

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing  
Student Teachers*

***Early Childhood PK-3 Licensure  
Elementary Education PK-6 Licensure***

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Mary Baldwin University

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Dear Student Teacher, Cooperating Teacher, and University Supervisor:

This document serves as a reference guide for student teachers, cooperating teachers, and university supervisors involved in observing and assessing the performance of MBU student teachers. It should be used when completing the Formative Observation of Student Teaching form and the Assessment of Student Teaching form (both mid-term and final). It incorporates all 10 InTASC standards and all seven Virginia Teaching Performance Standards, as well as subject-specific standards and guidelines, and encourages a performance-based process for supporting the professional growth of pre-service teachers *over time*.

When using this reference guide for *observing* student teachers, the guidelines should typically be interpreted in terms of *discrete* instructional activities (the single lesson, project, or other activity being observed). Depending upon the activity being observed, it may not be appropriate to address all competencies on the observation form each time. Feedback should focus on narrative comments and suggestions to encourage reflection and assist the student teacher in his/her journey toward professional competence as a beginning teacher. *The anchors for each competency should be used only to help focus the nature of this feedback; student teaching performance should not be “rated” during an observation.*

When this reference guide is used for mid-block and final *performance assessment*, the guidelines should be interpreted more broadly in terms of instructional activities *over time*. Although narrative comments should still focus on providing feedback for continuing professional growth as a pre-service teacher, *anchors should also be used at this time to assign a rating for all competencies*. If a student teacher’s performance cannot be fully described by an anchor level’s indicator, then you should not choose that level. Narrative comments should always accompany any rating when needed to explain the rationale for the rating.

Please Note: The top score is Exceeds Expectations (EE) and is an appropriate rating for a competent **in-service teacher**. In unusual situations, a highly competent student might earn this rating. By drawing the continuum of behaviors into the realm of excellence, it allows candidates to see that their professional skills will and should continue to evolve as they journey into their careers.

We hope that this process for assessing the performance of student teachers will be helpful to all participants – student teachers, cooperating teachers, and university supervisors alike. As always, we welcome your comments and suggestions for further improving the preparation of Mary Baldwin University’s teachers.

Sincerely,

*Dr. Tynisha D. Willingham*

Tynisha Willingham,  
Dean, College of Education

**A. PROFESSIONAL KNOWLEDGE** The student teacher...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	<b>A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS).</b>
DN	inaccurately and inconsistently references the appropriate content standards.
DE	references appropriate content standards in daily plans;
ME	<b>AND...</b> explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE	<b>AND...</b> clearly demonstrates and explains the appropriate sequencing of the content standards.

**Questions for Reflection:**

1. Did the student teacher document the specific SOL/National/Foundation Blocks addressed for daily lessons?
2. How is this lesson related to a specific SOL/National/Foundation Blocks?
3. What content is required by the SOL/National/Foundation Blocks at this level?

NAEYC standard 5a - Understanding content knowledge and resources in academic disciplines: language and literacy; the arts- music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

ACEI Standard 2.1-2.7 - Curriculum for reading, writing, oral language, science, mathematics, social studies, the arts, health education, and physical education

	<b>A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA.</b>
DN	inaccurately presents key subject matter ideas and skills.
DE	demonstrates accurate knowledge and skills of subject area;
ME	<b>AND...</b> uses representation and/or an explanation that captures key subject matter ideas and skills;
EE	<b>AND...</b> uses <b>multiple</b> representations and explanations that capture key subject matter ideas and skills.

**Questions for Reflection:**

1. Are the questions, activities, and assessments aligned to the lesson content?
2. Does the student teacher have a thorough understanding of the content?
3. Does the student teacher have a thorough understanding of the skills associated with the content?

