THE UNIVERSITY OF SOUTHERN MISSISSIPPI  
Office of Educational Field Experiences In Class Evaluation

Mississippi Collaborative Guide for Candidate Standards (STAI)

ANALYSIS SCALE:
1  Unacceptable  
2  Marginal  
3  Mastery  
4  Exemplary

CROSS-REFERENCE LEGEND
CD  Class Description  
CF  Conceptual Framework Outcomes  
CFC  Conceptual Framework Constructs  
DS  Conceptual Framework Professional Dispositions  
DV  Conceptual Framework Diversity  
IC  In-Class Evaluation  
IN  INTASC Standards  
MS  Mississippi Technology Standards  
N  Technology Standards (NETS)  
RJ  Reflective Journal  
S  Cooperating Teacher’s Summative Evaluation

PLANNING AND PREPARATION

1.  The candidate selects and uses appropriate student objectives for unit lessons.  
   (CF 1A, 1C, 1E, 2A, 2B, 3B, 3C) (CFC CK,P) (DS 1, 2, 7, 16, 19) (DS 1, 2, 7, 16, 19) (DV 6, 19) (IC 11) (IN 1, 7) (MS 1) (N II B; III A, C) (S 14)
   Effective teaching reflects careful planning. Well-planned objectives guide student learning and are aligned with curriculum goals. Objectives should be written in specific behavioral terms to enable accurate assessment of whether or not the instruction has the desired results.  
   1.  Objectives are not present or are not stated as performance outcomes.  
   2.  Objectives are stated as performance outcomes and are appropriate for unit lessons.  
   3.  Objectives are also properly sequenced overall in the unit.  
   4.  In addition, unit objectives are planned and accomplished for all cognitive instructional levels (knowledge, comprehension, application, analysis, synthesis, and evaluation).

2.  The candidate selects and uses appropriate teaching procedures for unit lessons.  
   (CD 1-11) (CF 1A, 3A, 3E) (CFC IP, P) (DS 1, 4, 7, 16, 17, 18, 19, 22) (DV 1, 3, 6, 9, 10, 11) (IC 8, 11, 18, 21, 33) (IN 2, 4, 7) (MS 4, 5) (N II A, D, E; III B) (RJ) (S 8, 14)
   Structured learning activities can involve students in large groups, small groups, or individually. They are designed to foster student involvement, enhance the learning experience, and should range from teacher-directed to student-initiated. During the final semester of teacher candidacy, an appropriate content-specific framework lesson plan design and information delivery is followed.  
   1.  No procedures are included, or procedures are not referenced to unit objectives.  
   2.  Procedures are properly referenced to unit objectives.  
   3.  Procedures are also appropriate and properly sequenced for students and unit objectives.  
   4.  Additionally, procedures in the unit are both student-centered and teacher-centered.

3.  The candidate selects and uses appropriate supplementary materials and technology for unit lessons.  
   (CF 1A, 3A, 3E) (CFC IP, T) (DS 1, 19) (DV 6, 10) (IC 1, 9, 12) (IN 2, 4, 7) (MS 2, 5) (N III A, B, C)
   Instructional materials are concrete resources that students use to learn the content of the lesson. Materials need not be elaborate or expensive, but must be appropriate, diverse, and relevant. Candidates also should be able to incorporate student-selected materials into their lessons. When candidates appropriately and efficiently incorporate supplementary materials and technology into instruction, student motivation, understanding, and skills improve.  
   1.  Supplementary materials and technology are not specified or are limited to textbooks and worksheets.  
   2.  Some appropriate supplementary materials and technology are specified and related to procedures, though may be ineffectively used (2-3 instances in a unit plan). (i.e. Transparencies/handouts are unclear/print is too small-use 24+ font.)  
   3.  Extensive, effective use of appropriate supplementary material and technology is evident, 4+ instances in a unit plan.  
   4.  In addition, candidate shows initiative and creativity in original development or use of supplementary materials and technology.
4. The candidate selects and uses appropriate materials and procedures for assessing student progress. 
(CF 1B, 1E, 2D, 3B) (CFC AL, T) (DS 1, 2, 7, 8, 16, 22) (IC 1, 4, 9, 17, 39) (IN 7, 8, 9) (MS 2, 5) (N III A, B, C; IV A, B)
Assessment is an ongoing and integral part of the educational process. In order to assess student progress effectively, candidates must plan the means of assessment. Candidates may create evaluation strategies or select them from instructional materials. For certain objectives, tests may be less appropriate than other strategies that are used, such as observation of student performance, simulations, or role-plays. Whatever the strategy, the evaluation must provide the candidate with useful information regarding the extent to which instructional goals have been met.
1. Assessment procedures are not specified in the plans, are inappropriate for students, or are not matched to objectives.
2. Candidate provides only 1 or the 2 assessment formats to the students as a whole.
3. Candidate provides both assessments to the students as a whole.
4. In addition, attitudes of students toward content and methods of instruction are assessed by candidate and /or assessments are done by students on an individual basis.

