

## Student Teaching Evaluation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ School: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Evaluation:      Midterm      Final

	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Not Observed	CT Rating	EIU Rating
<b>Learning Environment</b>						
<i>The candidate creates a safe, and accessible learning environment by reflecting school, local, and State safety expectations and public health regulations. (IPES LE1 &amp; LE2, CRTL H1)</i>	Candidate unintentionally or intentionally violates the existing school, local, and state safety expectations and public health regulations which places learners within the learning environment at a safety or accessibility risk.	Candidate follows the existing school, local, and state safety expectations and public health regulations to facilitate a safe and accessible learning environment.	Candidate uses the existing school, local, and state safety expectations and public health regulations to create and make adaptations to the learning environment to promote safety and accessibility.			
<i>The candidate integrates culturally responsive materials and resources to create an equitable learning environment. (IPES LE3, CRTL H3)</i>	Candidate uses instructional materials and resources demonstrating a mono-cultural perspective in the delivery and practice of instructional content. As a result, the candidate may negatively impact the creation of an equitable learning environment.	Candidate utilizes culturally responsive instructional materials and resources to improve access to instruction.  As a result, the candidate can provide an equitable learning environment.	Candidate uses learners' experiences and cultural values to inform the development of culturally responsive instructional materials and resources to promote engagement and improved learner outcomes.  As a result, the candidate can create a learning environment based on equality and equity.			
<i>The candidate incorporates classroom decorations that reflect the diversity of the learners (CRTL H2 &amp; H4)</i>	Candidate incorporates classroom decorations reflecting the values and traditions of a dominant culture and primary language.	Candidate utilizes classroom decorations reflecting the values, linguistic diversity, and traditions of the learners within their classroom.	Candidate incorporates the diverse values, linguistic differences, and traditions represented within and outside the classroom to support instruction.			

	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Not Observed	CT Rating	EIU Rating
<i>The candidate uses learner needs to systematically evaluate the learning environment to make adaptations that promote equity and accessibility. (IPES LE4 &amp; LE9)</i>	Candidate requires learners to participate in instruction and classroom management procedures and routines at the same time in the same way.	Candidate reacts to learner responses and behavior and adjusts instruction and classroom management procedures and routines to promote equity and accessibility.	Candidate proactively uses the learners' prior behavior and responses within the learning environment to plan instruction and classroom management procedures and routines that are responsive to each learner's needs.			
<i>The candidate uses engaging, developmentally appropriate resources, routines, procedures, and expectations. (IEPS LE5 &amp; LE6, CRTL H1)</i>	<p>Candidate uses classroom expectations, routines, and procedures above or below the learners' age and ability negatively impacting the quality of the learning experiences.</p> <p>Candidate ignores learner experiences and the impact of cultural values when setting and implementing classroom expectations, routines, and procedures.</p>	<p>Candidate utilizes classroom expectations, routines and procedures that are age and ability appropriate and engage the learners in meaningful learning experiences.</p> <p>Candidate considers the learner experiences and the impact of cultural values when setting and implementing classroom expectations, routines, and procedures.</p>	Candidate involves learners in the development of age ability, and culturally appropriate classroom expectations, routines, and procedures to improve learner engagement, learning outcomes, and accountability in maintaining an inclusive learning environment.			
<i>The candidate effectively uses preventative strategies to minimize disruptions in the learning environment. (IPES LE6)</i>	Candidate ignores or overlooks learners' inappropriate behavior resulting in behavioral disruptions.	Candidate routinely uses the same preventative strategy (scanning, planned ignoring, group alerts, proximity control) to <u>minimize</u> behavioral disruptions.	Candidate uses various preventative strategies (scanning, planned ignoring, group alerts, proximity control) to <u>prevent</u> behavioral disruptions.			

