submit a formal letter of termination and complete the necessary paperwork by the course withdrawal deadline date in order to receive a grade of *W (Withdrawn)*. If procedures are not followed and a grade of *W* is not assigned, a grade of *U (Unsatisfactory)* will be assigned.

APPENDIX A
Marquette Lesson Plan Template

Name:	Grade level:	Expected Duration of Lesson (hours, minutes, days):	Date:
Lesson Topic/Title		Essential Question	
Primary Teaching Model (direct instruction, inquiry, cooperative learning, etc.)		Materials	

Standards/Benchmarks Addressed

Source	#	Content Area	Standard (write it out)

Lesson Objectives: Students will be able to:

Evaluation/Assessment: (Include Samples w/ criteria in Appendix)

Note: Not all lessons may include both a formative and a summative assessment.

<u>Formative:</u>	<u>Summative:</u>
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Step by Step Procedures:

	Expected time frame	Action (Instructional Strategies/Academic Tasks/Sequence of Activities) *Include key directions, questions, checks for understanding, references to content and materials NOTE: Ask yourself, in re-reading the plan, can I picture the “movie in my head” of what is going on as this plan is implemented?	Learning Environment and Organizational Considerations: Note room arrangement, behavioral expectations, possible problematic behaviors, materials handling, significant transitions.
<p>Lesson Opening</p> <p>*How will you gain attention? Capture student interest?</p> <p>*How will you state the <u>purpose</u>?</p> <p>* How will you activate and build on <u>prior knowledge and skills</u>?</p> <p>*How will you <u>connect lesson content</u> to students’ lives, culture, and community?</p>			
<p>Body of Lesson</p>			
<p>Lesson Closure:</p> <p>*How will you summarize and emphasize key ideas and skills?</p> <p>*How will you prepare students for the next lesson in this sequence?</p> <p>*How will you transition into what comes next (materials handling, clean-up, etc.)?</p>			

Planning Considerations

Academic Language: Based on the language demands of this lesson, how does this lesson develop student abilities to understand and/or produce the **academic language** that is part of this lesson?

Language Function (often represented by active verbs within the learning outcomes; i.e., “compare,” “explain,” “analyze,” “Interpret,” , “justify with evidence”):	Vocabulary	
	General Academic Vocabulary (Tier 2)	Disciplinary/Subject-specific Vocabulary (Tier 3)
Discourse: What discourse structures (e.g., visual representations, essays, lab reports, or other texts) will students need to understand, read, use, or produce? At what level of mastery – initial or more advanced?	Syntax: What syntax will students need to understand or use (e.g., rules for structuring and writing sentences, mathematical formulas, or composing musical rhythms)?	

Description of Learners: Consider your students’ learning profiles in various ways. Be sure to reflect on how your students may experience the lesson (content, approach, understandings, learning styles, interests, etc.)

What are your students’ developmental assets (cognitive, physical, social, emotional, motivational)? How can the personal, cultural, and/or community assets of your students be utilized in this lesson?	If applicable, how does your lesson include multiple perspectives ? How does it provide a bridge between students’ home cultures and the content?
What prior knowledge, skills, and understanding must students have to successfully engage in this lesson?	What misconceptions or misunderstandings might students have about the concepts or content of this lesson? How will you address these?
What specific supports/modifications/accommodations to instruction and/or assessment will you make for students with identified learning needs?	How will you differentiate the content, process, or product to meet these different levels of ability and interests?
Enrichment Activity: What activities will you use if some/all students finish early and/or master the presented content easily? Why will you use these as enrichment activities? How do these activities: a) Extend student learning? b) Reinforce ideas or skills? c) Introduce the next topic?	Rationale/Reflection: Why is this teaching model appropriate for this content and/or skill? Indicate how research/theory guided your selection of specific strategies and materials to help your students develop the factual knowledge, conceptual understandings, and skills needed to meet learning objectives.