NAEYC Standard 5b - Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

ACEI Standard 2.1-2.7 - Curriculum for reading, writing, oral language, science, mathematics, social studies, the arts, health education, and physical education

	<b>A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS.</b>
DN	references content to <b>NEITHER</b> the students' past and future learning experiences <b>NOR</b> related subject areas.
DE	references content to <b>EITHER</b> the students' past and future learning experiences <b>OR</b> related subject areas.
ME	references content to <b>BOTH</b> the students' past and future learning experiences <b>AND</b> related subject areas;
EE	<b>AND...</b> references content to real world experiences and applications.

**Questions for Reflection:**

1. What has the student teacher done to determine the students' previous experiences, interests, and cultural background?
2. What has the student teacher done to find out the students' prior knowledge, understandings, and skills?
3. Has an attempt been made to link content to other subject areas, including real life and relevant examples?

**B. ASSESSMENT OF AND FOR STUDENT LEARNING** The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓	<b>B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING.</b>
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DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	<b>AND</b> ...sets measurable learning outcomes and achievement goals for student learning <b>AND</b> states these clearly on the lesson plan;
EE	<b>AND</b> ...matches learning outcomes and achievement goals to classroom assessments.

**Questions for Reflection:**

1. Did the student teacher have a clear measurable objective(s)?
2. Did the student teacher set a purpose and rationale for lessons?
3. Did the student teacher understand the diverse needs of all learners in the class?

<b>B2. PLANS FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES.</b>	
DN	plans inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	plans appropriate formal and informal assessments that are linked to learning outcomes;
ME	<b>AND</b> ...can articulate ways formal and informal assessments should impact future learning activities;
EE	<b>AND</b> ...has strategies to provide students with effective, descriptive feedback to guide their progress.

**Questions for Reflection:**

1. Does the student teacher select the most appropriate form of assessment?
2. How is the plan for assessment aligned with the learning outcomes of the lesson?
3. Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
4. Is the assessment appropriate for all students in the class?

NAEYC Standard 3a - Understanding the goals, benefits, and uses of assessment - including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

ACEI Standard 4 - Assessment

<b>B3. CHECKS FOR UNDERSTANDING USING A VARIETY OF ASSESSMENT TECHNIQUES TO ENHANCE STUDENT LEARNING.</b>	
DN	makes few or no attempts to determine student comprehension <b>AND</b> gives students little or no feedback.
DE	monitors student comprehension of content <b>AND</b> provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content <b>AND</b> provides students with timely meaningful feedback;
EE	<b>AND</b> ...analyzes individual and group comprehension of the content, <b>AND</b> gives all students substantive and specific feedback, <b>AND</b> makes appropriate instructional adjustments as necessary.

**Questions for Reflection:**

1. How does the student teacher monitor student understanding during the lesson?
2. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?
3. Does the student teacher differentiate assessment based on student learning needs?
4. Does the student teacher use a variety of assessment strategies including observation, documentation, and assistive technology when appropriate for data collection?

NAEYC standard 3b - Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

ACEI Standard 4 - Assessment

<b>B4. USES FORMAL AND INFORMAL ASSESSMENT EVIDENCE TO IDENTIFY STRATEGIES TO IMPROVE INSTRUCTION.</b>	
DN	uses formal or informal assessments.
DE	uses formal and informal assessments;
ME	<b>AND</b> ...uses assessment evidence to identify strategies to improve instruction;
EE	<b>AND</b> ...uses assessment evidence to inform, guide and adjust individual students' learning by identifying strategies to differentiate instruction.

**Questions for Reflection:**

1. Can the student teacher describe how he or she uses the assessment to guide current instruction?
2. Can the student teacher use the assessment data to plan for future instruction?
3. Does the student teacher check for understanding throughout the lesson?

NAEYC standard 3c - Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.  
ACEI Standard 4 - Assessment

**C. INSTRUCTIONAL PLANNING The student teacher...**

**DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations**

✓		<b>C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS.</b>
DN		is unfamiliar with the background, experiences, and skill level of most students in the class.
DE		is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME		<b>AND...uses</b> relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE		demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class <b>AND</b> plans using what s/he knows about learners including developmental levels, prior learning, and interests.

