

**Student Teaching Assessment – Block IV Elementary K-6**

<b>Principle 1: Conceptual Understanding of Core Knowledge</b>				
	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
Demonstrates knowledge of student learning and development. ACEI 1, 3.2	Level of content is inappropriate for most students. Minimal knowledge of student development is evidenced.	Basic understanding of developmental characteristics. Some activities and assignments demonstrate understanding of appropriate student development.	Activities and assignments often address the needs of individual learners as well as whole group.	Level of content is differentiated consistently to address a range of abilities. Activities and assignments incorporated all cognitive levels.
<i>Notes/Evidence:</i>				
Demonstrates knowledge of content, state standards and resources. ACEI 3.1	Insufficient content knowledge. Instruction is not aligned with state standards. There are few quality resource selections. Inaccurate, out-of-context or outdated information is presented.	Basic understanding of academic content as well as state standards. Uses limited variety of resources.	Strong content knowledge. Instruction aligned with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.	Extensive, enriched content knowledge. Instruction aligned with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.
<i>Notes/Evidence:</i>				
Demonstrates an understanding of a variety of assessment strategies. ACEI 4	Assessments not matched to instructional objectives and include little variety in assessment strategies used.	Assessments matched to instructional objectives and include some variety of assessment strategies utilized.	Assessments matched to instructional objectives. Multiple assessment strategies and adequate and timely feedback are utilized effectively	A broad range of formal and informal assessment strategies, matched to instructional objectives, utilized. Interactive feedback is ongoing and timely.
<i>Notes/Evidence:</i>				

**Principle 1: Conceptual Understanding of Core Knowledge continued**

	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
Demonstrates the ability to develop comprehensive lesson plans. ACEI 3.1	Lesson plans are superficial, incomplete or inappropriate.	Lesson plans demonstrate adequate coverage of content and attempt to address the larger scope and sequence. Plans include adequate assessment strategies.	Lesson plans are well organized, comprehensive. Include appropriate coverage of content, application of state standards, and assessment strategies. Demonstrate relationship to scope and sequence.	Lesson plans are detailed, comprehensive, and incorporate creative elements. They include all expected components as well as recognition of prerequisite knowledge.
<i>Notes/Evidence:</i>				

**Principle 2: Reflective Practice**

	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
Reflects upon oneself in writing as a member of the teaching profession. ACEI 5.1	Written evidence of reflection is lacking.	Written evidence of reflection is presented at a descriptive level only. Offers limited vision of self as a teaching professional.	Reflection is meaningful. Written evidence includes self assessment.	Written reflection consistently addresses self as a teacher, provides rationale for decisions, and describes potential changes.
<i>Notes/Evidence:</i>				
Uses reflection to improve instruction. ACEI 5.1	Provides limited evidence of changes made to instruction based on reflection of previous instruction.	Changes made to instruction based on reflection of previous instruction occur at times.	Consistently makes changes to instruction based on feedback provided and reflection of previous instruction and use of assessments.	Seeks feedback routinely on changes to instruction based on reflection of previous instruction and systematic use of assessments.
<i>Notes/Evidence:</i>				

**Principle 2: Reflective Practice continued**

	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
Identifies ways to improve as an individual, as part of the school community and as part of the teaching profession. ACEI 5.2	Provides limited evidence of efforts to improve as a teacher.	Attends and provides written reflection about faculty meetings and professional development activities in the school and corporation.	Applies information learned from faculty meetings and professional development activities in the school and corporation. Seeks advice from colleagues about self improvement.	Internalizes and shares knowledge from faculty meetings and professional development activities. Actively seeks opportunities from colleagues and the professional community to improve as a teaching professional.
<i>Notes/Evidence:</i>				