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<i>The candidate systematically applies positive and negative (non-restrictive interventions) to create and maintain a productive learning environment. (IPES LE6)</i>	<p>The candidate demonstrates difficulty adhering to classroom expectations resulting in random application of positive and negative consequences.</p> <p>Consequently, learners are receiving positive and/or negative consequences based on variables other than classroom expectations.</p>	<p>The candidate adheres to classroom expectations and administers positive and negative consequences when learners meet/do not meet behavioral expectations.</p> <p>The candidate follows the continuum of positive and negative consequences in accordance with the classroom management procedures.</p>	The candidate promotes learner accountability to follow classroom expectations by involving learners (self-monitoring strategies/peer-mediated strategies) in the monitoring of their behavior and administration of positive and negative consequences.			
<i>The candidate is responsive to the cultural influence on behavior when applying restrictive interventions (punishment, suspension, expulsion). (CRTL B6)</i>	<p>Candidate is unresponsive to the cultural influences on behavior by misinterpreting student behavior resulting in unnecessary application of restrictive interventions.</p> <p>Consequently, the candidate further isolates students in marginalized groups.</p>	Candidate is aware of the cultural influences that could impact their interpretation of student behavior and bases the application of restrictive interventions on objective criteria instead of the behavioral subjective norms of the dominant culture.	<p>Candidate is responsive to the cultural influences impacting behavior and understands that student behavior is grounded in each student's cultural experiences and may not align with their own cultural experiences.</p> <p>Consequently, the candidate uses restrictive interventions only when the student behavior poses a safety threat to the student, peers, and teachers/staff.</p>			

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<i>The candidate encourages individual and cooperative experiences (activities and materials) through the physical classroom arrangement to promote a healthy social emotional culture. (IPES LE7 &amp; CRTL D4 &amp; D5)</i>	Without input from the classroom teacher or learners, the candidate utilizes a seating arrangement that promotes a specific type of learning experience (individual, small group, or cooperative).	Candidate seeks ideas from learners and classroom teacher regarding the classroom seating arrangement to support varied learning experiences and a healthy social emotional culture.	Based on the learners' input, the candidate involves learners in organizing classroom seating and materials/resources to support varied learning experiences and promote learner independence and leadership.			
<i>The candidate co-constructs the learning environment with learners and relevant stakeholders. (IPES LE8, CRTL D1, D4 &amp; D6)</i>	Candidate utilizes an existing learning environment (physical arrangement, classroom expectations, routines, and procedures). The candidate does not seek to adjust based on learner responses.	<p>Candidate uses ideas individual experiences obtained from the learners and cooperating teacher to construct the learning environment.</p> <p>Candidate uses their feedback to adjust the learning environment to support stakeholders' experiences.</p>	<p>Candidate co-constructs a learning environment involving the learners, family, and the cooperating teacher.</p> <p>Candidate uses their feedback to monitor and maintain a learning environment which affirms and reflects the value of stakeholders' experiences.</p>			
<b>Instruction</b>						
<i>The candidate uses research, theory, and data to support instructional decision making. (IPES IN1 &amp; IN16)</i>	Candidate uses professional opinion/subjectivity to guide and support instructional decision-making.	Candidate uses available professional literature (theory and research) and learners' instructional responses to support instructional decision-making.	Candidate seeks out professional literature (theory and research), learners' instructional responses and engagement to guide and support instructional decision-making.			

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<i>The candidate anchors instruction in substantive content knowledge. (IPES IN2 &amp; IN15, CRTL H1)</i>	To select, organize, and deliver key content knowledge and process steps, the candidate makes major errors in the delivery of the content. Therefore, it is not evident that the candidate understands the scope and skill sequence within the academic area being taught. Additionally, the candidate requires prompting by cooperating teacher or university supervisor during instruction to correct the error(s) or requires the cooperating teacher to take over instruction.	To select, organize, and deliver key content knowledge and process steps, the candidate understands the scope and sequence of the academic area and how academic skills within the content area are inter-dependent.  The candidate may make minor conceptual errors in the selecting, organizing, and delivery of the content, but self corrects without prompting during instruction.	When selecting, organizing, and delivering key content knowledge and process steps, the candidate applies the scope and sequence of various academic areas and presents content through an interdisciplinary lens. Candidate makes no observable errors in the delivery and facilitation of instructional content knowledge.			
<i>The candidate anchors instruction in substantive content knowledge. (IPES IN2 &amp; IN15, CRTL H1)</i>	To select, organize, and deliver key content knowledge and process steps, the candidate makes major errors in the delivery of the content. Therefore, it is not evident that the candidate understands the scope and skill sequence within the academic area being taught.  Additionally, the candidate requires prompting by the cooperating teacher or the university supervisor during instruction to correct the error(s). cooperating teacher may take over instruction.	To select, organize, and deliver key content knowledge and process steps, the candidate understands the scope and sequence of the academic area and how academic skills within the content area are interdependent.  The candidate may make minor conceptual errors in the selecting, organizing, and delivery of the content, but self corrects without prompting during instruction.	When selecting, organizing, and delivering key content knowledge and process steps, the candidate applies the scope and sequence of various academic areas and presents content through an interdisciplinary lens.  Candidate makes no observable errors in the delivery and facilitation of instructional content knowledge.			

