***Pedagogy Evaluation***

Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Directions –*** The form will be used ***twice*** during the course of the term and will be provided by the [Program Coordinator](#ProgCoor) to the [University Supervisor](#Supervisor), [Cooperating Teacher](#CooperatingTeacher), and [Student Teacher](#StudTeach).

Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

1. Completes the evaluation in week 5 or 6 (Mid-term) of the student teaching experience AND in week 13 or 14 (Final)
2. Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

1. Goals are set for the remainder of the student teaching experience
2. The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

1. Suggestions and comments are made to assist in the transition to teaching role
2. The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the “[Glossary](#Advocacy)” and the “[Look Fors](#LookFors)” document.

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
| --- | --- | --- | --- | --- |
| **Planning for Instruction and Assessment** | | | | |
| **A. Focus for Learning:** [**Standards**](#OHLearningStnds) **and** [**Objectives /Targets**](#ObjectiveTargets) | Plans align to appropriate Ohio Learning **Standards**  AND  [**Goals** are measureable](#Goals)  AND  Standards, **objectives/targets**, and learning tasks are consistently aligned with each other  AND  Articulates **objectives/targets** that are appropriate for [learners](#Learner) and *attend to appropriate* [*developmental progressions*](#DevelopmentalTheory) *relative to age and content-area* | Plans align to appropriate Ohio Learning **Standards**  *AND*  **Goals** *are* measureable  *AND*  Standards, **objectives/ targets**, and learning tasks *are consistently aligned* with each other  *AND*  *Articulates* **objectives/targets** that are appropriate for learners | Plans *align* to appropriate Ohio Learning **Standards**  AND/OR  *Some* **goals** are measureable  AND/OR  Standards, **objectives/targets**, and learning tasks, are *loosely or are not consistently* aligned with each other  AND/OR  Articulates *some* **objectives/targets** that are appropriate for learners | Plans *do not align* to the appropriate Ohio Learning **Standards**  AND/OR  **Goals** are *absent or not measureable*  AND/OR  Standards, **objectives/targets**, and learning tasks *are not aligned* with each other  AND/OR  *Does not* articulate **objectives/targets** that are appropriate for learners |
| **B. Materials and Resources** | Uses a variety of **materials and resources** that  1. Align with all objectives/targets  2. Make content relevant to learners  3. *Encourage individualization of learning* | Uses a *variety* of **materials and resources** that  1. Align with *all* objectives/targets  2. *Make content relevant to learners* | *Uses* **materials and resources** that *align* with *some* of the objectives/targets | **Materials and resources** *do not align* with objectives/targets |
| **C.** [**Assessment**](#Assessment) **of P-12 Learning** | Plans a variety of **assessments** that  1. Provide opportunities for learners of *varying abilities* to illustrate competence (whole class)  2. Align with the Ohio Learning Standards  3. Are [culturally relevant](#CulturallyRelevant) and draw from learners’ [funds of knowledge](#FundsofKnow)  4. *Promote learner growth* | Plans a *variety* of **assessments** that  1. Provide opportunities for *learners* to illustrate competence (whole class)  2. Align with the Ohio Learning Standards  3. *Are culturally relevant and draw from learners’ funds of knowledge* | Planned **assessments**  1. *Provide opportunities for some learners to illustrate competence (whole class)*  2. *Align* with the Ohio Learning Standards | Planned **assessments**  1. *Are not included*  OR  *2. Do not* *align* with the Ohio Learning Standards |
| **D. Differentiated Methods** | Lessons make meaningful and [culturally relevant](#CulturallyRelevant) connections to  1. Learners’ prior knowledge  2. Previous lessons  3. Future learning  4. Other disciplines and real-world experiences  AND  [**Differentiation of** instruction](#DifferentiationofInstruction) supports learner development  AND  Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners | Lessons make clear and coherent connections to  1. Learners’ prior knowledge  2. Previous lessons  3. Future learning  AND  **Differentiation of** instruction supports learner development  AND  Organizes instruction to ensure content is comprehensible and relevant for learners | Lessons *make an attempt* t*o build on*, *but are not completely successful at* connecting to  1. Learners’ prior knowledge,  2. Previous lessons, OR future learning  AND  **Differentiation** of instruction is minimal  *AND*  *Organizes instruction to ensure content is comprehensible for learners* | Lessons *do not* *build* on or connect to learners’ prior knowledge  AND/OR  Explanations given *are illogical or inaccurate* as to how the content connects to previous and future learning  AND/OR  **Differentiation** of instruction is absent |
| **Instructional Delivery** | | | | |
| **E. Learning** [**Target**](#Targets) **and Directions** | Articulates accurate and *coherent* **learning targets**  AND  Articulates accurate **directions/**explanations *throughout the lesson*  AND  Sequences learning experiences appropriately | Articulates an *accurate* **learning target**  AND  Articulates *accurate* **directions**/ explanations  AND  *Sequences learning experiences appropriately* | *Articulates* an *inaccurate* **learning target**  *AND/OR*  *Articulates inaccurate* **directions**/explanations | *Does not articulate* the **learning target**  OR  *Does not articulate* **directions**/ explanations |
