

SLIPPERY ROCK UNIVERSITY
FRAMEWORK FOR TEACHING (Based on Charlotte Danielson's 2007 Framework for Teaching)
PROGRESS ASSESSMENT

Student Teacher _____ **School District** _____

Month/Day/Year _____ **Grade/Subject** _____

Please assess your student teacher's (AKA the "Teacher") performance by circling the number that best characterizes each component. The elements identified under each component describe a proficient or "Target" student teacher. Consider the following when evaluating your student teacher:

3 (Exemplary) – The student teacher clearly understands the concepts underlying the component and implements in a manner that is consistent with a seasoned teacher.

2 (Target) – The student teacher clearly understands the concepts underlying the component and consistently implements. This results in teaching/behavior that is consistent with a novice certified teacher

1 (Near Target) - The student teacher appears to understand the concepts underlying the component and attempts to implement. However, implementation is sporadic, intermittent, or otherwise not entirely successful. Improvement is likely to occur with experience.

0 (Unsatisfactory) - The student teacher does not yet appear to understand the concepts underlying the component. This is revealed in teaching/behavior that is below the licensing standard. Intervention and coaching is needed.

* The **N/O (not observed)** rating scale may be used for the entire component or for the individual elements.

Feel free to write comments in the space available to the right. This teacher education program is committed to a multicultural perspective. Include observations related to diversity, such as race, special needs, gender, ethnicity, lifestyle and socioeconomic factors when appropriate.

Domain 1: Planning and Preparation

Components:

1a: Demonstrating Knowledge of Content and Pedagogy **N/O 0 1 2 3**

- The teacher displays solid knowledge of the discipline and relationships within the discipline
- Teacher's plans and practice reflect understanding of prerequisite relationships among concepts and topics
- Teacher's plans and practice reflect familiarity with a range of effective pedagogical approaches

1b: Demonstrating Knowledge of Students **N/O 0 1 2 3**

- Teacher's plans display understanding of the typical developmental characteristics of students as a whole
- Teacher's knowledge of how students learn is accurate and current and this knowledge is applied through planning
- Knowledge of students' skills, knowledge and language proficiency is utilized in planning and records are maintained
- The teacher utilizes knowledge of students' interests and cultural heritage in the planning process
- The teacher's plans reflect knowledge of students' special learning and medical needs

1c: Setting Instructional Outcomes **N/O 0 1 2 3**

- Outcomes represent high expectations and rigor related to important ideas and required curriculum
- Outcomes follow a logical sequence and are aligned to appropriate standards
- Outcomes are clear, written in the form of student learning and suggest viable methods of assessment
- Outcomes reflect a balance of factual knowledge and conceptual understanding
- Outcomes are suitable for diverse learners

1d: Demonstrating Knowledge of Resources **N/O 0 1 2 3**

- Planning reflects knowledge of resources for classroom use such as school, community and Internet resources
- Resources are used to extend teacher's content knowledge and pedagogy
- Plans include resources for students (i.e. community resources, families, support services, etc.) when appropriate

1e: Designing Coherent Instruction **N/O 0 1 2 3**

- Activities planned for learning are appropriate for a range of learners
- Instructional materials and resources support the instructional outcomes and activities
- Instructional groups are thoughtful and appropriate
- Planning reflects an understanding of the connection between a single lesson and the larger unit

1f: *Designing Student Assessments* N/O 0 1 2 3

- Assessments are aligned with student outcomes and are appropriate for diverse learners
- Assessment criteria and standards are clear to the learners (ex. rubrics are created and shared)
- Formative assessments are well-designed and diverse
- Assessments are used for future planning and for providing feedback to students

Domain 2: The Classroom Environment

2a: *Creating an Environment of Respect and Rapport* N/O 0 1 2 3

- Interacts positively with all students from an anti-biased perspective
- demonstrates genuine concern and respect for all students
- Establishes and maintains appropriate rapport with students as individuals
- Encourages responses and interactions that foster positive relationships among students
- Establishes an environment of respect that values individual differences among students

2b: *Establishing a Culture for Learning* N/O 0 1 2 3

- Teacher demonstrates a reverence and enthusiasm for the content and students reflect this enthusiasm
- High expectations for learning and achievement are established
- Teacher facilitates students showing pride in their work