APPENDIX B
InTASC Model Core Teacher Standards

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.

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.

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.

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.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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.

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.

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.

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.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**APPENDIX C
Teacher Candidate Evaluation Performance Assessment**

Directions for supervisors and cooperating teachers:

1. Complete this evaluation at midterm and at the completion of student teaching.
2. Review the evaluation form with the candidate.

Teacher Candidate Name: Click or tap here to enter text.	School: Click or tap here to enter text.	Grade level and subject: Click or tap here to enter text.	Type of Evaluation: <input type="checkbox"/> Midterm <input type="checkbox"/> Final
Name of individual completing this evaluation: Click or tap here to enter text.	Role: <input type="checkbox"/> Supervisor <input type="checkbox"/> Cooperating Teacher	Date of evaluation: Click or tap to enter a date.	Date of debriefing with teacher candidate: Click or tap to enter a date.

PI 34.002 Teacher standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved educator preparation program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following standards.

1. **PUPIL DEVELOPMENT.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
1a Designs and modifies instruction to meet learners’ needs in at least two areas of development (cognitive plus one other: linguistic, social, emotional, physical) and scaffolds the next level of development.	Addresses only cognitive area of development with no scaffolding.	Occasionally addresses only cognitive area of development with appropriate or effective scaffolding.	Sufficiently addresses cognitive and one other area of development (social or emotional) with scaffolding in one or both areas.	Effectively addresses cognitive and one other area of development with appropriate scaffolding in both areas.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
1b Creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, motivational needs and that enables each learner to advance and accelerate his/her learning.	In planning, individual learners’ strengths, interests, and motivational needs are not addressed.	In planning, individual learners’ strengths, interests, and motivational needs are addressed but not necessarily related to the intended learning outcome(s).	In planning, individual learners’ strengths, interests, and motivational needs are addressed and related to the intended learning outcome(s).	In planning, individual learners’ strengths, interests, and motivational needs are addressed in ways that will enable learners to advance and accelerate their learning.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

Comments:

Click or tap here to enter text.

2. **LEARNING DIFFERENCES.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environment that enable each pupil to meet high standards.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
2b Enacts developmentally appropriate supports for students including those with particular learning differences or needs (students with IEPs/504 plans, ELL’s, struggling readers, more advanced learners).	No evidence of instructional supports.	Some evidence of supports but not necessarily effective or developmentally-appropriate.	Evidence of sufficient developmentally-appropriate supports.	Evidence of effective developmentally-appropriate supports.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
2e Uses strategies for making content accessible to English language learners and dialect speakers (if applicable).	No evidence of strategies used.	Occasional use of appropriate or effective strategies.	Consistent use of appropriate or effective strategies.	Consistent use of a variety of appropriate or effective strategies.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

Comments:

Click or tap here to enter text.

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.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
3a The teacher collaborates with learners to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (Danielson 2a)	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
3d The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (Danielson 2c)	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

3.D2b Establishes a culture for learning. (Danielson 2b)	The classroom culture is characterized by low expectations for student learning; little or no investment of teacher and/or student energy in the task at hand.	The classroom culture is characterized by a lack of high expectations for student learning. The teacher appears to primarily be interested in the completion tasks rather than the quality of the work.	The classroom culture is a place where learning is valued by teacher and students; High expectations for both learning and hard work are the norm. Students understand their role as learners and consistently expend effort to learn.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
3.D2d Manages student behavior. (Danielson 2d)	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
3.D2e Organizes physical space. (Danielson 2e)	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

		furniture, but with limited effectiveness.		Students contribute to the use or adaptation of the physical environment to advance learning.	
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Comments:

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4. **CONTENT KNOWLEDGE.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The applicant creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
4a Effectively uses multiple representations and explanations that capture key ideas in the discipline and promote each learner's achievement of content standards.	Uses one representation or explanation to teach content standard with key ideas missing.	Inconsistent use of appropriate multiple representations/ explanations.	Consistent use of multiple representations/ explanations that capture key ideas.	Consistent use of multiple representations/ explanations that capture key ideas and advances learner's achievement of content standards.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
4b Encourages learners to understand, question, and analyze ideas from multiple perspectives so that they master the content.	Considers only one perspective. Does not probe student responses.	Considers only one perspective. Probes some student responses.	Elicits multiple perspectives from students and actively probes students to extend understanding of the content.	Elicits questions, ideas, multiple perspectives, and analysis from students, allowing them to extend and apply understanding of the content.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
4j Knows the content one will be certified to teach, including major concepts critical to the discipline(s).	Displays inadequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	Displays limited knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	Displays adequate knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	Displays thorough knowledge of the content he or she will be certified to teach, including major concepts critical to the discipline(s).	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

Comments:

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5. **APPLICATION OF CONTENT.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
5b Engages learners in applying content knowledge to real world problems or “big ideas”/interdisciplinary themes (e.g., environment, justice).	No reference to real world problems or big ideas.	Teacher identifies real world problems or big ideas and may elicit student responses.	Teacher identifies and facilitates student engagement with real world problems or big ideas.	Teacher frequently provides opportunities for students to identify and apply content to real world problems or big ideas.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
5d Engages learners in challenging assumptions and creative problem solving in local and global contexts.	Provides no opportunities for students to challenge assumptions or engage in problem solving.	Teacher sometimes challenges assumptions and engages students in problem solving.	Teacher challenges assumptions and engages students in problem solving.	Teacher frequently provides opportunities for students to challenge assumptions and engage in problem solving.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
5h Develops and implements supports for learner literacy development across content areas.	No content literacy support is evident.	Some planning for content literacy support with minimal implementation.	Some planning for content literacy support and some implementation evident.	Consistent planning for content literacy support and consistent implementation evident.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

Comments:

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6. **ASSESSMENT.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
6b Designs assessments that match learning objectives.	Assessments and learning objectives do not match.	Only some of the learning objectives are addressed in the planned assessments.	All learning objectives are addressed and tied to the planned assessments.	All learning objectives are addressed and tied to the planned assessments and include opportunities for differentiation.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
6d Provides students with effective descriptive feedback to guide their learning progress.	Feedback is unrelated to the learning objectives or is developmentally inappropriate. OR Feedback contains significant content inaccuracies.	Feedback is general and addresses needs AND/OR strengths related to the learning objectives.	Feedback is specific, meaningful, and addresses either needs OR strengths related to the learning objectives to guide students' learning progress.	Feedback is specific, meaningful, and addresses both strengths AND needs related to the learning objectives to guide students' learning progress.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
6l Analyzes formative and summative assessments to understand patterns and gaps in learning, and to guide planning and instruction.	No evident use of assessment data to guide planning or instruction.	Minimal analysis or analysis is not consistent with subsequent learning objectives.	Consistent analysis of data and is appropriately used to guide planning and instruction including some differentiation.	Consistent analysis of multiple sources of data to guide planning and instruction, including differentiation for a variety of learners.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

Comments:

Click or tap here to enter text.

7. **PLANNING FOR INSTRUCTION.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
7a Selects and creates learning experiences that are aligned to learning objectives and content standards.	Learning experiences are not aligned with learning objectives or content standards.	Learning experiences are vaguely aligned learning objectives or content standards.	Learning experiences build on each other and are aligned with learning objectives and content standards.	Learning experiences build on each other and are clearly and consistently aligned with learning objectives and content standards.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
7b Selects and uses materials and learning activities that are relevant to students' sociocultural backgrounds.	Materials and learning activities are not relevant to students' sociocultural backgrounds.	Materials and learning activities are superficially relevant to students' sociocultural backgrounds.	Materials and learning activities are relevant to students' sociocultural backgrounds.	Materials and learning activities are meaningful and consistently relevant to students' sociocultural backgrounds.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
7e Plans collaboratively with support professionals who have specialized expertise (special educators, related service providers, language learning specialists, librarians, specialists) to design effective learning experiences.	No evidence of collaborative planning for instruction.	Teacher participates in collaborative planning with classroom teachers to design effective learning experiences.	Teacher participates in collaborative planning with additional support professionals to design effective learning experiences.	Teacher takes initiative to collaboratively plan with additional support professionals to design effective learning experiences that meet student needs.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