| **F.** [**Critical Thinking**](#CriticalThinking) | *Engages learners* in **critical thinking** *in local and/or global contexts* that  1. [Fosters](#Fosters) [problem solving](#ProblemSolving)  2. Encourages conceptual connections  *3. Challenges assumptions* | *Engages learners* in **critical thinking** that  1. Fosters problem solving  2. Encourages conceptual connections | *Introduces AND/OR models* **critical thinking** that  1. Fosters problem solving  2. Encourages conceptual connections | *Does not introduce AND/OR model* **critical thinking** that  1. Fosters problem solving  2. Encourages conceptual connections |
| **G. Checking for Understanding and Adjusting Instruction through** [**Formative Assessment**](#FormativeAsst) | **Checks for understanding** (whole class/group *AND individual learners*) during lessons using **formative assessment**  AND  Differentiates through *planned and responsive* **adjustments** (whole class/group and *individual learners*) | ***Checks for understanding*** (whole class/group) during lessons using **formative assessment**  AND  Differentiates through **adjustments** to instruction (whole class/group) | *Inconsistently* ***checks for understanding***during lessons using **formative assessment**  *AND*  Adjusts instruction accordingly, but **adjustments** *may cause additional confusion* | *Does not* ***check for understanding*** during lessons using **formative assessment**  OR  *Does not make any* **adjustments** based on learners’ responses |
| **H.** [**Digital Tools**](#DigitalTools) **and Resources** | Discusses AND uses *a variety of* [developmental](#DevelopmentalTheory)ly appropriate **technologies (digital tools and resources)** that  1. Are relevant to learning objectives/ targets of the lesson  2. Engage learners in the demonstration of knowledge or skills  3. *Extend learners’ understanding of concepts* | Discusses AND *uses* developmentally appropriate **technologies (digital tools and resources)** that  1. Are relevant to learning objectives/ targets of the lesson  2. *Engage learners in the demonstration of knowledge or skills* | *Discusses* *developmentally appropriate* **technologies** **(digital tools and resources)** *relevant to learning objectives/ targets of the lesson*  AND  **Technology** is *not available* | One of the following:  A. *Does not* *use* **technologies** **(digital tools and resources)**  AND  **Technology** *is available* in the setting  OR  B. Use of **technologies** is *not* *relevant* to the learning objectives/ targets of the lesson  OR  C. *Does not* *discuss* **technologies**  AND  Technology *is not available* in the setting |
| **I. Safe and Respectful** [**Learning Environment**](#LearningEnviron) | *Actively involves learners to create and* manage a **safe and respectful learning environment** through the use of routines and transitions  AND  Establishes and promotes constructive relationships to equitably engage learners  AND  Uses research-based strategies to maintain learners’ attention (individual and whole group) | *Manages* a **safe and *respectful* learning environment** through the use of routines and transitions  *AND*  *Establishes and promotes* constructive relationships to *equitably* engage learners  *AND*  *Uses* *research-based* strategies to maintain learners’ attention (individual and whole group) | *Attempts to manage a* safe **learning environment** *through the use of routines and transitions*  *AND/OR*  *Attempts to establish* constructive relationships to engage learners  *AND/OR*  *Attempts to use* constructive strategies to maintain learners’ attention (individual and whole group) | *Does not* *manage* a **safe learning environment**  OR  *Does not establish* constructive relationships to engage learners  OR  *Does not use* constructive strategies to maintain learners’ attention (individual and whole group) |
| **Assessment** | | | | |
| **J. Data-Guided Instruction** | Uses [**data**-informed decisions](#DataInformedDecisions) *(trends and patterns) to set short and long term goals for future* instruction and assessment  AND  Uses [contemporary tools](#ContemporaryTools) for learner **data** record-keeping *and* [*analysis*](#Analysis) | Uses***data****-informed decisions* to design instruction and assessment  *AND*  *Uses contemporary tools for learner* ***data*** *record-keeping* | *Uses* *minimal* **data** to design instruction and assessment | *Does not* *use* **data** to design instruction and assessment |
| **K.** [**Feedback**](#Feedback) **to Learners** | Provides **feedback** that  1. Enables learners to recognize strengths *AND* areas for improvement  2. Is comprehensible  3. Is descriptive  4. Is *individualized*  AND  Provides timely **feedback**, *guiding learners on how to use feedback to monitor their own progress* | Provides **feedback** that  1. Enables learners to recognize strengths OR areas for improvement  2. Is *comprehensible*  3. Is *descriptive*  *AND*  Provides *timely* **feedback** | *Provides minimal* **feedback** that  1. *Enables* learners to recognize strengths OR areas for improvement  OR  **Feedback** is provided in a *somewhat* timely fashion | *Does not* *provide* **feedback**  OR  **Feedback** *does not enable* learners to recognize strengths OR areas for improvement  OR  **Feedback** is *not* *provided* in a timely fashion |
| **L.** [**Assessment**](#Assessment) **Techniques** | Evaluates and supports learning through **assessment techniques** that are  1. [Developmentally appropriate](#DevelopmentalTheory)  2. Formative AND [summative](#SummAsst)  3. [*Diagnostic*](#DiagnosticAssessment)  4. *Varied* | *Evaluates and supports learning through* **assessment techniques** that are  1. Developmentally appropriate  2. Formative *AND* summative | **Assessment techniques** are  1. Developmentally *appropriate*  2. *Formative OR summative* | **Assessment techniques** are  1. Developmentally *inappropriate*  OR  *Not used* |

