

Rating Scale to Assess Teacher Candidate Application of Phase I and II Course Competencies in Residency Practicum

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.					
Course	Course Competency	1 Emerging	2 Developing	3 Proficient	4 Distinguished
Introduction to Curriculum & Instruction	Identify state learning standards that drive curriculum planning				
	Identify a variety of instructional strategies that promote engagement and critical thinking. Effectively utilize strategies in lesson planning and instructional delivery.				
	Identify the diverse needs of students and appropriate differentiation				
Designing/Delivering Integrated Curriculum I	Identify instructional strategies for integration within art, music, and movement within a lesson plan.				
	Identify implementation of integration within art, music, and movement within a classroom observation.				
	Construct an Understanding by Design/Project-Based unit plan showcasing meaningful integration between the identified content areas.				
Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.					
Ecology of Teaching	Apply knowledge about ecology of teaching and learning to identify and examine biases / assumptions that will impact relationships with students, families, and community.				
Developmental Foundations	Utilize a variety of observation tools to observe, collect desired data and reflect on the use of data for student learning.				
	Analyze observation logs to identify the theoretical underpinnings of development (for example, behaviorism, constructivism, maturationism).				
	Apply culturally responsive teaching practices.				
Principles of Assessment	Define formal, informal, formative and summative assessments and describe the use of each in effective instructional planning.				
	"Unpack" State Learning Standards to determine learning targets that will provide the basis for assessment strategies.				
	Identify, describe and develop a variety of assessment strategies and tools, including self and peer assessment that align with learning targets.				
	Describe the ethical and legal implications surrounding the confidentiality and communication of student records.				

	Recognize the importance of collaborative data analysis at department/grade level/school level to improve curriculum and instruction.				
Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.					
Literacy in the Elementary	Prepare and implement lesson plans focusing on the components of balanced literacy while integrating content across the curriculum.				
	Select and implement literature that supports literacy and content specific tasks				
Social Studies in the Elementary	Develop a project-based unit plan for social studies content that is standards driven.				
	Integrate social studies across the curriculum.				
	Integrate children's literature into social studies units of study.				
	Apply elements of social justice and multiculturalism across the curriculum				
Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills					
Mathematics in the Elementary	Support elementary classroom learners through the implementation of problem solving strategies and 8 Standards of Mathematical Practice.				
	Communicate mathematical ideas in written and oral form relating to everyday language and mathematical language				
	Use a variety of concrete and virtual manipulatives.				
	Implement strategies for teaching via inquiry.				
	Apply mathematical concepts including the study of and experiences with number and number relationships, estimation and computation, measurement				
Science in the Elementary	Demonstrate an understanding of the central concepts, tools of inquiry, and structure of science.				
	Actively participate in and exhibit the ability to critically evaluate and utilize contemporary standards.				
	Participate in and exhibit the ability to plan and implement a variety of instructional strategies and assessment techniques for teaching science at the elementary level.				
Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.					
Positive and Inclusive Classrooms	Identify, modify, and plan to support inclusive classrooms which include accommodations/modifications, classroom arrangement, and inclusive language and behavior to increase student engagement and meet student needs.				
	Reflect on how classroom/behavior management, student engagement, and motivation are connected.				
	Provide an analysis of the importance of teacher management of time, space, transition, and activities creating positive classroom environments meeting the needs of all students.				

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.					
Teaching is Communication	Demonstrate effective verbal and nonverbal communication directly impacting the quality of teaching and learning.				
	Facilitate learner expression (i.e. multiple intelligences, learning styles) to enhance teaching and learning.				
	Select and use appropriate media communication tools.				
	Recognizes the role that all stakeholders (parents, teachers, students, board members, school administrators, etc.) have in the school community.				
Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.					
Principles of Assessment	Define formal, informal, formative and summative assessments and describe the use of each in effective instructional planning.				
	"Unpack" State Learning Standards to determine learning targets that will provide the basis for assessment strategies.				
	Identify, describe and develop a variety of assessment strategies and tools, including self and peer assessment that align with learning targets.				
	Describe the ethical and legal implications surrounding the confidentiality and communication of student records.				
	Recognize the importance of collaborative data analysis at department/grade level/school level to improve curriculum and instruction.				
Theories and Techniques of Literacy Intervention and Assessment	Identify a variety of techniques and materials for determining students' reading/literacy strengths and opportunities for growth.				
	Use data collection methods for formal and informal assessments that include observational records, norm referenced, criterion referenced tools.				
	Use ongoing assessment to inform instructional decision-making.				
	Use assessment data to plan successful interventions.				
Theories and Techniques of Math Intervention and Assessment	Identify a variety of techniques and materials for determining students' math strengths and opportunities for growth.				
	Use data collection methods for formal and informal assessments that include observational records, norm referenced, criterion- referenced tools.				
	Use ongoing assessment to inform instructional decision-making.				
	Use assessment data to plan successful interventions.				
Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.					

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.					
Professional Learning Communities	Effectively use collaborative processes in multiple settings.				
	Practice the norms and procedures utilized for collaboration within the professional learning community.				
	Effectively develop relationships with students, families and communities.				
	Actively participate in and exhibit the dispositions necessary for collaboration in the professional learning community.				