**Questions for Reflection:**

1. Has the student teacher gathered cultural and linguistic information about his/her students using a variety of methods?
2. Does the student teacher's planning demonstrate an understanding of typical development—social, physical, cognitive, emotional?

NAEYC 4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children.  
ACEI Standard 3.1 Integrating and applying knowledge for instruction

		<b>C2. PLANS DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS).</b>
DN		plans undifferentiated instruction.
DE		plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME		effectively plans differentiated instruction to address the unique characteristics of most individuals in the class;
EE		<b>AND...seeks</b> resources from instructional specialists to refine plans to meet learner needs.

**Questions for Reflection:**

1. Has the student teacher planned a variety of developmentally appropriate activities which reflect differentiation (ESL, 504, Gifted & Talented, and IEP plans)?
2. Does the student teacher have appropriate expectations based on students' abilities, skills, and efforts?
3. Did the student teacher "know the audience" and target appropriately?

NAEYC standard 4c - Using a broad repertoire of developmentally appropriate teaching/learning approaches  
ACEI Standard 3.2 - Adaptation to diverse student

		<b>C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES.</b>
DN		plans inappropriate methods and activities to meet the learning outcomes.
DE		plans appropriate methods and activities to meet the learning outcomes;
ME		<b>AND...plans</b> varied methods and activities to meet the learning outcomes;
EE		<b>AND...uses</b> data to plan appropriate, varied methods and activities to meet the learning outcomes.

**Questions for Reflection:**

1. Did the student teacher have clear learning outcomes within lessons?
2. Did the student teacher have a purpose and rationale for each lesson?
3. Did the student teacher plan to vary methods and activities to meet the learning outcomes across multiple lessons?

ACEI Standard 3.4 - Active engagement in learning

C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING.	
DN	rarely integrates instructional technology in planning.
DE	sometimes integrates instructional technology in planning;
ME	regularly integrates appropriate instructional technology in planning to meet learning outcomes;
EE	<b>AND</b> ...integrates a variety of instructional technology in planning, <b>AND</b> clearly identifies alternative plans in the event technology fails.

**Questions for Reflection:**

1. Has the student considered whether technology will enhance learning and/or make them more effective or efficient in teaching?
2. If using technology is appropriate, has the student teacher identified the most effective technology to use?

NAEYC standard 4b - Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

ACEI 3.5 - Communication to foster collaboration

C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING.	
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	<b>AND</b> ...planning is expanded to elaborate on identified essential content to enhance student learning.

**Questions for Reflection:**

1. Has the student teacher incorporated content that reflects local pacing guides, state, and/or national standards?
2. Can the student teacher explain what the essential content is for his/her lessons?

C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY.	
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing <b>AND</b> transitions.
EE	plans include realistic pacing allowing for content mastery <b>AND</b> meaningful transitions that promote student learning.

**Questions for Reflection:**

1. Can the student teacher explain changes that would need to be made in pacing and transition and why those changes are needed?
2. Is the student teacher trying to fit too much into one lesson?
3. In planning, has the student teacher identified points where modifications can be made to adjust pacing and transitions?

**D. LEARNING ENVIRONMENT** The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓ D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT.	
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	<b>AND</b> explains the purpose for these choices to students.

**Questions for Reflection:**

1. Does the student teacher develop a psychological environment that respects each student's individuality and culture?
2. Does the student teacher create a climate for learning that is positive and supportive?
3. Does the student teacher create a safe physical and psychological environment within the context of the cooperating teacher's classroom?

NAEYC standard 4a - Understanding positive relationships and supportive interactions as the foundation of their work with young children.

ACEI Standard 1.0 - Development, Learning, and Motivation

<b>D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK.</b>	
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	attempts to create a climate of trust and teamwork by being fair and respectful.
ME	purposefully creates a climate of trust and teamwork by being enthusiastic, fair, caring, and respectful to all students;
EE	<b>AND</b> ...fosters regular student collaboration.