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| [**Analysis**](#Analysis) **of Teaching** | | | | |
| **M. Connections to** [**Research**](#Research) **and Theory** | Discusses, provides [evidence](#Evidence) of, *and justifies* connections to educational **research and/or theory**  AND  *Uses research and/or theory to explain their P-12 learners’ progress* | *Discusses* and *provides evidence of* connections to educational **research and/or theory** | *Mentions* connections to educational **research and/or theory** | *No connections* *OR* *inaccurate connections* to educational **research and/or theory** |

***Professional*** ***Dispositions Evaluation***

***What are dispositions****?* The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, p. 6.)

***What else should a teacher candidate know?***  It is the student teacher’s responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
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| **Professional Commitment and Behaviors** | | | | |
| **A. Participates in Professional Development (PD**) | Participates in at least one**professional development** opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)  AND  Provides evidence of an increased understanding of the teaching profession as a result of the PD  AND  *Reflects on own professional practice with evidence of application of the knowledge acquired from* ***PD*** *during student teaching* | Participates in at least one**professional development** opportunity (e.g. workshop, seminar, attending a professional conference)  *AND*  *Provides* *evidence of an increased understanding of the teaching profession as a result of the PD* | *Participates* in *at least one* **professional development** opportunity (e.g. workshop, seminar, attending a professional conference) | *Does not participate* in any **professional development** opportunity (e.g. workshop, seminar, attending a professional conference) |
| **B. Demonstrates Effective Communication with Parents or Legal Guardians** | Provides evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)  AND  Provides information about P-12 learning to **parents or legal guardians** to promote understanding and academic progress  *AND*  *Interacts with* ***parents or legal guardians*** *in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)* | Provides evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)  *AND*  *Provides information* about P-12 *learning to* ***parents or legal guardians*** *to promote understanding and academic progress* | *Provides* evidence of **communication** **with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) | *Does not provide* evidence of **communication** **with parents or legal guardians** |
| **C. Demonstrates Punctuality** | Reports on time *or early* for daily student teaching AND  Additional teacher engagements (e.g., IEPs, teacher committees) | *Reports on time* for daily student teaching  *AND*  Additional teacher engagements (e.g., IEPs, teacher committees) | *Inconsistently reports* on time for daily student teaching  AND/OR  Additional teacher engagements (e.g., IEPs, teacher committees) | *Does not* *report* on time for student teaching  AND/OR  Additional teacher engagements (e.g., IEPs, teacher committees) |
| **D. Meets Deadlines and Obligations** | Meets **deadlines and obligations** established by the cooperating teacher and/or supervisor  AND  Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  AND  Providesclear and complete directions and lessons for substitutes *without reminders* | *Meets* **deadlines and obligations** established by the cooperating teacher and/or supervisor  AND  Informs *all* stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  AND  Provides *clear and complete* directions and lessons for substitutes | *Most of the time* *meets* **deadlines and obligations** established by the cooperating teacher and/or supervisor  *AND*  *Informs* *some* stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  *AND*  *Provides incomplete* directions and lessons for substitutes | *Frequently misses* **deadlines or obligations** established by the cooperating teacher and/or supervisor  AND/OR  *Does not* *inform* stakeholders (cooperating teacher, supervisor, and/or faculty members) *of absences prior to the absence*  AND/OR  *Does not**provide* directions and lessons for substitutes |