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<i>The candidate aligns instruction with learning goals and standards and incorporating applicable laws, rules, and policies when making instructional decisions. (IPES IN3 &amp; IN4)</i>	In accordance with school district policies, the candidate makes instructional decisions based on alignment with the district's curricular learning goals for the age, grade and subject(s) being taught.	In accordance with state regulations, the candidate makes instructional decisions based on alignment with learning goals established by the state for the age, grade and subject(s) being taught.	In accordance with state and federal regulations, the candidate makes instructional decisions based on alignment with learning goals established by the state for the age, grade and subject(s) being taught and individualized goals defined in mandatory planning documents (e.g., IEP, IFSP, and Section 504).			
<i>The candidate creates equitable educational learning opportunities for all learners and engages learners in challenging assumptions that sustain a system of inequity. (IPES IN7 &amp; CRTL B7)</i>	Candidate creates learning opportunities (text selection, strategy use, questioning strategies, and activity/material selection) and participates in interactions requiring learners to assimilate to the dominant culture.  As a result, the candidate perpetuates inequity.	Candidate creates learning opportunities (text selection, strategy use, questioning strategies and activity/material selection) and encourages interactions enabling learners to participate in a classroom culture where differences are valued and legitimized. As a result, the candidate supports learner equity.	Candidate creates learning opportunities (text selection, strategy use, questioning strategies and activity/material selection) and encourages learners to reflect on how aspects of instruction impact their learning.			
<i>The candidate makes instructional choices that empower students to self-advocate. (IPES IN6 &amp; CRTL E2, E7, &amp; E8)</i>	Candidate disempowers learners to self-advocate by making instructional choices that promote teacher dependence and “sameness”.	Candidate empowers learners to self-advocate by teaching them how to identify and express their strengths, preferences, challenges and needs to improve independence in the instructional process.	Based on learner self-reflection, the candidate teaches learners how to set and implement self-advocacy goal(s) that are used to inform instructional decision-making regarding content, instruction, and assessment selection.			

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<i>The candidate integrates curricular content based on culturally responsive instructional strategies for individual learners' and families' cultural assets. (IPES IN8 &amp; IN14, CRTL A4)</i>	Candidate uses curricular content that reinforces the learners' cultural and familial background at times of the year that aligns with cultural holidays.	Candidate integrates curricular content and legitimizes learners' cultural and familial backgrounds and exposes them to new ideas and world views different than their own.	Candidate integrates curricular content representing diverse perspectives and encourages learners to share their experiences to promote the value of their cultural contributions.			
<i>The candidate integrates instructional technology and remote learning strategies to promote accessibility, equity, and developmentally appropriate instruction. (IPES IN9, CRTL H3)</i>	Candidate attempts to select instructional and assistive technology to support communication and learning by basing the selection and implementation on the classroom teacher's recommendations. However, the candidate is unfamiliar with the technology causing observable disruptions in instruction and potentially limiting instructional access and equity.	In consultation with the cooperating teacher, the candidate selects instructional/assistive technology to support communication and learning basing the selection and implementation on learners' strengths and needs.  Candidate is familiar with the technology and incorporates it with no impacting disruptions to instruction. Consequently, the candidate ensures instructional access and equity.	Candidate independently selects and incorporates instructional/assistive technology to support communication and learning by basing the selection and implementation on the learners' strengths, preferences, and needs.  Candidate is familiar with the assistive technology and seamlessly integrates it into instruction to make content relevant and to differentiate instruction.			
<i>The candidate uses relevant real-world applications to facilitate understanding of pedagogical content knowledge. (IPES IN17)</i>	Candidate provides examples to support instructional content but lacks a real-world connection.	Candidate uses relevant real-world applications to support the understanding of instructional content.	Candidate engages learners in practicing instructional content in the context of the learners' real-world experiences and interests.			

