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| Student Teacher Name: |  |

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|  | **CU Boulder Professional Dispositions (supplements professional dispositions in Colorado Quality Teaching Standards)** |
| Dispositions Rating Scale | MID-TERM RATINGS | FINAL RATINGS | **Comments on Evidence of Professionalism**  |
| **Respect for Students:** Candidate’s interactions with students were always respectful, non-discriminatory, were conducted in ways that preserved the dignity of all students, and demonstrated a commitment to fairness.  | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated |  |
| **Responsibility for Student Learning:** Candidate operates with a positive view of the meaningful inclusion and genuine potential of all people, assumes responsibility for the learning of his/her students, and continually persists to meet the needs of all students. Candidate has high expectations for all learners. | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated |
| **Work Ethic:** Candidate consistently demonstrates drive, initiative, determination, and a commitment to hard work. Candidate shows steady effort and a desire to produce high quality product or performance. | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated |
| **Organizing and Planning:** Candidate has developed effective systems to track and manage multiple deadlines and thus meets all due dates (both for K12 school responsibilities AND student teaching seminar due dates). Candidate breaks down larger tasks into smaller ones and manages time/effort to ensure task completion. Candidate anticipates and generates potential “work-arounds” for problems or contingencies that may arise. | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated |
| **Perseverance:** Candidate treats setbacks as opportunities to learn. Candidate does not give up when things don’t go as planned or when there is uncertainty about a task or situation; instead, candidate tries again. | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated |
| **Responsibility for Actions:** Candidate consistently accepts responsibility for the outcomes of his/her actions.  | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated |

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|  | **CU Boulder Professional Dispositions (supplements professional dispositions in Colorado Quality Teaching Standards)** |
| Dispositions Rating Scale | MID-TERM RATINGS | FINAL RATINGS | **Comments on Evidence of Professionalism**  |
| **Social Media & Technologically Savvy**: Candidate manages social media presence and communication in a professional manner. Candidate is comfortable learning new technologies, trouble-shooting technology breakdowns, and often considers educational potential of new technology. | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated |  [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated |  |
| **Timeliness & Punctuality:** Candidate arrived to school on time every day with ample time to make preparations for all teaching responsibilities. Candidate communicated in a timely and appropriate manner if an emergency arose. | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated |
| **Dress:** Candidate dressed neatly and appropriately every day. Attention was paid to safety and modesty; thus, candidate’s dress did not distract from students’ learning. | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated | [ ]  1 Rarely demonstrated/Concern[ ]  2 Developing[ ]  3 Consistently Demonstrated |

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| **Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher has expertise in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).** |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard I** |
| **Element 1a: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district’s organized plan of instruction; and the individual needs of students.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]   ***edTPA Rubrics(s): R1, R3*** |  |
| **(3) BASIC: Uses lessons that reflect** * Opportunities to review prior learning
* Instructional objectives appropriate for students
* Connections to specific learning objectives & approved curriculum.
 | **(4) PARTIALLY PROFICIENT: Implements lesson plans based on*** Student needs
* Colorado Academic Standards
* District’s plan of Instruction
 | **(5) PROFICIENT & ABOVE:** * Students interact with rigorous & challenging content
* Students perform at a level with or above expectations
* Students discuss strengths & next steps regarding their learning
 |
| **Element 1b: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking, and listening.****[NOTE: Elementary and Secondary ELA teachers meet additional standards for Element 1b, see below.]** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R4*** |
| **(3) BASIC: The Teacher…** * Demonstrates an understanding of literacy content & skills.
 | **(4) PARTIALLY PROFICIENT: Makes complex reading accessible to students by:*** Adjusting content to students’ literacy skills
* Integrating literacy skills and knowledge into lessons
* Providing relevant content that addresses students’ interests
 | **(5) PROFICIENT & ABOVE: Provides instructional support that enhances students’:*** Critical thinking and reasoning
* Information literacy
* Literacy skill development
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| **Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach.**  |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard I** |
| **Element 1b ELEMENTARY: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking, and listening.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R1, R2, R3, R9*** | [Additional elements of 1b completed for Elementary or Secondary ELA] |
| **(3) BASIC: The Teacher…** * Integrates literacy connections into lessons regardless of content being taught
 | **(4) PARTIALLY PROFICIENT: Integrates literacy skills into lessons & assignments including:*** Phonological Awareness (PA)
* Phonics
* Vocabulary
* Comprehension
* Fluency
* Writing
* Speaking
* Listening skills

**Engages s’s in instruction that is:*** Purposeful
* Explicit
* Systematic
 | **(5) PROFICIENT & ABOVE: Provides instruction that is:*** Needs based
* Intensive
* Of sufficient duration to accelerate learning
 |
| **Element 1b SECONDARY ELA: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking, and listening.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R1, R2, R3, R9*** |