5. The candidate uses information about students to provide learning experiences which accomodates differences in developmental and educational needs. 
(CD 1-11) (CFC DIV, IP) (IC 11, 22) (IN 2, 3, 4, 7) (MS 2, 3, 4, 5) (N II A, B, C, D; III B, C; IV A, B; V B; VI B, C, E) (RJ)
1. Unit instruction does not accommodate developmental and educational needs of students.
2. Unit instruction accommodates the developmental and educational needs of some students (1-2 times).
3. Unit instruction accommodates the developmental and educational needs of half of the students (3-4 times).
4. Unit instruction accommodates the developmental and educational needs of the students (5+ times).

6. The candidate uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful. 
(CF 1A, 1B, 1D, 2A, 2F, 3B, 3D) (CFC DIC, IP) (DS 1, 4, 7, 10, 15, 16, 19, 22) (DV 3, 6, 9, 11) (IC 3, 5, 11) (IN 1, 2, 3, 5, 7) (MS 2, 5) (S 6)
For any topic of study, students have prior knowledge that provides a foundation for new learning. Candidates assess and value this knowledge and then select and use instructional materials that are relevant to students’ interests and experiences. Candidates gain knowledge of students’ interests, experiences, and characteristics based on information gathered by talking with students, listening to student discussions, and using interest surveys. In an effort to build student motivation and achievement, this information should be evident in lessons, thereby personalizing instruction and making it meaningful to the students.
1. Candidate lacks familiarity with students’ background, interests, experiences, or prior knowledge.
2. Candidate demonstrates some understanding of students’ background, experiences, and prior knowledge, but does not use information to develop learning experiences.
3. Candidate demonstrates understanding of students’ background, interests, experiences, and prior knowledge and sometimes uses this information to develop learning experiences.
4. Candidate demonstrates a thorough understanding of students’ background, interests, experiences, and prior knowledge and uses this information to develop learning experiences.

7. The candidate integrates knowledge from several subject areas and previous lessons/past experiences in unit lessons. 
(CF 1A, 1C, 1F, 2A, 2D, 2F, 3A, 3B, 3C, 3D, 3E) (CFC IP, P) (DS 1, 2, 3, 7, 12, 16, 22) (DV 1, 5, 6, 9, 10, 11) (IC 2, 6) (IN 1, 7) (S 5, 6, 18)
Candidates develop instruction to engage students and enhance learning. When lessons integrate knowledge from several subject areas, the information presented lends a sense of cohesiveness and structure to student learning and avoids the piece-meal approach that might otherwise occur. Instruction that integrates knowledge from several subject areas may take the form of thematic units, integrated units, or interdisciplinary units.
1. No integration of knowledge from several subject areas is evident in unit lessons.
2. Candidate provides instruction that relates to a single subject area and focuses only on specific, limited skills (1-2 times).
3. Candidate maintains a discipline-centered focus and offers limited assistance to help students make connections across disciplines (3-4 times).
4. Candidate maintains a discipline-centered focus and helps students make connections across disciplines (5+ times).
8. The candidate incorporates multicultural perspectives into teaching units. (CD 4) (CF 1A, 1D, 2A, 2D, 2F, 3A, 3C, 3D, 3E, 4B, 4C) (CFC IP, P) (DS 1, 3, 4, 5, 7, 10, 13, 15, 16, 17, 18, 19, 20, 22) (DV 1, 2, 3, 5, 6, 7, 8, 9, 10, 11) (IC 8, 11) (IN 3, 5, 6, 10) (N II A; III B, C; V D) (S 13) Cultural diversity presents both opportunities and challenges for candidates. Candidates should seek to gain an understanding of the various ethnic, socioeconomic, religious, gender, and special population groups represented in the classroom. To maximize the learning opportunities, candidates must translate knowledge about the cultures represented in their classrooms into instructional practice. Candidates who lack sensitivity to cultural differences may misinterpret the behavior of minority students in ways that may lead to underestimating the academic potential of these pupils. To work successfully and effectively with children from diverse backgrounds, candidates must develop a wide variety of special skills which promote a sense of unity, class community, cooperative learning, and both sensitivity to and appreciation for individual differences.