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<i>Candidate uses explicit instructional strategies</i>	Candidate demonstrates instructional content/process but misses key ideas/steps or makes errors in instruction negatively impact skill acquisition.	Candidate selects and demonstrates the sequence of instructional content/process and provides supportive practice and feedback to promote independent performance of the instructional content/process and skill acquisition.	Candidate encourages learners who are proficient in specific content/ processes to peer model the instructional content/process to learners in skill acquisition. Candidate then provides the learners in acquisition with varied supported and independent practice opportunities.			
<i>Candidate uses inquiry-based strategies (IPES INI 19)</i>	Candidate utilizes questioning strategies to ascertain their level of understanding of instruction.	Candidate uses inquiry-based strategies to scaffold instruction and support learners in deepening their learning about a concept or experience.	Candidate uses discovery/exploration-based instruction to encourage self-guided learning and schema creation.			
<i>The candidate engages learners in using academic language. (IPES IN18)</i>	During instruction, the candidate uses discipline specific terminology with learners.	Candidate engages learners in using formal language skills (vocabulary, grammar, punctuation, syntax, and discipline specific terminology) associated with the language used in classroom lessons, texts, and assignments to promote knowledge and skill acquisition.	Candidate requires learners to use linguistic (vocabulary, grammar, punctuation, syntax, and discipline specific terminology) and non-linguistic skills (critical thinking, problem-solving, and work habits) associated with classroom lessons, texts, and assignments to promote content knowledge/skill mastery and maintenance.			
<i>The candidate uses learners' prior knowledge and experiences to scaffold instruction and promotes higher order think skills. (IPES IN11 &amp; IN13, CRTL A3, D2 &amp; D3)</i>	Candidate uses relevant universal examples of prior knowledge and experiences to improve lesson accessibility. However, the candidate uses examples in a way that does not connect to the learners they are instructing.	Candidate uses learners' prior skill knowledge and background experience examples to make authentic connections to content knowledge acquisition and their ability to critically think about what they are learning in an academic subject.	Candidate solicits learners' prior knowledge and experiences to design authentic instruction and practice that promotes critical thinking opportunities across academic subject areas.			



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<i>The candidate differentiates instruction based on learners' skills, knowledge, strengths, interests, and experiences. (IPES IN12, CRTL A2, D1 &amp; D2)</i>	Regardless of the learners' skills, knowledge, strengths, interests, and experiences, the candidate implements instruction the same way for all learners and from a deficit-based lens.	Candidate differentiates instruction (through individualization) using an asset-based lens in accordance with learners' skills, knowledge, strengths, interests, and experiences.	Candidate differentiates instruction (through universal design) based on an ability-based lens integrating learners' skills, knowledge, strengths, interests, and experiences into content and pedagogical selection.			
<i>The candidate adapts instruction to support learner accessibility. (IPES IN10.)</i>	Candidate is aware of learners who have difficulty accessing instruction. However, the candidate adjusts instruction to enhance instructional inaccessibility.	Candidate is responsive to learners' needs and adjusts instruction to support instructional accessibility.  Candidate uses a continuum of adaptations from least intrusive (simple) to most intrusive (complex) to promote learner independence and support instructional equity.	Candidate is proactive and plans for individual learners' needs thus ensuring instructional accessibility.			
<b>Assessment</b>						
<i>The candidate uses theory, research, and data as the foundation of assessment choices. (IPES A1)</i>	Candidate uses school available or existing teacher developed assessments without evaluating whether the assessment aligns with existing theory/research or is an appropriate assessment for learners.	When making choices from available/existing assessments, the candidate uses theory/research and prior data from utilized assessments.	When creating and/or selecting assessments, the candidate uses theory/research and learners' assessment preferences.  Candidate analyzes data from preferred assessments to validate their continued use.			

