

Profile of Student Teaching Performance:

Reference Guide

*for Observing and Assessing
Student Teachers*

***Social Studies
Grades 6-8 Licensure
Grades 6-12 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,

A handwritten signature in black ink that reads 'Rachel A. Potter'.

Rachel Potter,
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

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

Questions for Reflection:

1. Does the student teacher document the specific SOL/NCSS standard addressed for daily lessons?
2. How is this lesson related to a specific SOL?
3. Does the student teacher analyze state and national curriculum standards based on his or her knowledge of content and adolescent development? [suggested reflection question for EE rating]
4. Does the student teacher organize and sequence the SOL standards in a way that scaffolds upon prior knowledge and connect to a larger story or class theme?
5. How did the student teacher chunk SOL standards into lessons that make a unit around a broader theme?

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

Questions for Reflection:

1. Does the student teacher demonstrate knowledge of at least two NCSS themes (see "Addenda: NCSS Themes" for reference).
2. Does the grades 6-8 student teacher demonstrate a comprehensive depth and breadth of knowledge in two content areas that are broad and multidisciplinary and regularly demonstrate the ability to make interdisciplinary connections? [suggested reflection question for EE rating]

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

Questions for Reflection:

Regarding the Use of Content Examples-

1. Does the student teacher provide developmentally appropriate examples for the social studies content being taught?
 - a. Does the student teacher use the same examples when students need more clarity or create new examples for further clarification?
 - b. Are the examples appropriate for the age level and populations?

Regarding the Use of Students' Past and Future Learning Experiences-

2. Does the student teacher access and use students' prior knowledge?
3. Has an attempt been made to link content to other subject areas AND use real life examples?
4. Does the student teacher engage adolescents in activities related to their interpersonal, community, and societal responsibilities?
5. Does the student teacher consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all adolescents?

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

✓		B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING.
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		AND ...sets measurable learning outcomes and achievement goals for student learning AND states these clearly on the lesson plan;
EE		AND ...matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:

1. Does the student teacher demonstrate designing appropriate learning outcomes that support social studies **content** mastery?
2. Does the student teacher demonstrate designing appropriate learning outcomes that support social studies **skills** development?
3. Does the student teacher articulate appropriate expectations based on students' abilities, skills, and efforts?

		B2. PLANS FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES.
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		AND ...can articulate ways formal and informal assessments should impact future learning activities;
EE		AND ...has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:

1. Does the student teacher demonstrate a plan for implementing various assessments aligned with the learning outcomes for the lesson?
 - a. Is the plan for assessment sufficiently systematic to provide the teacher with useful information about the extent to which learning outcomes have been met?
 - b. Is the assessment plan appropriate to the students in the class?
 - c. How are linguistically diverse students and students with exceptionalities provided with opportunities to display their knowledge of social studies content? [suggested reflection question for EE rating]
2. Does the student teacher plan for multiple types of assessment to support differentiation?

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

Questions for Reflection:

1. Does the student teacher check for understanding in diverse ways throughout the lesson?
2. Does the student teacher involve individuals or groups in assessment?
3. Does the student teacher recognize culturally specific ways of expressing understanding or confusion?
4. Does the student teacher use a variety of means (verbal, nonverbal, written, etc.) and sources other than the teacher (other students, books, self-checking materials, etc.) to assess students' learning?
5. Does the student teacher give frequent meaningful, substantive, and specific feedback for all students?

		B4. USES FORMAL AND INFORMAL ASSESSMENT EVIDENCE TO IDENTIFY STRATEGIES TO IMPROVE INSTRUCTION.
DN		uses formal or informal assessments.
DE		uses formal and informal assessments;

ME	AND ...uses assessment evidence to identify strategies to improve instruction;
EE	AND ...uses assessment evidence to inform, guide and adjust individual students' learning by identifying strategies to differentiate instruction.

Questions for Reflection:

1. Does the student teacher link an array of formal and informal assessments to instruction and consistently use this information to adjust future lessons?
2. Can the student teacher describe how he or she will use the results of the assessment in planning future instruction?
3. Does the student teacher effectively use assessment evidence to implement various strategies for differentiation?
4. If assessment results demonstrate a lack of understanding, what strategies did the student teacher use?
5. How will the student teacher adjust the pacing of the class material if assessment results showed a lack of understanding?

C. INSTRUCTIONAL PLANNING The student teacher...

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

✓		C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS.
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		AND ...uses 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 AND plans using what s/he knows about learners including developmental levels, prior learning, and interests.

Questions for Reflection:

1. Does the student teacher articulate having used strategies to get know students' prior to lesson planning?
 - a. Did the student teacher create an interest inventory?
 - b. Did the student teacher use pre-assessment tools to get to know students?
 - c. Did the student teacher review student files?
2. Does the student teacher demonstrate evidence in instructional planning that they have incorporated the students' cultural, linguistic, social, geographic, civic background, knowledge, interest, experiences, and skills?