**Principle 4: Passion for Learning**

	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
Acts professionally and appropriately. ACEI 5.2	Is not punctual. Dresses inappropriately. Interactions with students and colleagues are not respectful and language use is inappropriate. Does not reflect a commitment to teaching.	Usually is punctual. Dress is professionally appropriate. Interactions with students and colleagues generally are respectful and language use is appropriate. Commitment to teaching is apparent.	Is punctual. Dress is professionally appropriate. Interactions with students and colleagues are respectful and language use is appropriate. Clearly is committed to teaching.	Frequently uses time productively before and/or after school. Dress is professionally appropriate. Interactions with students and colleagues are respectful and language use is appropriate. Commitment to teaching is exhibited through additional effort.
<i>Notes/Evidence:</i>				
Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. ACEI 5.2	Is not receptive to constructive criticism and suggestions.	Accepts constructive criticism and at times, incorporates suggestions into subsequent behavior and/or instruction.	Accepts constructive criticism and consistently incorporates suggestions into subsequent behavior and/or instruction.	Actively seeks out constructive criticism and suggestions. Consistently incorporates them into subsequent behavior and/or instruction.
<i>Notes/Evidence:</i>				

**Principle 4: Passion for Learning continued**

	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
Accepts all professional responsibilities communicated by supervising teacher, school and corporation for instructional and non-instructional duties. ACEI 5.2	Seldom completes professional responsibilities communicated.	Accepts most professional responsibilities communicated, and generally completes them satisfactorily.	Accepts all professional responsibilities communicated, and consistently completes them satisfactorily.	Demonstrates initiative and seeks additional responsibilities. Completes well all professional responsibilities communicated.
<i>Notes/Evidence:</i>				
Demonstrates an understanding of current issues within the school community, the teaching profession and public education. ACEI 5.2	Demonstrates minimal interest and understanding in current issues.	Is conversant in current issues within the school community. Attends some professional opportunities, such as school board and faculty meetings.	Seems well versed in current issues. Regularly reads professional journals. Routinely attends professional meetings in the school community.	Is well versed in current issues. Regularly reads professional journals and actively participates in discussions with colleagues. Routinely attends and actively participates in professional meetings in the school community.
<i>Notes/Evidence:</i>				
Refines continuously an individual philosophy of teaching. ACEI 5.1	Written or verbal evidence of refinement of individual philosophy of teaching is not evident.	Written or verbal evidence of reflection is at a descriptive level. Changes to philosophy of teaching are expressed.	Both written and verbal reflections are evident and lead to refinement of philosophy of teaching and learning.	Both written and verbal reflections are evident and shared, seeking advice and additional perspectives. Actively engaged in refinement of philosophy of teaching and learning.
<i>Notes/Evidence:</i>				

**Principle 6: Professionalism**

	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
Acquires an understanding of the community and students' lives outside of the school environment and classroom. ACEI 5.2	Demonstrates little effort or interest to reach out to the school community. Unresponsive to duties outside of the classroom	Shows some initiative in understanding the community.	Demonstrates an understanding of the community and available community resources.	Takes initiative and makes connections with community. Utilizes available resources.
<i>Notes/Evidence:</i>				
Becomes a productive member within the school. ACEI 5.2	Seldom interacts with colleagues. Limited participation in professional development or extracurricular activities.	Shows some initiative in working with colleagues. Attends, when asked, professional development or extracurricular activities.	Interacts regularly with colleagues. Regularly attends additional faculty opportunities and extracurricular activities.	Takes the initiative to collaborate with colleagues. Regularly attends and actively participates in additional faculty opportunities and extracurricular activities.
<i>Notes/Evidence:</i>				
Communicates with parents effectively in person, by telephone, email, or newsletters ACEI 5.2	Utilizes no form of parent communication regarding class activities or student performance.	Communicates with parents when students are having difficulty in class.	Communicates routinely with parents to provide information about class activities and student performance.	Utilizes creative ways to communicate with parents to provide information about class activities, to encourage their involvement in the students' learning and to report all students' performance.
<i>Notes/Evidence:</i>				
Provides positive transitions in classroom and learning communities. ACEI 3.4	Transitions lacking between learning activities, class periods or daily routines.	Provides transitions between learning activities, class periods or daily routines inconsistently.	Regularly, provides positive transitions between learning activities, class periods or daily routines.	Incorporates creative, productive transitions between learning activities, class periods or daily routines.
<i>Notes/Evidence:</i>				