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<i>The candidate implements assessments within State, professional, and ethical standards. (IPES A2 &amp; A11)</i>	Candidate unintentionally/intentionally violates state, professional, and ethical standards governing the selection and administration of assessments.	Candidate adheres to state, professional, and ethical standards by ensuring that assessments are selected and administered with integrity (purpose, minimizing bias, and data confidentiality).	Candidate actively advocates for the adherence to state, professional, and ethical standards by affirming with other stakeholders and modeling the importance of assessments being selected and administered with integrity (purpose, minimizing bias, and data confidentiality)			
<i>The candidate recognizes and minimizes bias in assessment measurement tools and evidence collection. (IPES A3, CRTL G10.)</i>	<p>Candidate uses the same assessment to assess the knowledge and skills of learners.</p> <p>Candidate uses subjective grading instruments (scoring guides) or professional judgement to evaluate learners' performance which enhances potential assessment bias.</p>	<p>Candidate offers learners various assessment options to demonstrate their knowledge and skills and minimize assessment bias.</p> <p>Candidates use rubrics with well-defined performance expectations to minimize subjectivity.</p>	<p>Based on learners' assessment preferences, the candidate utilizes multi-modality assessments to evaluate learners' knowledge and skills.</p> <p>The candidate blind grades assessments where subjectivity is a concern.</p>			
<i>The candidate considers individual differences and classroom diversity when differentiating assessment procedures. (IPES A4 &amp; A7, CRTL C7 &amp; G12)</i>	Candidate requires learners to complete the same assessments.	Candidate selects and implements assessments according to the learners' preferred assessment modalities and formats but sets the same performance expectations for learners.	Candidate diversifies assessments according to learners' assessment preferences and variance in performance expectations.			

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<i>The candidate uses and scaffolds assessments to support learner progress across developmental domains. (IPES A5 &amp; A6)</i>	Although the candidate attempts to break the learning objective, key instructional task down into smaller sub-tasks, the candidate only assesses the key assessment task.	Candidate breaks down an instructional sub-task into discrete steps and assessment tasks. However, the candidate presents and assesses each sub-task out of sequence. Consequently, learning progress may be interrupted.	Candidate accurately breaks down an instructional sub-task into sequential steps and assessment tasks.  Candidate supports learner progress by assessing each sub-task before being fully assessed on the learning objective.			
<i>The candidate effectively and consistently communicates with students and stakeholders in a manner that protects and safeguards learner and family privacy, personal information, and student performance data. (IPES A10 &amp; A14)</i>	Candidate shares learner and family personal information and student performance data in public settings within the school (teacher's lounge, playground, school hallway, school office) where they can be overheard.	Candidate follows the school procedures and cooperating teacher directives for safeguarding learner and family personal information and student performance data.	Candidate puts in place additional mechanisms (i.e. de-identify information and data) to maintain the privacy of learner and family personal information and student performance data.  Candidate only shares information with those individuals who need to know.			
<i>The candidate collaborates with learners and colleagues when designing and implementing assessments. (IPES A8)</i>	Candidate uses the commercially published assessments that accompanies basal curriculum or develops assessments with no apparent consideration given to the learners' assessment preferences.	When designing and implementing assessments, the candidate uses assessment preferences advocated by the cooperating teacher.	When designing and implementing assessments, the candidate collaborates with the cooperating teacher and learners to identify assessment modality and format preferences.			