**Questions for Reflection:**

1. Is the student teacher fair in interactions with students?
2. In what ways does the student teacher help the students feel equally valued in the classroom?
3. Does the student teacher make appropriate and respectful remarks to students?
4. Does the student teacher create an environment where students treat each other fairly and respectfully?

<b>D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR.</b>	
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior <b>AND</b> can explain why the model they are using for positive classroom behavior is effective.
EE	demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior <b>AND</b> explain why changes were made.

**Questions for Reflection:**

1. Are expectations for behavior based on an understanding of child development?
2. Are expectations for behavior consistently expressed and employed?
3. Does the student teacher respond appropriately when expectations for student behavior are not met?
4. Does the student teacher make intentional effort to support positive behaviors?

<b>D4. DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS.</b>	
DN	Infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE	can identify the different cultural backgrounds <b>AND</b> acknowledge different perspectives represented in the classroom;
ME	<b>AND</b> ...respects and responds to the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE	<b>AND</b> ... incorporates these differences into his/her teaching and use of content examples.

**Questions for Reflection:**

1. In what ways does the student teacher help the students feel equally valued in the classroom?
2. Is there evidence that the student teacher has incorporated examples and instructional materials that reflect the background and experiences of individual students?
3. Is diversity of thought and experience supported and celebrated?

**E. INSTRUCTIONAL DELIVERY The student teacher ...**

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

	<b>E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING.</b>
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DN	presents unclear <b>OR</b> inaccurate information about the learning objectives or the procedures for instructional activities.
DE	provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME	<b>AND</b> ...ensures that all students understand the learning objectives <b>AND</b> can carry out those procedures;
EE	<b>AND</b> ...consistently presents clear procedures and outcomes, <b>AND</b> effectively checks for student understanding.

**Questions for Reflection:**

1. Does the student teacher provide clear directions to students and check to make sure students understand the directions?
2. Does the teacher candidate implement the lesson in ways that promote reaching the learning outcomes for all students?
3. Does the student teacher inform the students of lesson goals at some point during the learning experience?

<b>E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY.</b>	
DN	uses ineffective strategies when presenting content to students.
DE	uses effective strategies to present content to students;
ME	<b>AND</b> ...makes content relevant to students' prior experiences;
EE	<b>AND</b> ...continually presents material clearly and explicitly with well-chosen examples.

**Questions for Reflection:**

1. Does it appear that students understand and are engaged with the content?
2. Does the student teacher present content using clear language that seems to make sense to students and results in little confusion? (If students are confused, student teacher is able to present content in a different way so that it makes sense to students).
3. Does the student teacher relate content to students' background knowledge and experiences?

<b>E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING.</b>	
DN	keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE	attempts to keep students actively involved, but some students are disengaged.
ME	keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE	<b>AND</b> ...keeps all students challenged and highly engaged as active learners and problem solvers.

**Questions for Reflection:**

1. Is there evidence of established routines and procedures that help the student teacher maximize the time available for instruction (i.e., is the majority of time devoted to learning activities opposed to managerial or behavior interruptions)?
2. If a non-instruction interruption occurs, does the student teacher resume instruction efficiently and quickly?
3. Do all students appear to be on task and engaging in meaningful instructional activities?
4. Is there evidence that the teacher differentiates instruction based on student instructional needs (e.g., homogeneous small groups, individualized instruction, etc.)?

<b>E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY.</b>	
DN	rarely uses technology to support student learning.
DE	provides students with guided practice in using technology to support student learning;
ME	<b>AND</b> ...engages students in learning experiences with technology that is appropriate and challenging;
EE	<b>AND</b> ...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

**Questions for Reflection:**

1. Does the student teacher use available technology when appropriate to enhance (a) lesson delivery and (b) student learning?
2. Does the student teacher give students opportunities to use technology to enhance their learning?
3. Does the student teacher provide students with tools, help, and guidance to effectively use technology?