		C2. PLANS DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS).
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		AND ...seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:

1. Has the student teacher planned for and implemented a variety of activities which reflect differentiation?
2. Does the student teacher have appropriate expectations based on students' abilities, skills, and efforts?
3. Does the student teacher accommodate learning requirements of ESL, 504, Gifted & Talented, and IEP plans?

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

Questions for Reflection:

1. Does the student teacher have clear objectives that drive instruction?
2. Does the student teacher plan instruction that reflects all learning styles uses multiple methods or strategies during each lesson?

3. Does the student teacher have a backup strategy to use if needed?
4. Does the student teacher incorporate developmentally appropriate instructional strategies specific to social studies such as inquiry, cooperative learning, and Socratic discussion?

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	AND ...integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails.

Questions for Reflection:

1. Is technology consistently used to present content and/or allow student use of technology?
2. Does the student teacher frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields?
3. Does the student teacher use technology to access appropriate primary sources, historical documents, and/or maps for social studies instruction?
4. Does the student teacher use technology to analyze sources?
5. Does the student teacher have a backup plan in the scenario that the technology does not work?

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	AND ...planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:

1. Does the student teacher incorporate developmentally appropriate social studies skills including: historical methodologies; map skills, interpretation of charts and graphs, utilization of primary sources, cause and effect; chronological thinking?
2. Does the student teacher incorporate developmentally appropriate research and analysis skills, the ability to interpret a variety of theoretical approaches and then synthesize information in written and oral presentation?
3. Does the student teacher actively engage students in independent and collaborative inquiry? Do they consistently apply content elements that are challenging, culturally relevant, and developmentally responsive?

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 AND transitions.
EE	plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning.

Questions for Reflection:

1. Does the student teacher pace instruction in such a way that students appear to be on task/actively engaged most of the time?
2. Is there evidence of established routines and procedures that help the student teacher maximize the time available for instruction? Does the student teacher adjust instruction while in progress, with attention to the teachable moment?
3. Do all students have meaningful intellectual work or activities for the entire instructional time?
4. Do students have a planned opportunity to stand up, talk, move around, or stretch during a 90 minute block?

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	AND explains the purpose for these choices to students.

Questions for Reflection:

1. How much control does the student teacher have over the physical environment? How does the student teacher adapt instruction when he or she has limited control?
2. How does the physical environment reflect/encourage practice of democratic citizenship?
3. To what extent is there a match between the lesson or activity and the furniture or room configuration?
4. Is the space arranged so that all students, including those with special needs, have access to the lesson?
5. Does the student teacher respond appropriately to stereotyping, demeaning, or other unfair comments by students?
6. Do student teachers develop mutually respectful, supportive learning environments that promote the healthy development of all adolescents?
7. Does the student teacher move around the entire classroom and use proximity control or similar strategies that further engage learners and create a more safe and attentive learning environment?

	D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK.
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	AND ...fosters regular student collaboration.

Questions for Reflection:

1. How does the student teacher create equitable, caring, and collaborative learning environments?
2. Is the student teacher fair in interactions with students during the observed class period?
3. Are there patterns of exclusion or over attention in the student-teacher interactions?
4. Is the student teacher inappropriately negative in remarks to students?
5. Does the teacher set a community learning environment where members are expected to treat each other with respect? Does the student teacher reinforce that expectation as needed?
6. Does the student teacher value and appreciate all adolescents regardless of family circumstances, community environment, health, and /or economic conditions?
7. Does the student teacher serve as advocate for all adolescents in the school and in the community? [suggested reflection question for EE rating]
8. Does the teacher build a positive relationship with each student?

	D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR.
DN	ignores students' needs and behavior.
DE	attempts to maintain positive classroom behavior.
ME	responds effectively and consistently to students' needs and behavior AND 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 AND explain why changes were made.

Questions for Reflection:

(Quotes taken from NCSS "Vision of Powerful Teaching and Learning in the Social Studies")

1. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
2. Does the student teacher demonstrate the ability to problem-solve and implement a behavior management program while continuing with classroom instruction?
3. Does the student teacher recognize that "students do not become responsible, participating citizens automatically?" What evidence is there to demonstrate this?
4. Does the student teacher reflect the values in his/her classroom which form the basis of our democratic government: "commitment to justice, equality, and freedom of thought and speech?"

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

Questions for Reflection:

1. Does the student teacher demonstrate an appreciation of diversity?
2. Does the student teacher communicate to his or her students that he or she values a diversity of backgrounds and opinion?
3. Does the teacher engage the students in experiences that “develop fair-mindedness, and encourage recognition and serious consideration of opposing points of view, sensitivity to cultural similarities and differences, and a commitment to individual and social responsibility?”