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| **E. Preparation** | **Prepared** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND  Materials are easily accessible AND organized  AND  *Prepared for the unexpected and flexible* | ***Prepared***to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  *AND*  Materials are easily accessible *AND* organized | *Not consistently* ***prepared*** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  *AND/OR*  Materials are easily accessible *OR* organized | *Not* ***prepared*** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND/OR  Materials are *not* organized *NOR* easily accessible |
| **Professional Relationships** | | | | |
| **F. Collaboration** | Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  AND  *Works with* and learns from colleagues in planning and implementing instruction *to meet diverse needs of learners* | Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  *AND*  *Attempts to work with and learn from colleagues in planning and implementing instruction* | *Demonstrates* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) | *Does not demonstrate* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) |
| **G.** [**Advocacy**](#Advocacy) **to Meet the Needs of Learners or for the Teaching Profession** | Recognizes andarticulates specific areas in need of **advocacy,** including the  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)  OR  2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)  *AND*  *Takes action(s) based upon identified needs, while following district protocols* | Recognizes and *articulates* *specific* areas in need of **advocacy,** including the  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)  OR  2. Needs of the **teaching profession** (e.g. technology integration, research-based practices) | *Recognizes* areas in need of **advocacy**, *but cannot articulate* the  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)  OR  2. Needs of the **teaching profession** (e.g. technology integration, research-based practices) | *Does not recognize* areas in need of **advocacy**, including the  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)  OR  2. Needs of the **teaching profession** (e.g. technology integration, research-based practices) |
| **Critical Thinking and Reflective Practice** | | | | |
| **H. Responds Positively to Feedback and Constructive Criticism** | Is receptive to **feedback, constructive criticism,** supervision, and responds professionally  AND  Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) to improve practice  AND  P*roactively seeks opportunities for* ***feedback*** *from other professionals* | Is receptive to **feedback, constructive criticism,** supervision, and *responds professionally*  *AND*  Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) *to improve practice* | *Is* receptive to **feedback, constructive criticism,** and supervision  AND/OR  *Incorporates* **feedback** *inconsistently* | *Is not* receptive to **feedback, constructive criticism,** and supervision  AND/OR  *Does not incorporate* **feedback** |
| **What went well? Areas of strength?** | | | | |
| **Possible opportunities for growth** | | | | |

**Goals for Improvement: Pedagogy and Dispositions**

Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

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| **Connection to 3-way form** | **Goal** (must have a minimum of one goal) with **Details** |
| *L. Assessment: Feedback to Learners* | *I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process.*  *I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data* |
|  | 1. |
|  | 2. |

**Comments**

**Glossary of Terms**

**Advocacy:** Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

**Analysis:** Careful and critical examination of data and/or processes to identify key components and potential outcomes.

**Assessment:** **“**Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement.”[[1]](#footnote-1)

**Contemporary Tools:** Electronic/digital record-keeping tools such as an online gradebook and progress monitoring systems, spreadsheet software, etc.

**Cooperating Teachers:** (Also known as “mentor teachers”) Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

**Critical Thinking:** Refers to the “kind of thinking involved in problem solving” and includes an ability to “examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions.”[[2]](#footnote-2)

**Culturally Relevant:** Incorporating the tenets of culturally relevant/responsive teaching (i.e., “teachers create a bridge between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.”).[[3]](#footnote-3)

**Data-informed decisions:** “Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels.”[[4]](#footnote-4)

**Developmental Theory (General):** Theories that describe the stages of development of children/adolescents (e.g., Erikson’s Theory of Psychosocial Development, Kohlberg’s Theory of Moral Development, Piaget’s Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

**Developmental Theory (Content-Specific):**  Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.[[5]](#footnote-5)

**Diagnostic Assessment:** (Also known as “pre-assessment”)“Involves the gathering and careful evaluation of detailed data using students’ knowledge and skills in a given learning area.”[[6]](#footnote-6)

**Differentiation of Instruction: “**To respond to variance among learners” (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying “content, and/or process, and/or products, and/or the learning environment” according to learners’ “readiness, interest, or learning profile.”[[7]](#footnote-7)