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| **Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach.** |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard I** |
| **Element 1c: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry & measurement, and data analysis & probability. [NOTE: Elementary and Secondary MATH teachers meet additional standards for Element 1c, see below.]** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]   | [Completed for all student teachers.] |
| **(3) BASIC: The teacher** * Encourages students to make math connections across content
 | **(4) PARTIALLY PROFICIENT: The teacher*** Emphasizes to students why they need to learn math content and skills
* Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas.
 | **(5) PROFICIENT & ABOVE: The teacher** * Emphasizes interdisciplinary connections to math
 |
| **Element 1c ELEMENTARY & SECONDARY MATH: Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry & measurement, and data analysis & probability.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R1, R2, R3, R9*** | [Additional elements for 1c completed for Elementary or Secondary Math]:  |
| **(3) BASIC: The teacher****Focuses math instruction beyond:*** Recall of facts
* Development of computational skills
* Math as a series of rote procedures

**Models:*** Appropriate mathematical communication
* A variety of mathematical practices
 | **(4) PARTIALLY PROFICIENT: The teacher*** Emphasizes to students why they need to learn math content and skills
* Uses instructional strategies that require students to apply and transfer mathematical knowledge to different content areas

**The teacher presents concepts*** In a sequence
* In a manner appropriate to students’ age and grade
* Helps students understand mathematics as a discipline
* Provides a balance of teaching for conceptual understanding and teaching for procedural fluency
* Models mathematical thinking
 | **(5) PROFICIENT & ABOVE: The teacher establishes an effective mathematics environment by** * Challenging students to think deeply about problems
* Requiring students to explain their solutions
* Posing questions that stimulate students’ curiosity and encourage them to investigate further
* Actively engaging students in doing math
* Using real-world examples for problems whenever possible.

**And…*** Students solve problems in a variety of ways
* Students demonstrate mathematical thinking by explaining their thinking to each other and to their teacher
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| **Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach.** |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard I** |
| **Element 1d: Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R1, R2, R3, R9******SPS: Teachers use content and pedagogy to help students learn, understand, and improve.*** |  |
| **(3) BASIC: The teacher** * Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies, and/or tools.
* Uses instructional materials that are accurate for the lesson being taught
* Employs a variety of instructional strategies to address student needs
 | **(4) PARTIALLY PROFICIENT: The teacher provides explanations of content that are*** Accurate
* Clear
* Concise
* Comprehensive
 | **(5) PROFICIENT & ABOVE: The teacher engages students in*** A variety of explanations and multiple representations of concepts and ideas
* A variety of inquiry methods to explore new ideas and theories
 |
| **Element 1e: Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***SPS: Teachers use content and pedagogy to help students learn, understand, and improve.******SPS: Teachers create a student-centered environment.*** |
| **(3) BASIC: The teacher** * Emphasizes key concepts and connects them to other powerful ideas within the content area
* Connects lessons to other disciplines and/or content areas
 | **(4) PARTIALLY PROFICIENT: Implements instructional strategies to ensure that instruction*** Articulates content and interdisciplinary connections
* Integrates literacy skills across content areas
 | **(5) PROFICIENT & ABOVE: The teacher*** Clarifies and elaborates interdisciplinary connections for students
* Employs instructional strategies that include literacy, numeracy, and language development across content areas
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| **Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach.**  |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard I** |
| **Element 1f: Teachers make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]   ***edTPA Rubrics(s): R2, R3, R7*** |  |
| **(3) BASIC: The teacher selects instructional materials and strategies based on their:*** Relevance to students
* Central contexts
* Foundational evidence base