1. Candidate does not incorporate multicultural perspectives into unit lessons.
2. Candidate seldom incorporates an awareness of cultural diversity in unit lessons (1-2 times).
3. Candidate acknowledges individual differences within the class (3-4 times).
4. Candidate plans opportunities for students to share their diverse perspectives and cultural heritage (5+ times).

COMMUNICATION AND INTERACTION

9. Candidate demonstrates proficiency in oral communication. (Correct use of grammar, spelling, and sentence structure is evident. Effective use of clear correct rate, volume, and pronunciation is evident. Speech is free from expletives, slang, inappropriate dialect, words or tones which convey disrespect, ridicule, or sarcasm.) (CF 1A, 2C, 2F, 2G, 3A, 3C, 3E) (CFC C) (DS 2, 7, 12, 13, 14, 15, 16, 22) (DV 1, 5, 6, 9, 11) (IC 14, 34) (IN 6, 9) The candidate appropriately models correct oral and written communication which includes proper grammatical structures, subject-verb agreement, tense usage, etc. Spelling is correct in written work on chalkboards, handouts, transparencies, and comments on students’ work. Candidate’s pronunciation of language is clear and precise, free form expletives, slang, ridicule, and sarcasm. Spoken words convey respect toward others.

1. 3+ errors in oral communication are evident.
2. 2+ errors in oral communication are evident.
3. 1 error in oral communication is evident.
4. Candidate demonstrates proficiency in oral communication.

10. Candidate demonstrates proficiency in written communication. (Correct use of grammar, spelling, and sentence structure is evident. Effective use of correct handwriting, adopted proofreading symbols, and appropriate penmanship style, as Zaner-Bloser, D’Nelian, etc. is evident. Writing is free from expletives, slang, inappropriate dialect, words or tones which convey disrespect, ridicule, and/or sarcasm. (CF 1A, 2C, 2E, 2F, 2G, 3A, 3C, 3E) (CFC C) (DS 2, 7, 12, 13, 14, 15, 16, 22) (DV 1, 5, 6, 9, 11) (IC 14, 35) (IN 2, 4, 6) Effective candidates use appropriate expressions, demonstrations, vocabulary, and illustrations to communicate concepts. When students misunderstand, candidates adjust language and model the concepts being taught to enhance learning. Candidate’s handwriting is neat and legible. Candidate’s writing is clear and precise, free form expletives, slang, ridicule, and sarcasm. Both words and tone words convey respect toward others.

1. 3+ errors in written communication are evident.
2. 2+ errors in written communication are evident.
3. 1 error in written communication is evident.
4. Candidate demonstrates proficiency in written communication.

11. The candidate provides clear, complete directions for carrying out instructional activities. (CF 1A, 1D, 2A, 2B, 2F, 3A, 3C, 3D, 3F, 4B) (CFC C) (DS 10, 12, 13, 14, 15, 16, 21, 22) (DV 3, 6, 9, 11) (IC 14) (IN 2, 4) (N II A, D, E) This indicator focuses on the initial directions and explanations given at the beginning of the lesson and before each activity within the unit lessons. Directions are clear and in proper sequential order. The candidate also models both tasks and concepts for clarification when necessary. Additional information needed by individuals is handled separately so the entire group is not delayed.