NAEYC Standard 4B- Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

<b>E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION.</b>	
DN	uses low level questions that often require single, correct answers with a few students dominating discussion.
DE	uses questions that seem to involve answers determined in advance by the teacher, and that involve only some students in the discussion.
ME	poses a range of questions designed to promote student discussions, successfully engaging most students in the discussion.
EE	poses a range of questions designed to challenge students, resulting in thoughtful, genuine discussions among all students.

**Questions for Reflection:**

1. Does the teacher ask a variety of questions that require high levels of thinking and meaningful responses from students?
2. Does the student teacher ask questions that require students to refer to their background knowledge and content knowledge to answer them?
3. Does the teacher clarify, scaffold, affirm, and extend student responses when necessary to create meaningful discussions during which students are predominantly speaking?

AECI Standard 3.3 Development of critical thinking and problem solving

<b>E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS.</b>	
DN	provides undifferentiated instruction for students.
DE	attempts to accommodate student learning needs but with mixed success.
ME	differentiates and scaffolds instruction to accommodate most students' learning needs.
EE	successfully reaches all students by skillfully differentiating and scaffolding, using enrichment and remedial activities.

**Questions for Reflection:**

1. Is it evident that the student teacher acknowledges, respects, and supports the diverse learning and emotional needs (e.g., cultures, languages, disabilities, second language learners, socioeconomic status) of students?
2. Does the student teacher provide different learning materials, activities, strategies that are tailored to student needs and result in student learning?
3. Does the student teacher-integrate flexible groupings of students according to learning needs and provide appropriately leveled activities (e.g., books at their instructional level) per group?

<b>E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY.</b>	
DN	uses instructional time inappropriately and/or on activities of little instructional value.
DE	inconsistently uses instructional and transition time effectively.
ME	consistently uses instructional and transition time effectively for content mastery;
EE	<b>AND</b> ...performs non-instructional procedures efficiently.

**Questions for Reflection:**

1. Is it evident that the majority of classroom time is devoted to teaching and/or learning?
2. Are transitions used efficiently to maximize instructional time?
3. Does the student teacher implement effective and efficient classroom/behavior management techniques to keep students on task with little distractions from content learning?
4. Does it seem that students grasp and retain taught content? (Are they able to tell you what they learned?)

**F. REFLECTION FOR STUDENT ACADEMIC PROGRESS** The student teacher ...

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

<b>F1. PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING.</b>	
DN	provides unclear evidence to document student learning.
DE	collects and reviews some data to document student learning.

ME	consistently analyzes and interprets assessment data to document student learning over time.
EE	<b>AND</b> uses a variety of assessment data to document student learning and develop interim learning goals.

**Questions for Reflection:**

1. What documentation of student learning is the student teacher able to provide?
2. Can the student teacher interpret the documentation?
3. Does the student teacher use the documentation to plan future lessons?
4. Does the student teacher maintain accurate records of student performance (by recording grades, charting progress, maintaining portfolios, etc.)?

<b>F2. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION.</b>	
DN	puts the responsibility of learning on the student.
DE	acknowledges responsibility for student learning.
ME	takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE	<b>AND</b> ...sets and implements professional goals to improve student learning.

**Questions for Reflection:**

1. Was the student teacher willing to be self-critical?
2. Was the student teacher willing to accept constructive criticism?
3. Does the student teacher adjust or modify subsequent teaching techniques as a result of reflection and feedback?
4. Does the student teacher identify his or her strengths based on evidence of student learning?

NAEYC Standard 4D- Reflecting on own practice to promote positive outcomes for each child.

<b>F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION.</b>	
DN	relies solely on own knowledge to improve instruction.
DE	seeks information from the cooperating teacher <b>AND</b> attempts to use it to improve instruction.
ME	seeks information from professional resources <b>AND</b> uses it to improve instruction.
EE	seeks information from varied professional resources <b>AND</b> uses it effectively to improve instruction.