**Digital Tools:** Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

**Evidence:** Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction[[8]](#footnote-8)

**Feedback: “**Information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improving learning.”[[9]](#footnote-9)

**Formative Assessment:** “Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement.”1

**Fosters:** To promote the growth or development of, encourage.[[10]](#footnote-10)

**Funds of Knowledge:** “Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being.”[[11]](#footnote-11)

**Goals:** See definition for “Measurable Goals.”

**Learner:** Any P12 student in the student teacher’s classroom.

**Learning Environment**: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

**“Look Fors” Document:** A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.

**Measurable Goals: “**Provides information for describing, assessing, and evaluating student achievement.”[[12]](#footnote-12)

**Mentor Teachers:** See definition for “Cooperating Teachers.”

**Objectives/Targets:** P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.[[13]](#footnote-13)

**Ohio Learning Standards:** Clearly defined statements and/or illustrations of what all learners, teachers, schools and districts are expected to know and be able to do,” as determined by the Ohio Department of Education.[[14]](#footnote-14)

Standards can include content standards, performance standards, and operating standards. **Content Standards**describe the knowledge and skills that students should attain, often called the "what" of "what students should know and be able to do." **Performance Standards** are concrete statements of how well students must learn what is set out in the content standards, often called the "be able to do". Finally, **operating Standards** describe the conditions for learning. [[15]](#footnote-15)

**Ohio Standards for the Teaching Profession (OSTP): “**The Ohio Standards for the Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. In the Standards for the Teaching Profession, seven standards are delineated under three larger organizers. Each of the seven Standards is a broad category of teacher knowledge and skills. Within each Standard are Elements. The Elements are the statements of what teachers should know, think and do to be effective teachers.”[[16]](#footnote-16)

**Problem solving:** A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

**Program Coordinator:** Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.

**Research: “**The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge.”[[17]](#footnote-17)

**Student Teacher:** (Also known as “intern”)An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.

**Summative Assessment: “**Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met.”[[18]](#footnote-18)

**Targets:** See definition for **‘Objectives/Targets.’**

**Technologies:** See definition for ‘**Digital Tools.’**

**University Supervisor (US):** The university instructor assigned to the student teacher who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher’s evaluation, and is responsible for recording the consensus scores using this form.

**Form developed by**:

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| --- | --- | --- | --- |
| The Ohio State University: Beickelman, F., Bendixen-Noe, M., Bode, P., Brownstein, E., Day, K., Fresch, M., Kaplan, C., Warner, C. and Whittington, M. | Bowling Green State University: Gallagher, D.  University of Toledo: Stewart, V.  University of Akron: Jewell, W.  Ohio University: C. Patterson | Cleveland State University: Price, A., Crell, A.  Wilmington College: Hendricks, M  Wright State University: Kahrig, T.  Kent State University: Arhar, J., Turner, S. | Wittenberg University: Brannan, S., Whitlock, T.  University of Dayton: Bowman, C. |

1. Arizona K12 Center. (2012). *Standards continuum guide for reflective teaching practice*. Northern Arizona University [↑](#footnote-ref-1)
2. http://isites.harvard.edu/fs/docs/icb.topic265890.files/Critical\_Thinking\_File/06\_CT\_Extended\_Definition.pdf [↑](#footnote-ref-2)
3. http://www.learnnc.org/lp/pages/4474#note1 [↑](#footnote-ref-3)
4. http://www.clrn.org/elar/dddm.cfm#A [↑](#footnote-ref-4)
5. Stevens, S., Shin, N., & Krajcik, J. (2009, June). Towards a Model for the Development of an Empirically Tested Learning Progression. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA. [↑](#footnote-ref-5)
6. http://www.education.nt.gov.au/parents-community/assessment-reporting/diagnostic-assessments/diagnostic-assessments [↑](#footnote-ref-6)
7. Carol Ann Tomlinson http://www.ericdigests.org/2001-2/elementary.html [↑](#footnote-ref-7)
8. Stanford Center for Assessment, Learning and Equity (SCALE). (2015). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University. [↑](#footnote-ref-8)
9. Shute, V.J. (2008). Focus on formative feedback. Review of Educational Research, 78(1), 153-189. [↑](#footnote-ref-9)
10. Merriam Webster Dictionary (http://www.merriam-webster.com/dictionary/foster) [↑](#footnote-ref-10)
11. Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 132-141. [↑](#footnote-ref-11)
12. https://education.alberta.ca/media/525540/ipp7.pdf [↑](#footnote-ref-12)
13. https://www.csun.edu/science/courses/555/pact/glossary.html [↑](#footnote-ref-13)
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