1. Candidate does not give clear, complete directions.
2. Most directions are clear, though some may be late or improperly sequenced.
3. Candidate provides clear, complete instructions in a timely manner for completing instructional activities. 
4. Candidate provides clear, complete instructions in a timely manner for completing instructional activities and uses concrete examples to model tasks and concepts for clarification when questions arise or as necessity dictates.
12. The candidate communicates high expectations for learning to all students.
   (CF 2A, 2F, 2G, 3C, 3E) (CFC C) (DS 2, 7, 10, 12, 13, 16, 20, 22) (DV 3, 6, 9, 11) (IC 25) (IN 3)
   Research substantiates that student achievement and behavior conforms closely to the candidate’s expectations. Students for whom candidates hold high expectations give more correct answers and achieve higher average scores on year-end standardized tests than do students for whom the candidate holds low expectations. If students feel their efforts will produce results in schools and if the candidate and school are supportive of their efforts, they are more likely to succeed. Effective candidates hold and maintain high expectations that each student is capable of meeting challenging learning expectations.
   1. Candidate does not convey high expectations, conveys high expectations to only certain students, or is ineffective in communication.
   2. Candidate conveys high expectations to students some of the time (1 or 2 times).
   3. Candidate conveys high expectations to students most of the time (3 or 4 times).
   4. Candidate conveys high expectations to students (5+ times).

13. Candidate projects enthusiasm for teaching and learning.
   (CF 2A, 2B, 2C, 2D, 2E, 2F, 2G, 3E, 4A) (CFC D) (DS 1, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, 20, 21, 22) (DV 3, 6, 9, 11) (IC 30, 32) (IN 5, 10) (S 3)
   Candidates who excel in this area create an atmosphere of enthusiasm about the importance of learning and the significance of the content. They care deeply about their subjects and invite students to share the journey of learning. Students are intrinsically motivated due to the way candidates organize and present the content, the roles they encourage students to assume, and the student initiative they expect. The work is real and significant and becomes important to students as well as to candidates. This indicator includes verbal and nonverbal candidate behaviors that stimulate students’ attention, interaction, and participation. Skills include physical movement, voice, pacing, and body language (i.e. gestures, posture, facial expression, and eye contact).
   1. Candidate does not exhibit enthusiasm for teaching and learning.
   2. Candidate exhibits and sustains enthusiasm for teaching and learning some of the time (1 or 2 times).
   3. Candidate exhibits and sustains enthusiasm for teaching and learning most of the time (3 or 4 times).
   4. Candidate exhibits and sustains enthusiasm for teaching and learning (5+ times).

14. Candidate responds positively to students’ input and provides adequate wait time for student responses.
   (CF 1A, 1F, 2A, 2B, 2D, 2F, 3A, 3D, 3E) (CFC CM, D, P) (DS 1, 7, 8, 10, 12, 14, 15, 16, 21) (DV 3, 6, 9) (IC 21, 32, 36) (S 1, 7, 13) (IN 2, 6) (S 1)
   Listening is an important aspect of the learning environment. Candidates make time to listen to individual students and show a sincere interest in what they are saying. Candidates demonstrate active listening skills, listening carefully and attentively to gain information that students share.
   1. Candidate does not respond to students’ comments or responds negatively to students’ input.
   2. Candidate is inconsistent in responding to what students say or using brief verbal and nonverbal feedback, candidate only looks at students and to acknowledge what they are sharing.
   3. Candidate responds to students’ input with appropriate verbal and nonverbal feedback.
   4. In addition, candidate provides adequate wait time for student responses.

15. The candidate provides opportunities for students to work both independently and cooperatively with others to enhance learning.
   (CF 1A, 1F, 2A, 2B, 2F, 2G, 3A, 3B) (CFC CM) (DS 1, 4, 7, 16, 17, 18, 19, 22) (DV 1, 3, 6, 9, 10, 11) (IC 15, 16) (IN 2, 5, 6)
   (N II, III, V)
   Inner-student communication allows students to practice and extend language skills, share ideas, establish classroom community, and think both responsibly and independently. The candidate encourages such communications by allotting time for student interaction, making physical arrangements that promote appropriate communication between students, planning appropriate group tasks, and facilitating the sharing of group results.
   1. Candidate does not involve the students in any type of interactive activities or is not successful with cooperative interaction.
   2. Candidate occasionally involves students in interactive activities or has limited success with cooperative groups.
   3. Students regularly participate effectively in interactive activities with aligned roles and responsibilities.
   4. Students work cooperatively together as effective teams, not only on teacher-planned activities but also on self-selected projects throughout the lesson.
16. The candidate communicates with families.
(CF 1D, 2B, 2G, 3C, 3E, 4B, 4D) (CFC C, PC, T) (DS 1, 12, 13, 17, 19) (DV 1, 2, 3, 5, 6, 7, 8, 9, 10, 11) (IN 7, 9, 10) (RJ)

Research supports the significance of involving families in their children’s education; as such involvement affects student achievement, attitudes, and behavior. Developing a successful school-home partnership can best be accomplished by increased communications with families, helping them to assist their children in learning at home, and encouraging their participation at school.