**The teacher*** Links lessons to students’ prior knowledge
* Encourages and provides opportunities for students to make connections to prior learning
 | **(4) PARTIALLY PROFICIENT: The teacher delivers lessons and units and uses instructional strategies that:*** Help students connect to their learning by linking the current lesson with prior knowledge, experiences, and/or cultural contexts
* Provide supports that facilitate engagement
 | **(5) PROFICIENT & ABOVE: The teacher*** Delivers lessons and uses materials that ensure that students’ backgrounds and contextual knowledge are considered
* Provides opportunities for students to self-select tasks that accelerate learning
 |
| **Quality Standard II: Teachers establish safe, inclusive, and respectful learning environment for a diverse population of students.** |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard II** |
| **Element 2a: Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R6******SPS: Teachers foster a respectful learning environment.******SPS: Teachers cultivate a classroom learning community.*** |  |
| **(3) BASIC: The teacher creates a classroom environment that facilitates*** Mutual respect
* Positive relationships between and among students
* Empathy for each student
 | **(4) PARTIALLY PROFICIENT: The teacher*** Creates a classroom environment conducive to learning
 | **(5) PROFICIENT & ABOVE: The teacher*** Creates a classroom environment which values diverse perspectives
* Establishes a nurturing and caring relationship with each student
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| **Quality Standard II: Teachers establish safe, inclusive, and respectful learning environment for a diverse population of students.** |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard II** |
| **Element 2b: Teachers demonstrate a commitment to and respect for diversity, while working toward common goals as a community and as a country.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R6, R7******SPS: Teachers cultivate a classroom learning community***. |  |
| **(3) BASIC: The teacher*** Creates a classroom environment in which diversity is used to further student learning
 | **(4) PARTIALLY PROFICIENT: The teacher*** Uses instructional approaches and materials that reflect diverse backgrounds and experiences
* Acknowledges the value of each student’s contributions to the quality of lessons
* Is welcoming to diverse family structures
 | **(5) PROFICIENT & ABOVE: The teacher establishes processes that result in*** A sense of community among students
* Effective interaction among students
* Respect for individual differences
* Positive social relationships
* Common goals for all students
 |
| **Element 2c: Teachers engage students as individuals with unique interests and strengths.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R2, R7, R8******SPS: Teachers create a student-centered environment.******SPS: Teachers cultivate a classroom learning community.*** |
| **(3) BASIC: The teacher*** Implements lessons that reflect student interests and strengths
 | **(4) PARTIALLY PROFICIENT: The teacher*** Encourages students to expand and enhance their learning
* Acknowledges students for their accomplishments
 | **(5) PROFICIENT & ABOVE: The teacher** * Asks appropriately challenging questions of all students
* Scaffolds questions
* Gives wait time equitably
* Ensures all students participate in class activities
 |
| **Element 2d: Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.**  |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R2*** |
| **(3) BASIC: The teacher*** Adapts learning environment to address individual student needs
 | **(4) PARTIALLY PROFICIENT: The teacher*** Monitors the quality of student participation and performance
* Implements recommendations of specialists and colleagues to address student needs
 | **(5) PROFICIENT & ABOVE: The teacher*** Challenges and supports students to learn to their greatest ability

**And students*** Articulate their learning needs
* Communicate freely and openly with teachers
* Offer support to fellow classmates
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| **Quality Standard II: Teachers establish safe, inclusive, and respectful learning environment for a diverse population of students.** |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard II** |
| **Element 2e: Teachers provide proactive, clear, and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***SPS: Teachers create a student-centered environment***. |  |
| **Element 2f: Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R6******SPS: Teachers foster a respectful learning environment.*** |
| **(3) BASIC: The teacher*** Provides clear expectations to guide student classroom behavior
* Holds students accountable for adherence to school and/or class rules
 | **(4) PARTIALLY PROFICIENT: The teacher*** Puts procedures in place to maximize instructional time
 | **(5) PROFICIENT & ABOVE: The teacher** * Makes maximum use of instructional time
* Maintains a safe and orderly environment

**And…*** Students stay on task during class periods
* Accept responsibility for their behavior and use of time
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| **Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.** |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard III** |
| **Element 3a: Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place at the appropriate levels of intellectual, social, and emotional development of their students**. |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R3***  |  |
| **(3) BASIC: The teacher*** Modifies content to ensure that students are able to work at their ability levels
 | **(4) PARTIALLY PROFICIENT: The teacher*** Builds on the interrelatedness of students’ intellectual, social, and emotional development
 | **(5) PROFICIENT & ABOVE: The teacher** * Applies knowledge of current developmental science to address student needs
 |
| **Element 3b: Teachers plan and consistently deliver instruction that draws on results of students assessments, is aligned to academic standards, and advances students’ level of knowledge and skills.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R15******SPS: Teachers use content and pedagogical knowledge to help students learn, understand, and improve.*** |
| **Element 3c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R3*** |
| **(3) BASIC: The teacher*** Incorporates evidence-based strategies into lessons
 | **(4) PARTIALLY PROFICIENT: The teacher*** Makes connections between student data and research-based practices
 | **(5) PROFICIENT & ABOVE: The teacher** * Individualizes instructional approach to meet unique needs of each student
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| **Quality Standard III: Teachers plan and deliver effective instruction and create and environment that facilitates learning for their students.** |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard III** |
| **Element 3d: Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]   |  |
| **(3) BASIC: The teacher*** Uses available technology to facilitate classroom instruction
 | **(4) PARTIALLY PROFICIENT: The teacher*** Employs strategies and procedures to ensure that students have equitable access to available technology
* Monitors the use of available technology in the classroom
 | **(5) PROFICIENT & ABOVE: The teacher uses available technology to*** Enhance student learning
* Develop students’ knowledge and skills
* Enhance creative and innovative skills
* Provide engaging and motivating learning experiences