E. INSTRUCTIONAL DELIVERY The student teacher ...

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

E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING.	
DN	presents unclear OR 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	AND ...ensures that all students understand the learning objectives AND can carry out those procedures;
EE	AND ...consistently presents clear procedures and outcomes, AND effectively checks for student understanding.

Questions for Reflection:

1. Does the student teacher have a viable plan with expected pacing?
2. Is this plan communicated to the students prior to or during the lesson (advanced organizer)?
3. Does the student teacher inform the students of the learning goals before or during the learning experience?
4. Does the student teacher give clear instructions and check for student understanding of those instructions in multiple ways?

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

Questions for Reflection:

1. Does the student teacher communicate content clearly and accurately?
2. Does the student teacher make clear the meaningfulness and connections of the content to local, national, and global contexts as appropriate?
3. Has the student teacher structured the lesson in a way that enables students to understand the content and demonstrate their understanding?
4. Are students engaged with the content?
5. Do lessons as a whole have coherent structure?
6. Does the student teacher recognize and use opportunities to help students extend their thinking?
7. Is the student teacher able to use the current content appropriately as a springboard to independent, creative, or critical thinking?
8. Does the student teacher challenge students' thinking in ways relevant to their background knowledge and experiences?
9. Does the student teacher structure specific learning activities that encourage students to extend their thinking?
10. Does the student teacher frequently teach in engaging ways that maximize student learning?
11. Does the student teacher clearly emphasize the importance of history, civics and government, economics; and geography and their integration?

12. Does the teacher provide cohesive, inclusive narratives with examples from primary sources delivered through diverse methods?
13. Does the student teacher encourage students to construct meaning that is facilitated by clear explanation, modeling, and interactive discourse?
14. Does the student teacher seek to “expand his/her “repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes?”
15. Is the student teacher demonstrating the priority of depth over “coverage” as outlined by NCSS: “Disciplined inquiry, in turn, includes the teaching of sophisticated concepts and ideas, and in-depth investigation of fewer rather than more topics, with deep processing and detailed study of each topic”? [suggested reflection question for EE rating]

E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING.	
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	AND... keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:

1. Does the student teacher adjust instruction while in progress, with attention to the teachable moment?
2. Does the student teacher give students a variety of ways to apply skills and content to solve real world problems or “apply that learning to authentic situations”? How has the student teacher moved students beyond the receptive posture?
3. Does the student teacher provide opportunities for student to conduct inquiry, develop and display data, synthesize findings, and make judgments?
4. Does the student teacher promote students to work individually and collaboratively, “to solve the challenges facing our diverse nation in an increasingly interdependent world”?
5. Does the student teacher frequently incorporate his or her content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrative nature of knowledge? [suggested reflection question for EE rating]
6. Does the student teacher provide an example of an energetic, excited, or passionate life-long learner?

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

Questions for Reflection:

1. Does the student teacher actively teach information and critical media literacy skills [see NCSS “media literacy” position statement]?
2. How does the student teacher lead students to a critical stance in evaluating online sources?
3. Does the student teacher integrate the use of technology to engage in collaborative activities that support communication, reading/writing skills, and democratic participation?
4. Does the student teacher model and teach the effective and ethical use of media and technology?

E5. FACILITATES STUDENTS’ USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION.	
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 student teacher use higher order questioning?
2. Does the student teacher provide evidence for supporting disciplinary inquiry rather than fact-based recall?
3. Does the student teacher encourage students to discuss or debate implications, and participate in compelling projects that call for critical thinking & problem solving?
4. How are the students encouraged to develop their own questions and seek answers, to become life-long learners?

E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS.	
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. Does the student teacher differentiate strategies and materials for all students or groups when appropriate?
2. Does the student teacher communicate content equitably for females and males, students of different ethnic or economic groups, students with exceptionalities, or students with diverse linguistic abilities?
3. Does the student teacher use groups to meet the students' needs?
4. Is the student teacher aware of culture, language, and other diverse needs of students within the class?
 - a. Does the student teacher respond appropriately to those differences?
 - b. Does the student teacher support and encourage students who speak and write differently?

E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY.	
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	AND ...performs non-instructional procedures efficiently.

Questions for Reflection:

1. Does the student teacher use effective wait time?
2. Does the student teacher use transition time productively that relates to the content and continually engages students?
3. Does the student teacher incorporate opportunities for movement breaks that support student learning?

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

✓ F1. PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING.	
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	AND uses a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:

1. What documentation is the student teacher able to provide related to student learning?
2. Can the student teacher interpret the documentation?
3. Does the student teacher use the documentation to plan future lessons or during the lesson?
4. Does the student teacher assess learning by recording grades, charting student progress, maintaining portfolios, and/or participation?
5. Does the student teacher communicate student academic progress to parents/guardians?
6. Does the student teacher recognize that communication with parents/guardians should be positive and should include an approach of working alongside parents/guardians with the best interest of the student in mind?