1. Candidate does not communicate with families.
2. Relationships are established only in response to problems that occur or by family requests (1 contact).
3. Candidate communicates positively with families (2 contacts).
4. Candidate communicates with families for a variety of purposes and/or in a variety of ways (3+ contacts).

TEACHING FOR LEARNING

17. The candidate demonstrates knowledge of the subject(s) being taught.
(CF 1A, 1C, 1E, 2B, 2G, 3E) (CFC CK) (DS 2, 7, 11, 12, 14, 16) (IC 7) (IN 1, 7) (S 6)

Knowledge of the subject being taught is the foundation of effective teaching. Candidates must go beyond the textbooks and be able to share some of the interesting, enriching details which surround the subject area being studied. Candidates also must be able to hold their own in discussions and question-and-answer opportunities provided for the students.

1. Candidate does not demonstrate basic knowledge of the subject being taught.
2. Candidate demonstrates limited knowledge of the subject being taught (1 or 2 times).
3. Teacher candidate displays an adequate knowledge base of the subject being taught (3 or 4 times).
4. Candidate displays extensive knowledge of the subject being taught (5+ times).

18. The candidate uses a variety of appropriate teaching strategies.
(CF 1A, 1D, 1F, 2B, 2C, 2D, 2F, 3A, 3B, 3C, 3E) (CFC P, T) (DS 1, 3, 4, 10, 16, 17, 19) (DV 1, 3, 4, 6, 7, 9, 10) (IC 8, 10, 22) (IN 2, 4)

To accommodate student diversity and differences in subject matter, a variety of teaching strategies is necessary. Teaching strategies may include, but are not limited to, cooperative learning, direct instruction, discovery learning, demonstration, discussion, inquiry, simulation, independent study, and student research.

1. Candidate does not vary teaching strategy.
2. Candidate varies teaching strategies, but none or only one is used effectively.
3. Candidate uses at least 2 teaching strategies effectively.
4. Candidate uses 3+ teaching strategies effectively including higher order questioning.

19. The candidate provides opportunities for students to apply concepts in problem solving and critical thinking.
(CF 1A, 1F, 2B, 2D, 2F, 2G, 3A, 3C, 3D, 3E) (CFC IP) (DS 1, 3, 5, 7, 12, 14, 15, 16, 21, 22) (DV 3, 6, 9, 10, 11) (IN 2, 4, 6)

Problem solving is not a teaching strategy but a high-order intellectual behavior that facilitates learning. IN order to ensure that this process is effective, students’ must complete the entire cycle, which involves the step-by-step process of recognizing, identifying, and understanding problems, proposing solutions, testing solutions, and arriving at discrepancies, to propose and test solutions, to arrive at tentative conclusions based on the data collected, and to evaluate conclusions.

1. Candidate does not provide opportunities for students to apply concepts in problem solving/critical thinking within unit plans or provides solutions to all problems.
2. Students are given opportunities within unit plans to recognize and identify problems, but not to propose and/or test solutions.
3. Students are given opportunities within unit plans to recognize and identify problems and to propose solutions. However, students never actually test solutions or arrive at tentative conclusions.
4. Students are given opportunities throughout the experience to complete the critical thinking process or the problem-solving cycle at least once.
20. The candidate elicits and responds appropriately to student input during lesson/unit.
(CF 1A, 1F, 2A, 2B, 2D, 2F, 3A, 3D, 3E) (DS 1, 7, 8, 10, 12, 14, 15, 16, 21) (DV 3, 6, 9) (IC 36) (IN 2, 4, 6) (S 7, 13)

Feedback facilitates learning because it guides students and expresses recognition/appreciation for their efforts. Feedback may include praise as well as guidance about incorrect and incomplete responses. It may also prompt students to extend or support their responses or to react to other’s answers. Research has shown the effectiveness of wait time in terms of gaining more learning, longer student responses, high-level responses, and student-to-student responses. After asking thought-provoking higher-level questions, candidates should provide students with adequate time to think (3-5 seconds). Wait time should also be provided after student responses to allow for extensions and additional input.
1. Candidate does not respond to students’ comments or responds negatively to students’ input.
2. Candidate is inconsistent in responding to what students say or using brief verbal and nonverbal feedback, candidate only looks at students to acknowledge what they are sharing.
3. Candidate responds to students’ input with appropriate verbal and nonverbal feedback.
4. In addition, candidate incorporates student responses in current and/or subsequent lessons or activities.