2c: *Managing Classroom Procedures* N/O 0 1 2 3

- Small groups are well-organized and work independently
- Transitions are smooth with minimal loss of instructional time
- Routines for handling materials are established with minimal loss of instructional time
- Performance of non-instructional duties is efficient
- Volunteers and paraprofessionals are used productively

2d: *Managing Student Behavior* N/O 0 1 2 3

- Standards of conduct are clear and well developed for all students
- Teacher monitors student behavior and is proactive in preventing disruptions
- If student misbehavior occurs, teacher's response is sensitive and highly effective

2e: *Organizing Physical Space* N/O 0 1 2 3

- The teacher maintains a safe learning environment and one that is accessible to all students
- Teachers and students use physical resources easily and effectively to advance learning

Domain 3: Instruction and Communication

Components:

3a: *Communicating with Students* N/O 0 1 2 3

- Teacher's purpose for the lesson/unit is made clear to the students including where situated within the broader learning
- Teacher's directions and procedures are clear to the students and student misunderstandings are anticipated
- Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience
- Teacher's written and spoken language is clear and correct and conforms to standard English

3b: *Using Questioning and Discussion Techniques* N/O 0 1 2 3

- Teacher's questions are of high quality and vary on Bloom's Taxonomy. Adequate wait time is provided
- Teacher creates genuine discussion or facilitates student led discussions. Student contribution is encouraged
- Teacher ensures that all students participate and all voices are valued

3c: *Engaging Students in Learning* N/O 0 1 2 3

- Activities and assignments are cognitively engaging for all students and exploration of the content is the focus
- Instructional groups are productive and appropriate for the purpose of the lesson
- Instructional materials and resources are suitable and engage students in learning the concepts/procedures
- The lesson has a clearly defined structure around which the activities are organized and pacing is appropriate

3d: Using Assessment in Instruction N/O 0 1 2 3

- Students are fully aware of the criteria and performance standards by which their work will be evaluated
- Teacher monitors progress of groups and individuals actively and systematically
- Teacher’s feedback to the students is timely and of consistently high quality
- Teacher facilitates students’ self-assessment of their own work against clearly stated criteria

3e: Demonstrating Flexibility and Responsiveness N/O 0 1 2 3

- Teacher successfully adjusts lesson based on close monitoring and formative assessments
- Teacher responds to students’ questions and seizes opportunities to extend learning during “teachable moments”
- Teacher persists in seeking approaches for students who struggle, drawing upon a broad repertoire of strategies

Domain 4: Professional Responsibilities

Components:

4a: Reflecting on Teaching N/O 0 1 2 3

- Teacher makes an accurate assessment of a lesson’s effectiveness and references specific evidence to support the judgment
- Teacher offers specific and realistic suggestions for alternative actions to improve lessons

4b: Maintaining Accurate Records N/O 0 1 2 3

- Teacher’s system for maintaining information of student completion of assignments is fully effective
- Teacher’s system for maintaining information of student progress in learning is fully effective
- Teacher’s system for maintaining information of student progress on non-instructional activities is fully effective

4c: Communicating with Families N/O 0 1 2 3

- Teacher provides frequent information to families, as appropriate, about the instructional program
- Teacher communicates with families about students’ progress with respect to cultural norms and responds to concerns
- Teacher’s effort to engage families in the instructional program are frequent and successful

4d: Participating in a Professional Community N/O 0 1 2 3

- Relationships with colleagues are based on mutual support and cooperation. Teacher initiates a cooperative spirit
- Teacher actively participates in a culture of professional inquiry and leads when appropriate
- Teacher volunteers to participate in school events, making a substantial contribution
- Teacher volunteers to participate in school projects, making a substantial contribution

4e: Growing and Developing Professionally N/O 0 1 2 3

- Teacher seeks out opportunities for professional development to enhance content and pedagogical knowledge
- Teacher welcomes feedback from cooperating teacher and university supervisor
- Teacher participates actively in assisting and supporting other educators

4f: Showing Professionalism N/O 0 1 2 3

- Teacher displays high standards of honesty, integrity and confidentiality with colleagues, students and the public
- Teacher is proactive in serving students, seeking out resources when needed
- Teacher advocates for all students and challenges negative attitudes or practices for underserved students
- Teacher maintains an open mind and participates in team decision making
- Teacher complies fully with school, district and Commonwealth standards of conduct for teachers

Student Teacher Date

Cooperating Teacher Date

or

University Supervisor Date