F2. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION.	
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	AND ...sets and implements professional goals to improve student learning.

Questions for Reflection:

1. Did the student teacher adjust or modify the teaching techniques used after reflecting on strengths and weaknesses?
2. Was the student teacher willing to be self-critical?
3. Was the student teacher willing to accept constructive criticism?
4. Does the student teacher identify teacher strengths?
5. How did the student teacher motivate students? What worked well? What strategies did not work?


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

Questions for Reflection:

1. Does the student teacher have more than one strategy for improvement?
2. Do you see a change in performance based on the strategies?
3. Does the student teacher show initiative in seeking professional resources?
4. Does the student teacher initiate and value collaboration with others to improve instruction and assessment?
5. Does the student teacher comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources?
6. Does the student teacher take initiative to talk with teacher “specialists” to learn how to work with specific students?
7. Does the student teacher take leadership roles in promoting and participating in activities designed to extend knowledge in his or her teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills? [suggested for EE category]

G. PROFESSIONALISM The student teacher ...

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	G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY.
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	AND ...intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Questions for Reflection:

1. Does the student teacher model high standards of ethical behavior and professional competence and collegiality as part of their professional practice?
2. Do the student teacher’s professional behaviors actively promote student learning and the performance of other professional responsibilities?
3. In general, has the student teacher demonstrated ethical and confidential handling of his/her professional responsibilities?
4. Does student teacher’s dress demonstrate the necessary professional attire for teachers and allow for appropriate interaction with students?
5. Does the student teacher demonstrate a comprehensive understanding of their evolving role as education professionals, the importance of their influence on all adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors?
6. Does the student teacher have a school appropriate social media presence?

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

Questions for Reflection:

1. Has the student teacher participated in professional growth activities provided by the school or school division?
2. Has the student teacher developed a tentative long-term plan for professional growth?
3. Has the student teacher identified or participated in professional growth activities that extend beyond the school or school division, or that extend beyond the student teaching experience?

G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE.	
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	AND ...speaks and writes correctly and fluidly in professional contexts.

G4. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT.	
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	AND ...communicates effectively to build strong relationships AND seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Questions for Reflection:

1. Does the student teacher understand the relationships between schools and community organizations and communicate effectively with all stakeholders?
2. Does the student teacher engage in activities that support a link between schools and the community?
3. Does the student teacher demonstrate a comprehensive understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve adolescents (e.g. school counselors, social service workers, home-school coordinators), and work as successful members of a team?

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	AND ... incorporates learners' experiences, cultures and community resources into instruction.

Questions for Reflection:

1. Does the student teacher take initiative to gain an understanding of the larger learning community, accept professional responsibilities that extend beyond the classroom and school, and advocate for helping all adolescents become thoughtful, ethical, democratic citizens?
2. Does the student teacher model life-long learning and take a leadership role in refining classroom and school practices that address the needs of all adolescents, successful, practice, and experience?
3. Does the student teacher demonstrate an interest, willingness, and initiative in further developing their cultural competencies?

**Addenda:
NCSS Themes**

NCSS Theme	Emerging Student teachers demonstrate minimal level of social studies content relevant to this theme and VA SOL in conformance with the expectations of the scoring anchors in the teacher reference guide areas of assessment.	Adequate Student teacher demonstrates an acceptable level of social studies content and skills relevant to this theme and VA SOL in conformance with the expectations of the scoring anchors of the teacher reference guide areas of assessment.	Exemplary Student teacher demonstrates a high level of content knowledge, understandings and skills relevant to this NCSS theme and VA SOL and in conformance with the expectation of the scoring anchors of the teacher reference guide areas of assessment.
I. Culture and Cultural Diversity			
II. Time, Continuity and Change			
III. People, Place and Environment			
IV. Individual Development and Identity			
V. Individuals, Groups and Institutions			
VI. Power, Authority and Governance			
VII. Production, Consumption and Distribution			
VIII. Science, Technology and Society			
IX. Global Connections			
X. Civic Ideals and Practices			

NOTE: Student teachers will cover different themes in different lessons and placements. Only evaluate those themes directly observed. By completion of the JMU program, student teachers must achieve at least an exemplary level of performance in Themes II; III; VI; VII; IX and X and an adequate level of performance in Themes I; IV; V; VIII.

The Ten Themes Explanation

The ten themes that form the framework of the social studies standards are:

I Culture

The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

II Time, Continuity and Change

Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

III People, Places and Environments

The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

IV Individual Development and Identity

Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

V Individuals, Groups and Institutions

Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

VI Power, Authority and Governance

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can

individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

VII Production, Distribution and Consumption

Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

VIII Science, Technology and Society

Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

IX Global Connections

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

X Civic Ideals and Practices

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.