21. Candidate uses questions to engage students in original, creative, and higher order thinking.
(CF 1A, 1F, 2B, 2D, 2F, 2G, 3A, 3C, 3D, 3E) (CFC P) (DS 1, 3, 5, 7, 12, 14, 15, 16, 21, 22) (DV 3, 6, 9, 10, 11) (IC 17, 25, 36) (IN 1, 4, 6) (S 14)

Independent, life-long students use higher-level thinking to solve problems, to analyze components of situations, to synthesize ideas, to create and refine new ideas, and to make and support judgments. Appropriate and purposeful questions at a variety of levels should be used. Candidates should structure and sequence questions in a manner designed to guide students to higher levels of thinking.
1. Candidate does not use questioning or only asks questions at the lowest cognitive levels, gathering and recalling information (knowledge and comprehension).
2. Candidate asks intermediate level questions which are designed to determine cause and effect, to analyze, to summarize, to compare and contrast, and to classify data (application and analysis).
3. Candidate asks high level questions which encourage students to think intuitively, creatively, and hypothetically; to use their imaginations; to identify a value system; or to evaluate judgments (synthesis and evaluation).
4. In addition, candidate probes uses sufficient and equitable wait time, and encourages students to expand and support their responses.

22. The teacher candidate uses family and/or community resources in the teacher candidacy experience to enhance student learning.
(CF 1D, 2B, 2G, 3C, 3E, 4B, 4D) (CFC PC) (DS 1, 12, 13, 17, 19) (DV 1, 2, 3, 5, 6, 7, 8, 9, 10, 11) (IN 1, 10) (RJ) (S 13, 16)

Any community has resources that candidates may use to enhance learning. Settings as diverse as city halls, fire stations, parks, businesses, and service agencies enhance students’ understanding and appreciation of local resources and the knowledge and skills of people in the community. Persons representing a variety of professions, trades, and avocations might visit the classroom to share their expertise, enthusiasm, and values. Students’ family members are often positive resource persons who can build appreciation for diverse talents and interests.
1. Candidate does not use family and/or community resources in unit lessons.
2. Candidate uses family and/or community resources one time in the student teaching experience.
3. Candidate uses family and/or community resources 2+ times in the student teaching experience.
4. Candidate uses family and/or community 3 or more times in the student teaching experience and/or candidate encourages students to use family and/or community resources.

MANAGEMENT OF THE LEARNING ENVIRONMENT

23. The candidate monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.
(CF 1D, 1F, 2B, 2D, 2F, 3D, 3F) (CFC CM) (DS 5, 8, 13, 15, 19) (DV 1, 2, 5, 6, 9) (IC 26, 28, 29, 31, 32) (IN 2, 3, 5, 8) (RJ)

The candidate observes and supports student interaction in learning activities by moving among the students and refocusing students to tasks as necessary. As a result of monitoring students’ participation and interpersonal interactions in learning activities, the candidate is able to develop strategies to promote positive attitudes toward school, among students, and about learning.
1. Candidate does not monitor or adjust the classroom environment.
2. Teacher candidate uses 1 strategy to monitor and adjust the classroom environment.
3. Candidate uses 2 strategies to monitor and adjust the classroom environment.
4. Candidate uses 3 or more strategies to monitor and adjust the classroom environment and/or students self-monitor.
24. The candidate adjusts unit lessons according to individual student and group responses.
(CF 2B, 2D, 2F, 3D, 3E) (CFC CM, IP, P) (DS 7, 8, 12, 16, 19) (DV 6) (IC 21, 29) (IN 2, 4, 5, 8) (RJ) (S 4)
Effective candidates constantly take cues from students. They use these cues to adjust and determine the directions of subsequent lessons. They recognize the level of students’ understanding and the need for clarification and re-teaching.
1. Candidate does not recognize or ignores student cues.
2. Candidate recognizes student cues, but does not adjust the lessons.
3. Candidate recognizes student cues, but adjusts lessons inappropriately.
4. Candidate appropriately adjusts unit lessons according to student cues and/or takes advantage of teachable moments.