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<i>The candidate facilitates self- and peer-assessment strategies to support student learning and development. (IPES A9)</i>	Without a set of teacher – directed criteria, the candidate requires learners to participate in self or peer-assessment opportunities. Without clear criteria, the feedback provided could not be used to improve performance on learner outcomes.	Using a set of teacher –directed criteria, the candidate requires learners to participate in self or peer-assessment opportunities. The feedback provided could be used to improve performance on learner outcomes.	Candidate models the self and peer assessment process and provides learners the opportunity to practice the assessment process before formally incorporating learners into the assessment process. The candidate uses the feedback to improve learner participation in the assessment process.			
<i>The candidate uses assessment data to inform instructional long-term and short-term instructional planning. (IPES A12)</i>	Candidate collects or has access to assessment data. However, a disconnect exists between data usage and instructional planning efforts.	Candidate uses quantitative data obtained from informal assessments to support longitudinal curricular goals and daily lesson plan objectives.	Candidate triangulates quantitative and qualitative data acquired from informal and formal assessments to monitor and adjust longitudinal curricular goals and daily lesson plan objectives.			
<i>The candidate uses assessment data to inform instructional adaptations and differentiation. (IPES A13)</i>	Candidate makes instructional adaptations solely on the recommendation of the cooperating teacher or university supervisor.	Candidate reactively uses learner academic and behavioral performance data to select needed instructional accommodations to individualize instruction.	Candidate proactively uses learner academic and behavioral data to differentiate instruction.			
<i>The candidate reflects on learner data to improve practice. (IPES A15)</i>	Candidate reflects on learner performance data to affirm or cast blame on learners meeting or failing to meet learning outcomes.  Candidate does not make a connection between their actions and learner performance.	Candidate reflects on learner performance data to identify reasons as to why learners either met or did not meet learning outcomes.  Candidate makes a connection between their actions and learner performance.	Candidate reflects on learner performance data to identify the instructional and environmental variables that may have contributed to learners meeting or not meeting learning outcomes. Candidate connects the impact of environmental variables and their instructional actions on learner performance.			

Collaboration and Communication						
	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Not Observed	CT Rating	EIU Rating
<i>The candidate utilizes multiple perspectives, theories, and methods to collaborate with learners, families, and colleagues. (IPES CC1 &amp; CC4, CRTL C1, C2, &amp; F2)</i>	<p>Candidate uses theories and methods of collaboration that come from a deficit-perspective where the goal is on eliminating a problem/deficit.</p> <p>Consequently, the emphasis is on fixing the learner, family, or colleague.</p>	<p>Candidate uses theories and methods of collaboration that are grounded in a strength-based perspective where the goal is to use the strengths of the learner, family, and colleague to meet a common goal.</p> <p>Consequently, the emphasis is on building trusting relationships.</p>	<p>Candidate uses theories and methods of collaboration that promote active listening where the beliefs, values, and voices of the learner, family, and colleague are used to promote engagement in the instructional process.</p> <p>Consequently, the emphasis is on building shared accountability and mutual reciprocity of learning outcomes.</p>			
<i>The candidate effectively communicates with families and professionals in culturally sustaining ways. (IPES CC2 &amp; CC6, CRTL C6, F1 &amp; F5)</i>	<p>When interacting with families and professionals, the candidate creates communication barriers by communicating using their own communication preferences (time of day, communication medium, location).</p> <p>Candidate communicates with families and professionals when the student is performing below expectations.</p>	<p>When interacting with families and professionals, the candidate speaks and writes using a positive tone and a vocabulary level appropriate to the audience to facilitate understanding of the message.</p> <p>Candidate communicates with families and professionals at predictable times in the semester (report cards, progress reports).</p>	<p>When interacting with families and professionals, the candidate uses multi-lingual oral and written communication preferences of families and professionals to promote on-going and reciprocal pathways of communication.</p>			