Comments:

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8. **INSTRUCTIONAL STRATEGIES.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
8b Engages learners in assessing their progress. (Danielson 3d)	Students are not aware of assessment criteria and do not self-assess.	Students appear to be only partially aware of the assessment criteria and students rarely self-assess.	Students are aware of assessment criteria before beginning assessment tasks and students sometimes self-assess.	Students are aware of and have contributed to assessment criteria, and frequently self-assess and monitor their own progress.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
8b2 Monitors student learning in the context of individual, small group, and whole class settings and adjusts instruction accordingly.	Teacher stands in one place in room, minimal, has no awareness of student understanding, no checks for student understanding, or rigid adherence to lesson plan.	Limited movement around room, lack of awareness of student understanding in small group or individual work, generic checks for understanding to the whole group, limited flexibility in implementing lesson plan.	Targeted movement around room with awareness of whole group, small group and individual understanding, meaningful checks for understanding; uses checks to adjust lesson.	Purposeful movement around room with continuous awareness of whole group, small group and individual understanding, consistent meaningful checks for understanding which result in adjustments in instruction that extend students' understanding.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
8f Engages all learners in developing higher order thinking and questioning skills (analyzing, evaluating, creating) and metacognitive processes.	Primarily encourages lowest-level (remembering, recall) questioning strategies throughout lesson. No attention to metacognitive processes.	Primarily encourages lower-level (understanding, applying) questioning strategies; occasional or inconsistent encouragement of higher order questioning and metacognitive processes.	Primarily encourages higher-order questioning but not necessarily for all students. Some attention to metacognitive processes.	Consistently elicits higher-order questions and thinking from all students. Students frequently engage in metacognitive processes (e.g., justify/explain their thinking and problem solving).	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
8g Promotes responsible learner use of interactive technologies to develop deep understanding of content and build skills to apply knowledge in meaningful ways (if applicable).	Does not utilize available technology for learning.	Infrequently or ineffectively uses available technology for learning (e.g., students using computers to complete low cognitive level activity).	Promotes appropriate learner use of available technology for some deeper level learning.	Promotes consistent, appropriate learner use of available technology to create representations of deep understanding of content (e.g., students use technology tools to create original presentations of learning).	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

8h Uses a variety of instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion to engage students in learning).	Instructional strategies lack variety and few students are intellectually engaged.	Uses some variety of instructional strategies but strategies primarily teacher-directed and many students are passive or compliant participants.	Uses variety of instructional strategies that promote student engagement and active learning (e.g., cooperative learning, discovery learning, inquiry, simulation).	Consistently uses variety of learner-centered strategies (e.g., cooperative learning, discovery learning, inquiry) and virtually all students are actively engaged in learning.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
8i Asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). (Danielson 3b)	Teacher's questions are of low cognitive challenge, with single correct responses. Only a few students participate.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Teacher calls on many students but only a small number participate.	While the teacher may use occasional low-level questions, many questions are designed to promote student thinking and understanding. The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Many students actively engage in the discussion.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Teacher builds on and uses student responses to questions to deepen student understanding. Virtually all students are engaged in the discussion.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

Comments:

Click or tap here to enter text.