25. The candidate attends to and delegates routine tasks of an effective classroom management plan.
(CF 2D, 2G, 3C, 3F, 4D) (CFC CM) (DS 6, 8, 12, 17, 19) (DV 9, 10) (IC 24, 29) (IN 2, 5) (S 10)
To maximize learning time, routine procedural tasks are handled smoothly in the classroom. These procedural matters may or may not be directly related to instruction (bookkeeping, distribution and collection of materials, collecting lunch money, etc.). Clear, established procedures help keep students on task. When students are involved in handling routine tasks, the candidate is also able to attend to other matters and student responsibility is enhanced.
1. Candidate does not attend to or delegate routine tasks.
2. Candidate and/or students attend to routine tasks, though this may be done in a disruptive or inefficient manner.
3. Candidate frequently attends to routine tasks in an efficient, effective manner.
4. Candidate and students attend to routine tasks in an efficient, effective manner.

26. The candidate uses a variety of discipline strategies effectively, according to individual and situational needs.
(CF 2D, 2F, 3E, 3F, 4B, 4D) (CFC CM) (DS 1, 5, 6, 8, 10, 12, 15, 17, 19, 21) (DV 3, 5, 6, 9, 10, 11) (IC 23, 27, 28, 29) (IN 5) (S 1, 6, 15)
Without rules and standards for behavior, learning seldom takes place. Effective candidates establish, post, and consistently enforce classroom rules and standards with positive comments and appropriate verbal and non-verbal cues. As a result of conveying behavioral expectations in a positive way, students learn to behave appropriately and the possibilities for learning are maximized.
1. Candidate does not convey behavioral expectations and/or student behaves inappropriately.
2. Candidate conveys behavioral expectations though effort and results may be ineffective.
3. Candidate effectively conveys behavioral expectations and is somewhat effective.
4. Candidate effectively conveys behavioral expectations and most students behave appropriately.

27. The candidate is fair and supportive of students, resulting in a positive, interactive learning environment.
(CF 2A, 2B, 2D, 2F, 3C, 3D, 3E, 3F, 4B) (CFC CM, D) (DS 3, 5, 7, 8, 10, 12, 19, 21) (DV 1, 3, 4, 6, 9, 10) (IC 23, 26, 27, 28, 29) (IN 5)
Effective candidates are usually perceived by students as being fair and supportive. They are consistent and equitable in their treatment of and interactions with students regarding disciplinary, management, educational, and personal issues. Such candidates relate well to each student and create a classroom climate that motivates, facilitates learning, and encourages academic risk-taking. These candidates have learned the value of admitting mistakes when they are wrong and handling situations with grace and humor.
1. Candidate is not encouraging and supportive of students or shows favoritism.
2. Candidate shows acceptance, reassurance and encouragement, creativity and risk taking some of the time.
3. Candidate shows acceptance, reassurance and encouragement, creativity and risk taking most of the time.
4. In addition, candidate sustains an environment which motivates, facilitates learning, and encourages creativity and academic risk-taking.

28. The candidate uses instructional time effectively.
(CF 1A, 2D, 2G, 3A, 3D, 3F) (CFC CM, IP) (DS 7, 12, 14, 17) (DV 7, 9) (IC 18, 19, 20, 21) (IN 2, 5)
An important aspect of using time effectively is pacing the lesson in ways that are appropriate for the students. Using time effectively also implies making sure time on necessary non-instructional processes is minimized. Students should be engaged in meaningful learning experiences throughout the class period. Transitions from one activity, method, lesson, or unit to another should be smooth.
1. Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.
2. There are unnecessary delays, undesirable digressions from the topic, and/or ineffective transitions between activities (3+).
3. There are occasional problems with pacing, transitions, and/or effective use of instructional time (1 or 2).
4. Pacing is appropriate, transitions are smooth, and there are no delays.
ASSESSMENT OF STUDENT LEARNING