**And students use available technology to engage in…*** Virtual or face-to-face learning activities
* Real world applications
 |
| **Element 3e: Teachers establish and communicate high expectations for all students and plan instruction that helps students develop critical thinking and problem-solving skills.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R1, R8******SPS: Teachers use content and pedagogical knowledge to help students learn, understand, and improve.*** |
| **(3) BASIC: The teacher*** Has high expectations for all students
* Holds students accountable for their learning
 | **(4) PARTIALLY PROFICIENT: The teacher*** Sets student expectations at a level that challenges students
* Incorporates critical thinking and problem-solving skills
 | **(5) PROFICIENT & ABOVE: The teacher** * Challenges all students to learn to their greatest ability
* Teaches higher-order thinking and problem-solving skills
* Ensures that students perform at levels meeting or exceeding expectations
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| **Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.** |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard III** |
| **Element 3f**: **Teachers provide students with opportunities to work in teams and develop leadership qualities.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]   |  |
| **(3) BASIC: The teacher*** Includes all students in individual and group activities
 | **(4) PARTIALLY PROFICIENT: The teacher plans lessons that*** Provide opportunities for students to participate using various roles and modes of communication
 | **(5) PROFICIENT & ABOVE: The teacher** * Flexibly groups students
* Adjusts team composition based on learning objectives and student needs
* Varies group size, composition and tasks to create opportunities for students to learn from each other

**And students…*** Fulfill their assigned roles within the team
* Assume leadership roles in their teams
 |
| **Element 3g: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]   |
| **(3) BASIC: The teacher*** Communicates effectively with students
 | **(4) PARTIALLY PROFICIENT: The teacher*** Models effective communication skills
* Encourages students to communicate effectively
 | **(5) PROFICIENT & ABOVE: The teacher** * Teaches students to be effective communicators
* Provides opportunities for students to practice

**And students…*** Apply effective written and oral communication skills in their work
* Use academic language in spoken and written work
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| **Quality Standard III: Teachers plan and deliver effective instruction and create and environment that facilitates learning for their students.** |
| **COMPETENCIES RATING SCALE** | **Comments on Evidence Informing Performance Ratings for Quality Standard III** |
| **Element 3h: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments and use results to plan further instruction.** |  1 2 3 4 5Mid-Term [ ]  [ ]  [ ]  [ ]  [ ]   1 2 3 4 5Final [ ]  [ ]  [ ]  [ ]  [ ]  ***edTPA Rubrics(s): R5, R15*** |  |
| **(3) BASIC: Uses lessons that reflect** * Involves students in monitoring their learning
* Assesses learning outcomes appropriately
 | **(4) PARTIALLY PROFICIENT: The teacher*** Implements appropriate strategies for assigning grades
* Evaluates student performance based on multiple measures
* Includes documentation of student progress toward mastery of state content standards
 | **(5) PROFICIENT & ABOVE: The teacher provides actionable, timely, specific, and individualized feedback about the quality of student work to*** Students
* Other professionals and/or parents, as is needed and appropriate.
* Teaches students to use feedback to improve their learning

**And students…*** Self-assess on a variety of skills and concepts
* Articulate their personal strengths and needs based on self-assessment
* Effectively use formal and informal feedback to monitor their learning
* Monitor their learning progress
* Set learning goals
* Apply teacher feedback to improve performance and accelerate their learning
 |

MID-TERM GROWTH GOALS

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| **Student Teacher Name:**  | **Cooperating Teacher(s) Name(s):**  | **Semester: [ ]  Fall** **[ ]  Spring**  | **Year** |
| **Student Teacher Initials:**  | **Cooperating Teacher(s) Initials** | Mid-Term Evaluation: CT/US/ST Conference Date:  |
| Mid-Term:  | Final:  | Mid-Term: |  Final:  | Final Evaluation: US/ST Conference Date:  |

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| **THE UNIVERSITY SUPERVISOR COMPLETES THE VERIFICATION:**[ ]  I verify that the candidate listed above has met each element of the Colorado Teacher Evaluation Rubrics at the basic level or higher during his/her student teaching semester and is recommended for licensure.[ ]  I do not recommend the student listed above for licensure.

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| **FOR USE ONLY IF FORM IS SUBMITTED ELECTRONICALLY** |

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| The observations and commentary on this electronically-submitted form are my own. I understand that my typed name appearing in conjunction with this statement shall constitute a binding digital signature for purposes of verification. | CHECK HERE [ ]   | University Supervisor’s Written Signature DATE: |
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