9. **PROFESSIONAL LEARNING AND ETHICAL PRACTICE.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adopts the teacher’s practice to meet the needs of each pupil.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
9c Uses evidence to evaluate and change teaching practice. (Danielson 4a)	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher thoughtfully and accurately assesses lesson effectiveness and the extent to which lesson achieved its instructional outcomes, citing many specific examples from the lesson. The teacher offers specific alternative actions, complete with the probable success of different courses of action.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
9m Is committed to understanding how factors such as: race, gender, language, disability, culture, and socio-economic status impact the way students experience school.	Teacher does not acknowledge the possible impact of these factors on students’ experiences of school.	Teacher describes the possible impact of these factors on students’ experiences of school using limited perspectives.	The teacher describes how these factors were evident in his/her teaching context, uses specific examples from the context, as well as references to support claims.	The teacher thoughtfully describes how these factors play a role in classroom and school life, using rich examples from the student teaching context, as well as theoretical and research perspectives to provide support or raise additional questions.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

Comments:

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10. **LEADERSHIP AND COLLABORATION.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

	1—Minimal	2—Basic	3—Proficient	4—Advanced	
10b Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. (Danielson 4d)	Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or projects.	Teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and projects when specifically asked.	Teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and projects, making a substantial contribution.	The teacher volunteers to participate in school events and projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

10d Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. (Danielson 4c)	No evidence of communication with families.	Teacher makes sporadic attempts to communicate with families or communication may not be culturally sensitive to those families.	Teacher communicates regularly with families in a culturally sensitive manner.	Teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
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Comments:

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MARQUETTE PROFESSIONALISM INDICATORS

	1—Minimal	2—Basic	3—Proficient	
MU Professionalism #1: Teacher consistently arrives to school, events, and/or appointments on time and prepared.	Arrives late Still preparing when school day begins Excessive absences Does not communicate and/or send plans	Most often punctual but some tardiness Sometimes still preparing when school day begins Some absences, but communicates and sends plans	Consistently punctual Ready to teach Strong attendance Communicates professionally about appointments and attendance	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
MU Professionalism #2: Teacher consistently works until end of expected school day and communicates departure to cooperating teacher(s).	Rushes out early Skips required meetings Leaves without notifying others	Sometimes leaves early Usually attends required school meetings Sometimes leaves without notifying others	Present for the entire day Attends required meetings Communicates about departures	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
MU Professionalism #3: Teacher consistently submits complete lesson plans on time to cooperating teacher(s) and university supervisor.	Neglects to provide lesson plans	Provides lesson plan to university supervisor but not in timely manner	Submits lesson plans to supervisor 24-48 hours in advance of observation	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
MU Professionalism #4: Teacher communicates professionally with cooperating teacher(s), students, parents, school staff, and university supervisor.	Communicates in an unprofessional or inappropriate manner Does not respond to requests in a timely manner Does not consider others' preferred mode of communication	Communicates in a professional and respectful manner most of the time Responds in a timely manner sometimes Considers others' preferred mode of communication inconsistently	Communicates in a professional and respectful manner consistently Responds to requests in a timely and appropriate manner Uses others' preferred mode of communication	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
MU Professionalism #5: The teacher (daily) plans for instruction, including learning intentions, success criteria/assessment, consideration of student needs, and detailed sequence of activities. Daily lesson plans are consistently provided to cooperating teacher and/or university supervisor.	Submits incomplete, "skeleton" plans; elements of the Marquette lesson plan are consistently missing. Does not provide lesson plans to cooperating teacher and/or university supervisor on a consistent basis	Submits plans that sometimes omit elements of the Marquette lesson plan Provides lesson plans to cooperating teacher and/or university supervisor on an inconsistent basis	Submits complete Marquette lesson plan template (short form used in daily plans; long form used for all supervisor-observed lessons) Consistently makes plans available to cooperating teacher/university supervisor	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment
MU Professionalism #6: The teacher values planning as a collegial activity that takes into consideration the input of cooperating teacher(s) and university supervisor.	Does not consider feedback in planning	Implements some feedback from cooperating teacher and university supervisor	Incorporates supervisor and cooperating teacher feedback into future plans	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> No basis for judgment

Comments:

Click or tap here to enter text.