29. The teacher candidate informs students of performance standards and assessment criteria.
   (CF 1B, 1E, 2A, 2G, 3B, 3E) (CFC AL) (DS 7, 12, 19, 22) (DV 3, 7, 9, 11) (IC 13) (IN 2, 3, 8) (S 2, 14)
   Evaluating students is critical to the learning process. Effective candidates inform students of standards and assessment criteria, before they begin assignments, exams, tasks, and projects. Candidates clarify these criteria and standards with examples, models, verbal clarifications, rubrics, and by a variety of other means.
   1. Candidate does not inform students of performance standards or they may be insufficient, ineffective or late.
   2. Candidate uses models, rubrics and/or examples, though some may be insufficient, ineffective or unclear.
   3. Candidate uses sufficient models, rubrics and/or examples.
   4. Candidate effectively clarifies expectations to whole class through appropriate and creative use of models, rubrics, and/or examples.

30. The candidate provides appropriate, timely feedback to students regarding academic performance and discusses corrective procedures to be taken.
   (CF 1B, 1E, 2C, 3B, 3E) (CFC AL) (DS 7, 10, 15, 19) (DV 6, 9) (IC 38) (IN 2, 3, 8) (S 14)
   Effective feedback based on informal assessment addresses standards of academic or cognitive performance, students’ progress, and corrective procedures. The feedback should be immediate and ongoing. Reinforcement, praise, and criticism are evident in the evaluation process.
   1. Candidate does not provide timely feedback on students’ academic performance and/or discuss corrective procedures.
   2. Candidate provides timely feedback on students’ academic performance as a whole some of the time (1 informal or informal).
   3. Candidate provides timely feedback on students’ academic performance as a whole most of the time (both informal and formal).
   4. In addition, candidate provides timely feedback on students’ academic performance on an individual basis and/or discusses corrective procedures.

31. The teacher candidate provides opportunities for students to assume responsibility for learning/discipline and to engage in self-evaluation.
   (CF 1A, 1B, 1F, 2A, 2F, 3B, 3D, 3E, 4B) (CFC AL, IP) (DS 7, 10, 15, 19) (DV 6, 9, 11) (IC 37) (IN 8)
   The candidate develops and uses appropriate methods for recording student work and performance. Records are clear, current, and readily available for conferencing purposes. When possible, candidates should be included in both pupil and parent conferences. Debriefing conferences with mentor teacher should follow. Confidentiality and discretion are essential throughout the process.
   1. Candidate does not provide opportunities for students to assume responsibility for their learning/discipline and/or to engage in self-evaluation or process/results are weak.
   2. Candidate provides only one opportunities for students as a whole or individually.
   3. Candidate provides opportunities for students as a whole and individually.
   4. In addition, candidate provides opportunities for students to assume responsibility for their learning/discipline and to engage in self-evaluation on an individual basis.

32. The candidate maintains records of student work and performance and communicates student progress to families and appropriate colleagues.
   (CF 1B, 2G, 3B, 4B) (CFC AL, C, PC) (DS 12, 21) (DV 6, 9) (IC 17, 24, 38, 39) (IN 8, 9, 10) (S 14)
   The candidate develops and uses appropriate methods for recording student work and performance. Records are clear, current, and readily available for conferencing purposes. When possible, candidates should be included in both pupil and parent conferences. Debriefing conferences with mentor teacher should follow. Confidentiality and discretion are essential throughout the process.
   1. Candidate does not maintain records of student work and performance or communicate student progress.
   2. Candidate maintains unclear or incomplete records of student work and performance and communicates student progress in an inefficient, inappropriate manner.
   3. Candidate maintains clear and complete records of student work and performance or communicates student progress in an appropriate, timely manner.
   4. Candidate maintains clear and complete records of student work and performance and communicates student progress in an appropriate, timely manner.
33. The candidate actively seeks opportunities to grow reflectively and professionally.

The candidate is a reflective practitioner who continually evaluates the effects of choices and actions on others. Maintenance of professional documentation and journals should be practiced regularly to aid in self-evaluation. The following series of questions may enable candidates to move from descriptive to reflective statements. What worked? What didn’t? Why? What could I do differently?

1. Candidate does not seek opportunities to grow reflectively and professionally.
2. Candidate attempts to grow reflectively and professionally, but self-evaluations are descriptive and ineffective.
3. Candidate seeks opportunities to grow in only one of the two areas.
4. Candidate seeks opportunities to grow both reflectively and professionally.