**Questions for Reflection:**

1. Does the student teacher show initiative in seeking professional resources?
2. Does the student teacher incorporate the information he or she gained to improve instruction?
3. Does the student teacher consult with educational specialists, parents, and community resources to learn how to work with specific students?
4. Does the student teacher go beyond information in the classroom to continue to grow professionally?

NAEYC Standard 6A- Identifying and involving oneself with the early childhood field

NAEYC Standard 6C- Engaging in continuous, collaborative learning to inform practice

NAEYC Standard 6D- Integrating knowledgeable, reflective and critical perspectives on early education

**G. PROFESSIONALISM The student teacher ...**

**DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations**

<b>✓</b>	<b>G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY.</b>
DN	acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE	inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME	consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE	<b>AND</b> ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

**Questions for Reflection:**

1. Does the student teacher exhibit professional behaviors (attendance, dress, meets deadlines, confidentiality) that actively enhance his or her ability to fulfill other professional responsibilities?
2. Does the student teacher take responsibility for, and continuously personally evaluate, any behaviors that interfere with the fulfillment of professional obligations?
3. Does the student teacher continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community?

NAEYC Standard 6B- Knowing about and upholding ethical standards and other early childhood professional guidelines.  
ACEI Standard 5.1- Professional growth, reflection, and evaluation

<b>G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING.</b>	
DN	infrequently participates in school-based learning experiences.
DE	takes ownership of professional growth by participating in school-based professional learning experiences;
ME	<b>AND</b> ...practices the new strategies learned to support student learning;
EE	<b>AND</b> ...actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

**Questions for Reflection:**

1. Does the student teacher exhibit professional behaviors that support and enhance student learning?
2. Does the student teacher show initiative to participate in school or division professional development?
3. Does the student teacher take ownership and reflect on their practice in light of current relevant teaching, professional ethics, and resources?

NAEYC Standard 6A- Identifying and involving oneself with the early childhood field  
NAEYC Standard 6C- Engaging in continuous, collaborative learning to inform practice  
NAEYC Standard 6D- Integrating knowledgeable, reflective and critical perspectives on early education  
ACEI Standard 5.1- Professional growth, reflection, and evaluation

<b>G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE.</b>	
DN	frequently makes errors in grammar, usage, and spelling in professional contexts.
DE	periodically makes errors in grammar, usage, and spelling in professional contexts.
ME	uses correct grammar, usage, and spelling in professional contexts;
EE	<b>AND</b> ...speaks and writes correctly and fluidly in professional contexts.

**Questions for Reflection:**

1. Does the student teacher use standard oral and written English when communicating with students, parents, colleagues, and community members?
2. Does the student teacher seek ways to effectively communicate with families whose primary language is not English?

<b>G4. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT.</b>	
DN	makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE	attempts to build relationships and collaborate with colleagues, administrators, and families.
ME	collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE	<b>AND</b> ...communicates effectively to build strong relationships <b>AND</b> seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

**Questions for Reflection:**

1. Does the student teacher seek opportunities to build relationships with families, communities, colleagues, and other professionals?
2. Does the student teacher maintain a positive, collaborative relationship with families, communities, colleagues and other professionals to promote learner growth and development?

ACEI Standard 5.2- Collaboration with families, colleagues, and community agencies

G5. ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES.	
DN	demonstrates ignorance towards cultural, ethnic, gender, and learning differences of students.
DE	occasionally demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME	consistently demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE	<b>AND...</b> incorporates learners' experiences, cultures and community resources into instruction.

**Questions for Reflection:**

1. Does the student teacher demonstrate knowledge of cultural, ethnic, and gender learning differences?
2. Does the student teacher use culturally responsive resources to strengthen relationships and learning experiences?