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<i>The candidate cultivates equitable and inclusive relationships with learners, families, and colleagues. (IPES CC3, CRTL C4, C5, F3, F4, F6, &amp; F9)</i>	Candidate establishes a one-sided relationship with learners, families, and colleagues where the extent of communication is decided upon by the candidate.	When making decisions, the candidate builds equitable and inclusive relationships by building two-way meaningful communication that encourages input from learners, families, and colleagues.	Candidate empowers learners, families, and colleagues to use their strengths to initiate communication and actively participate in decision-making.			
<i>The candidate empowers families to support and enrich student learning. (CRTL F5, F8, &amp; F10)</i>	Candidate sends work home for families to complete with their students.	Candidate provides families with ideas on how they can assist their student at home.	Candidate utilizes family input to identify ideas (activities, materials, and methods) that parents can use with their student to improve learning.			
<i>The candidate collaborates with school and community partners to improve access and equitable opportunities for student development/learning. (IPES CC5 &amp; CC7, CRTL F4 and F11)</i>	Candidate is attentive at meetings with school and community partners. However, the candidate is a passive participant and does not contribute ideas that could improve access and instructional equity for students.	When asked by a school or community partner to provide ideas that could improve instructional access and equity, the candidate clearly states their ideas.	When collaborating with school and community partners regarding the improvement of instructional access and equity, the candidate freely provides their ideas without solicitation.			
<b>Professional Responsibilities and Dispositions</b>						
<i>Candidate is timely, organized and prepared.</i>	Candidate procrastinates resulting in being ill-prepared and submitting assignments late and performing student teaching responsibilities below expectations.	Candidate is organized, prepared, and meets due dates for assignments and student teaching responsibilities.	Candidate is organized, prepared, and completes assignments prior to the due date. Candidate performs student teaching responsibilities above expected levels.			
<i>Candidate demonstrates an ability to view situations from diverse perspectives (CRTL A1)</i>	Candidate views the impact of their actions within the classroom through their “own” lens and how the action impacted them as the teacher.	Candidate is aware of and uses differing viewpoints to support instructional decision-making	Candidate seeks out differing viewpoints to enhance learner motivation and instructional engagement.			

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<i>Candidate educates themselves about the cultural demographics of the learners within their classroom. (CTRL A8)</i>	Candidate acquires information from their cooperating teacher about the cultural demographics of learners within the classroom.	Candidate acquires information from their cooperating teacher about the cultural demographics of learners within the classroom.	Candidate interacts with learners to acquire information about the cultural demographics of learners within the classroom			
<i>The candidate critically analyzes how personal biases/perceptions and experiences with inequity affect their practice. (IPES PR1, CTRL A3, A6, A7, A10, &amp; B3)</i>	Candidate may lack awareness of their biases or is aware of their biases. Consequently, the candidate consciously or unconsciously acts on those biases resulting in the demonstration of prejudicial behaviors.	Candidate articulates their biases and states the strategies they use to minimize the impact of their biases when interacting with learners, families, and professionals.	Candidate challenges their own biases by actively seeking out diverse perspectives and information, considering alternative viewpoints, and engaging in critical thinking and self-reflection to promote equity.			
<i>The candidate critically analyzes policies that are discriminatory, oppressive, or otherwise harmful to students, families, communities, or teachers. (IPES PR2, CTRL A9, B4, B5, &amp; B7)</i>	Candidate recognizes that classroom and/or school policies, routines, expectations may be discriminatory or harmful to learners, teachers, and/or families. Although the candidate may complain about the policies, they do not act.	When the candidate views classroom and/or school policies, routines, expectations to be discriminatory or harmful to learners, teachers, and/or families, he/she discusses their concerns with the appropriate professional.	When the candidate views classroom and/or school policies, routines, expectations to be discriminatory or harmful to learners, teachers, and/or families, he/she presents their concerns and recommends changes to promote equity.			
<i>The candidate reflects on external professional feedback on practice from colleagues, mentors, and leadership to improve practice. (IPES PR3.)</i>	When receiving professional feedback from the cooperating teacher or university supervisor, the candidate becomes angry and defensive and may ignore feedback that could improve their practice.	When receiving professional feedback from the cooperating teacher or university supervisor, the candidate uses the feedback to improve their practice.	Candidate seeks out informal and formal feedback opportunities from the cooperating teacher and university supervisor.  Candidate can self-identify for the observer areas in need of improvement.			

<i>The candidate creates personal goals targeting future professional growth, leadership, and advocacy. (IPES PR4.)</i>	Candidate relies on the cooperating teacher and university supervisor to set goals for their professional growth, leadership, and advocacy.	Candidate primarily uses feedback from the cooperating teacher and university supervisor to set goals for professional growth, leadership, and advocacy.	Candidate uses self-reflection and supports the reflection with feedback from the cooperating teacher and university supervisor to set goals for professional growth, leadership, and advocacy.			
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Comments: