***Pedagogy Evaluation***

Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­

Cooperating Teacher/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Directions –*** The form will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher[[1]](#endnote-1), and Student Teacheri

Each member of the team (Cooperating Teacherii, University Supervisor, and Student Teacheri)

1. Completes the evaluation in week 5 or 6 (Mid-term) of the student teaching experience AND in week 13 or 14 (Final)
2. Brings the completed survey to the mid-term 3-way conference

At the Mid-term 3-way conference

1. Goals are set for the remainder of the student teaching experience
2. The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

1. Suggestions and comments are made to assist in the transition to teaching role
2. The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

| **Item/ Standards** | **Exceeds Expectations** **(3 points)** | **Meets Expectations** **(2 points)** | **Emerging** **(1 point)** | **Does Not Meet Expectations****(0 points)** |
| --- | --- | --- | --- | --- |
| **Planning** |
| **A. Focus for Learning: Standards and Goals**OSTP 4.1, 4.2NCATE 1cCAEP/ InTASC 7a | Plans are *all* aligned to appropriate Ohio Learning **Standards**AND**Goals** are *challenging* and measurable. AND*The teacher articulates the importance of the* ***goal****(s) and* appropriateness for students | Plans are *frequently* aligned to appropriate Ohio Learning **Standards**AND**Goals** *are* measureable AND***Goal****(s) are appropriate for students* | Plans *rarely* align to appropriate Ohio Learning **Standards**AND/OR*Some* **goals** are measureable  | Plans *do not align* to the appropriate Ohio Learning **Standards**AND**Goals** *are not* measureable  |
| **B. Objectives/ Targets**OSTP 1.1, 1.2, 1.5, 2.1, 2.3, 4.1, 4.2, 4.3 NCATE 1cCAEP/ InTASC 1b, 2a, 7a, 7b | Articulates **objectives/targets** that are appropriate for learners ANDStandards, **objectives/targets**, and learning tasks are consistently aligned with each otherAND*Attends to appropriate developmental progressions relative to age and content-area* | Articulates **objectives/targets** that *are* appropriate for learners ANDStandards, **objectives/ targets**, and learning tasks *are consistently* aligned with each other | Articulates *some* **objectives/targets** that are appropriate for learners ORStandards, **objectives/ targets**, and learning tasks, are *loosely or are not consistently* aligned with each other | *Does not* articulate **objectives/targets** that are appropriate for learners AND/ORStandards, **objectives/ targets**, and learning tasks *are not aligned* with each other |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **C. Methods, Materials, and Resources**OSTP 1.1, 1.2, 1.5, 2.2, 2.5, 4.6, 4.7NCATE 1c, 4aCAEP/ InTASC 2a, 2f, 2c, 4g, 7b, 7c, 8a | **Methods, materials and resources** align with all objectives/targetsANDDifferentiates instruction to support learner developmentANDOrganizes instruction to ensure content is comprehensible, *relevant*, accessible, and *challenging* for all learnersAND*Plans to engage learners in ownership of their learning* | **Methods, materials and resources** align with *all* objectives/targetsANDDifferentiates instruction to support learner developmentANDOrganizes instruction to ensure content is comprehensible and *accessible* for most learners | **Methods, materials, and resources** align with *some* of the objectives/targetsANDDifferentiation of instruction is *minimal* ANDOrganizes instruction to ensure content is *comprehensible* for some learners | **Methods, materials, and resources** *do not align* with objectives/targetsORDifferentiation of instruction is *absent*  |
| **D. Assessment of student learning**OSTP 2.3NCATE 1dCAEP/InTASC 6b, 6e | Planned **assessments** are varied and *consistently* provide opportunities for learners of varying abilities to illustrate competenceANDAlign with the Ohio Learning StandardsANDRepresents knowledge & skill articulated through objectives/targets AND*Support student evaluation of their learning* | Planned **assessments** are varied and *generally* provide opportunities for learners of *varying abilities* to illustrate competenceAND*Align* with the Ohio Learning Standards AND*Represents* knowledge & skill articulated through objectives/targets  | Planned **assessments** provide opportunities for *some* learners to illustrate competenceAND*Generally* align with the Ohio Learning StandardsANDRepresents *most* of the content articulated through objectives/targets  | Planned **assessments** *are not included*OR *Do not* align with the Ohio Learning Standards |
| **E. Individually Responsive** **Teaching**OSTP 1.1, 1.2, 1.5, 2.4, 2.5, 4.2, 4.4, 4.6NCATE 1c, 4aCAEP/ InTASC 2a, 2b, 5b, 7d | Lessons make meaningful and *relevant* connections between *lesson content*, prior learning and future learning, *other disciplines and real-world experiences* | Lessons make clear and *coherent* connections with students’ prior knowledge and future learning—both *explicitly* to students and *within* the lesson | Lessons make an *attempt* to connect the lesson to students’ prior knowledge, to previous lessons or future learning *but is not completely successful* | Lessons *do not* build on or connect to students’ prior knowledge, or the explanations given *are illogical or inaccurate* as to how the content connects to previous and future learning |
| **F. Research in Lesson Planning & Implementation** OSTP 4.2, 4.4NCATE 1c | Connects assessment practices and instructional strategies to **research and/or developmental theory**AND*Justifies the connection between theory and the selections of assessment and instruction* | Connects assessment practices and instructional strategies to **research and/or developmental theory**   | Assessment practices and instructional strategies have *minimal* connections to **research or developmental theory** | Assessment practices and instructional strategies have *no connections* to **research or developmental theory** |

|  |
| --- |
| **Instructional Delivery** |
| **G. Central Focus**OSTP 4.3, 4.4 | *Consistently* identifies **central focus** for the students verbally *and* in writing  | *Identifies* **central focus** for the students verbally *or* in writing | *Sometimes* identifies the **central focus** for the students *verbally or in writing* | *Does not* identify the **central focus** for the students |
| **H. Clarity**OSTP 4NCATE 1b | Provides clear, coherent, and accurate directions and explanations AND*Provides directions and explanations throughout the lesson, as needed* | Provides clear, *coherent*, and accurate directions and explanations  | Provides *some* clear and accurate directions and explanations | *Does not* provide clear and accurate directions and explanations |
| **I. Higher-Level Thought Process**OSTP 1.2NCATE 4aCAEP/ InTASC 4c, 5c, 5d, 5f, 8a, 8e, 8f  | *Consistently* implements activities and methods including discovery that meets the individual needs of the students and encourages *creative, critical, and independent thought* | *Uses* various activities and methods, including questions and student discovery to encourage students to move beyond the facts | *Infrequently* uses various activities and methods, including questions and student discovery to encourage students to move beyond the facts | *Discourages* student discovery AND/OR students to move beyond the facts  |
| **J. Checking for Understanding and Adjusting Instruction**OSTP 3.1, 3.2, 3.3NCATE 1dCAEP/ InTASC 4e, 8b, 8i | *Continually* **checks for understanding** AND Makes *logical and appropriate* **adjustments** accordingly (Whole class/ group and *individual students*) | **Checks for understanding** at *key moments* AND *Makes* **adjustments** to instruction accordingly (Whole class/ group) | *Inconsistently* **checks for understanding** ORMakes *attempts* to adjust instruction accordingly, but **adjustments** *may cause additional confusion* | *Does not* **check for understanding** during lessonAND/ OR*Does not make any* **adjustments** based on learners’ responses |
| **K. Interactive Technology**OSTP 4.7NCATE 1bCAEP/ InTASC 2f, 4g, 6i, 8g, 5c | *Integrates, selects, adapts*, and uses a variety of **technologies** in developmentally appropriate avenues relevant to the learning objectives/ targets of the lessonANDDemonstrates examples of **technologies** that:1) convey key concepts AND2) enable learners to demonstrate knowledge or skills AND/OR*3) extend all learners’ understanding of concepts*  | Uses **technologies** in *developmentally appropriate* avenues relevant to learning objectives/ targets of the lessonANDIncludes at least one example of **technology** that1) convey key conceptsAND/OR2) enable learners to demonstrate knowledge or skills | Uses **technologies** *relevant* to the learning objectives/ targets of the lessonAND/ORUses **technologies** to:1) convey key conceptsOR2) enable learners to demonstrate knowledge or skills | Does not use **technologies** ORUse of **technologies** is *not* relevant to the learning objectives/ targets of the lesson |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **L. Safe and Respectful Learning Environment**OSTP 5.1, 5.2, 5.3, 5.4, 5.5NCATE 4aCAEP/ InTASC 3b, 3d, 3f, 3c | Provides an *accepting*, **safe and respectful learning environment** with *well-established and seamless* routines and transitions AND*Establishes and promotes* constructive working relationshipswith learners that encourage engagement, ownership and reflection on all aspects of the classroomsANDUses researched-based strategies to lessen disruptive behaviors and reinforce positive behavior AND*Students are actively encouraged to take responsibility for their behavior* | Provides a **safe and respectful learning environment** with routines and transitions AND*Establishes and promotes* constructive working relationshipswith learnersAND*Uses* researched-based strategies to lessen disruptive behaviors and reinforce positive behavior  | Provides a **safe learning environment** with *minimal* routines and transitions AND/OR*Attempts* to establish working relationshipswith learnersAND/OR*Attempts* to use constructive strategies to lessen disruptive behaviors and reinforce positive behavior | *Does not* provide a **safe learning environment** OR*Does not* establish working relationshipswith learnersOR*Does not* use constructive strategies to lessen disruptive behavior or reinforce positive behavior |
| **Assessment** |
| **M. Assessment: Guide Instruction**OSTP 3.1, 3.2, 3.3NCATE 1c, 1dCAEP/ InTASC 1a, 6a, 6c, 6g, 7d | Uses appropriate formative and summative methods to assess and adjust for individuals and groups ANDUses data to design and *differentiate* *research-based* instruction and **assessment**AND*Uses data-informed decisions (trends and patterns) to set short and long term goals and for future instruction &* ***assessment*** | *Uses* appropriate formative and summative methods to assess and adjust for individuals or groups ANDUses data to design instruction and **assessment** | Uses *minimal* methods to assess various individuals or groupsAND/ORUses *minimal* data to design instruction and **assessment** | *Does not use* various methods to assess various individuals or groupsAND/OR*Does not* use data to design instruction and **assessment** |
| **N. Assessment: Feedback to Learners** OSTP 3.4, 3.5NCATE 1dCAEP/ InTASC 6d, 8b | Communicates *explicit, individualized*, and descriptive **feedback** that addresses *both strengths* and needs of the learners in relation to specific learning objectives/targets ANDProvides timely **feedback**, guiding learners on *how to use feedback to monitor their own progress*ANDUses a *variety of methods* to provide **feedback** (e.g., written and oral) | Communicates *comprehensible* and descriptive **feedback** that addresses *some* of the needs of the learners in relation to specific learning objectives/targetsAND Provides timely **feedback**, guiding learners with *support* to improve | *Attempts to* communicate *comprehensible* and descriptive **feedback** that addresses *some* of the needs of the learners in relation to specific learning objectives/targetsAND/ORAttempts to provide **feedback**, guiding learners with *minimal* support to improveOR Feedback is provided in a somewhat timely fashion | Does not provide **feedback**, *nor* guides learners with support to improveOR **Feedback** is *not* timely |

***Professional Dispositions Evaluation***

Candidatei: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­

Cooperating Teacher/sii: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***What are dispositions****?* Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation and development as well as the educator’s own professional growth (National Council for the Accreditation of Teacher Education).

***Directions –*** The form will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher[[2]](#endnote-2), and Student Teacheri

Each member of the team (Cooperating Teacherii, University Supervisor, and Student Teacheri)

1. Completes the evaluation in week 5 or 6 (Mid-term) of the student teaching experience AND in week 13 or 14 (Final)
2. Brings the completed survey to the mid-term 3-way conference

At the Mid-term 3-way conference

1. Goals are set for the remainder of the student teaching experience
2. The University Supervisor records the consensus ratings and enters into TK20 by the end of week 7

At the Final 3-way conference

1. Suggestions and comments are made to assist in the transition to teaching role
2. The University Supervisor records the consensus ratings and enters into TK20 by the end of week 14

***What else should a teacher candidate know?***  It is the student teacher’s responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

|  |
| --- |
| **Professional Commitment & Behaviors** |
| **Standards** | **Competency**  | **MEETS (2)** | **DOES NOT MEET (0)** |
| OSTP 7.1, 2.3NCATECAEP / InTASC 9(o) | A. Demonstrates **compliance with laws, regulations, and policies** (university, school and district) |  |  |
| OSTP 7.1 NCATECAEP / InTASC 9(o) | B. Academic integrity is evident and consistent |  |  |
| OSTP 7.1NCATECAEP / InTASC 9(o) | C. Maintains appropriate confidentiality with all students, parents/caregivers, and colleagues *at all* times |  |  |
| OSTP 7.1NCATECAEP / InTASC 9(o) | D. Is honest and respectful in dealing with others |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| OSTP 7.1 NCATECAEP / InTASC 9(o) | E. Demonstrates care and concern about truth and ethics |  |  |
| OSTP 7.1 NCATECAEP / InTASC 9(o) | F. Personal integrity is consistent with expectations of the profession |  |  |
| OSTP 7.1 NCATECAEP / InTASC 9(o) | G. Dresses professionally and appropriately for the context of the practicum setting as defined by the district and university policies |  |  |
| **Item/ Standards** | **Exceeds Expectations****(3 points)** | **Meets Expectations****(2 points)** | **Emerging****(1 point)** | **Does Not Meet Expectations****(0 points)** |
| **H. Preparation**OSTP Standard 1, 2NCATECAEP / InTASC 7(n), 7(p); 7(q), 8(r) | *Fully* **prepared** to teach on a daily basis with all materials (manipulatives, handouts, resources, etc.)ANDMaterials are organized and easily accessibleANDPrepared for the unexpected and flexible | *Fully* **prepared** to teach on a daily basis with all materials (manipulatives, handouts, resources, etc.)AND Materials are organized and easily accessible | *Is not consistently p***repared** to teach on a daily basis with all materials (manipulatives, handouts, resources, etc.)ORMaterials are not organized or easily accessible | *Not* **prepared** to teach on a daily basis with all materials (manipulatives, handouts, resources, etc.)AND Materials are unorganized and not easily accessible |
| **I. Punctuality**OSTP 7.1 NCATECAEP / InTASC 9(o) | Is punctual for student teaching (beginning and ending of teacher work day, professional teaching duties, and classroom teaching) AND Extends time in the building before or after the teacher workday to support academic preparation | Is punctual for student teaching (beginning and ending of teacher work day, professional teaching duties, and classroom teaching)  | Most of the time is punctual for student teaching (beginning and ending of teacher work day, professional teaching duties, and classroom teaching)  | Is not punctual for student teaching (beginning and ending of teacher work day, professional teaching duties, and classroom teaching)  |

| ***J. Equity and Dignity of Learners***OSTP 1.3, 1.4, 1.5, 5.2, 5.5, 4.4, 4.5, 2.5 NCATECAEP / InTASC 2, 3(q), 4(q), 9(m) | Through actions and dialogue, conveys the belief that all students can learn regardless of the challenges that may be faced by providing an equitable learning environmentAND Attempts to meet the educational needs of all students in a caring, nondiscriminatory and equitable manner based on the belief that all students will achieve to their full potentialAND*Identifies and articulates personal biases* in order to minimize any negative impact on relationships | Through actions and dialogue, conveys the belief that all students can learn regardless of the challenges that may be faced by providing an equitable learning environmentAND Attempts to meet the educational needs of all students in a caring, nondiscriminatory and equitable manner based on the belief that all students will achieve to their full potential | Through actions and dialogue, conveys the belief that all students can learn regardless of the challenges that may be faced by providing an equitable learning environmentOR Attempts to meet the educational needs of all students in a caring, nondiscriminatory and equitable manner based on the belief that all students will achieve to their full potential | Does not convey the belief that all students can learnORDemonstrates bias against a student or particular group |
| --- | --- | --- | --- | --- |
| **Professional Relationships** |
| **K. Collaboration**OSTP Standard 6NCATECAEP / InTASC 3(r), 3(q), 7(o), 10(r), 10(q) | *Establishes* productive relationships with cooperating teacher, members of the school community (other teachers, school personnel, administrators, etc.) through dialogue, collegial conflict, and face to face and virtual contextsAND*Eager* to consult with and learn from colleagues in planning and implementing instruction[[3]](#footnote-1)AND *Initiates* these interactions | *Establishes* productive relationships with cooperating teacher and members of the school community (other teachers, school personnel, administrators, etc.) through active listening and dialogueAND*Attempts* to consult with and learn from colleagues in planning and implementing instruction[[4]](#footnote-2) | *Attempts* to develop productive relationships with cooperating teacher and members of the school community | *Does not* establish productive relationships with cooperating teacher and members of the school communityOR*Does not* engage in consultation with colleagues  |
| **L. Communication with parents and students[[5]](#footnote-3)**OSTPNCATE 3bCAEPInTASC | Oral and written language is respectful, articulate, clear and appropriate to the situation and audienceAND*Actively* initiates effective communication in order *to share ideas*ANDExchanges information about student, and their learning with families, support personnel, and studentsANDListens attentively and responsivelyANDUses grammatically correct speech and writing | Oral and written language is respectful, articulate, clear and appropriate to the situation and audienceANDInitiates effective communication in order exchanges information about students, and their learning with families, support personnel, and studentsANDListens attentively and responsively. ANDUses grammatically correct speech and writing | Oral and written language is respectful and appropriate to the situation and audienceAND*Participate*s in communication about students, and their learning with cooperating teacher and/or support personnelANDListens attentivelyANDUses grammatically correct speech and writing most of the time | Uses inappropriate oral and/or written languageORHas limited communication with cooperating teacher and/or support personnel about students, and their ORDoes not listen |
| **M. Advocacy**OSTP 4.2, 6.4, 7.3NCATECAEP / InTASC 2(m), 5(q), 10(s) | *Identifies and articulates* specific areas in need of **advocacy** (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism)ANDEngages in actions based upon identified needs | *Identifies and articulates* areas in need of **advocacy** (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism) | Recognizes areas in need of **advocacy** (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism) | *Does not* recognize areas in need of **advocacy** (e.g., technology integration, contemporary best practices, students, cultural awareness, academic literacies, professionalism) |

| **Critical Thinking and Reflective Practice** |
| --- |
| **N. Critical thinking and problem- solving skills[[6]](#footnote-4)**OSTP 1.3, 1.2, 2.4, 2.5, 3.3, 4.6, 5.3, 7.3NCATECAEP / InTASC 4(p), 5(q), 9(l) | Consistently demonstrates strong reflection with connections across students/materialsANDActive problem solving, proposes one or more solutions that indicate comprehension of the problem and is sensitive to contextual factors ANDProposes one or more solutions that indicate comprehension of a problem and is sensitive to contextual factors | Consistently demonstrates reflection with connections across students/materialsANDActive problem solving, proposes a solution that indicates comprehension of the problem and considers contextual factors  | Limited ability to reflect AND Attempts problem solving and proposes a solution | Summarizes and reports instead of reflectsOR *Does not attempt to reflect.* *AND* *Does not perceive there are problems* |
| **O. Responds positively to constructive criticism**OSTP 6.2, 6.3, 7.2NCATE 4DCAEP / InTASC 9(n), 8(r) | Is receptive to **feedback** and supervisionANDIncorporates feedback from other professionals (e.g., cooperating teacher, university supervisor) to make changes in teachingANDP*roactively seeks feedback from other professionals in advance of and following implementation**AND*Responsible for own emotions and behaviors; appropriately expresses feelings; and does not blame others  | Is receptive to **feedback** and supervisionANDIncorporates feedback from other professionals (e.g., cooperating teacher, university supervisor) to *make changes in* teaching ANDResponsible for own emotions and behaviors; appropriately expresses feelings; and does not blame others  |  Is receptive to **feedback** and supervisionORIncorporates feedback from other professionals (e.g., cooperating teacher, university supervisor) to *make changes in* teaching ORNot responsible for own emotions and behaviors; blames others | Is not receptive to **feedback** and supervisionORDoes not consistently incorporate feedback from other professionals (e.g., cooperating teacher, university supervisor) to make changes in teachingORExpresses feelings inappropriately |
| **P. Engages in Professional Development**OSTP 7.2NCATECAEP / InTASC 9(m), 9(n), 10(r), 10(s), 10(t) | Participates in *multiple (2+)* professional development opportunities (e.g. workshops, seminars, attending a professional conference, joining a professional organization) ANDProvides evidence of application of the knowledge acquired from PD in practice | Participates in *at least one* professional development opportunity (e.g. workshop, seminar, attending a professional conference) AND Provides evidence of application of the knowledge acquired from PD in practice or in professional conversations | Participates in *at least one* professional development opportunity (e.g. workshop, seminar, attending a professional conference) | Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference) |

|  |  |
| --- | --- |
| **What went well? Areas of strength?** |  |
| **Possible opportunities for growth** |  |

**Goals for Improvement: Pedagogy and Dispositions**

Following the Three-way Midterm Evaluation between the Student Teacheri, the university supervisor, and the Cooperating Teacherii, the Student Teacheri will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacheri.

|  |  |  |
| --- | --- | --- |
| **Goal** (must have a minimum of one goal) | **Connection to 3-way form** | **Details and Explanation** |
| *Example:* *1. Incorporate more interactive technologies into instruction*  | **N. Assessment: Feedback to Learners**  | *I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process.**I will focus on “quick and quiet” feedback.* *I will prepare feedback ahead of time using data* |
| 1.  |  |  |
| 2.  |  |  |
| 3.  |  |  |

**Comments**

**Glossary of Terms**

**Academic Integrity:** Candidates maintain academic integrity by not committing academic misconduct. Academic misconduct includes (but is not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials.[[7]](#footnote-5)

**Advocacy:** Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

**Analyze:** To examine data carefully and critically in order to identify key components and potential outcomes.

**Assessment: “**Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement.”[[8]](#footnote-6)

**Central Focus:** A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment. [[9]](#footnote-7)

**Common Core State Standards**: A set of educational standards benchmarked to international standards for English language arts and mathematics, voluntarily adopted by states (including Ohio). “These standards are designed to ensure that learners graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and learners have a clear understanding of what is expected of them.”[[10]](#footnote-8)

**Cooperating Teachers**ii**:** Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

**Developmental Theory (General):** Theories that describe the stages of development of children/adolescents (e.g., Erikson’s Theory of Psychosocial Development, Kohlberg’s Theory of Moral Development, Piaget’s Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories)

**Developmental Theory (Content-Specific):**  Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next. (Stevens, Shin & Krajcik, 2009)[[11]](#footnote-9)

**Differentiate: “**To respond to variance among learners” by modifying “content, and/or process, and/or products, and/or the learning environment” according to learners’ “readiness, interest, or learning profile.”[[12]](#footnote-10)

**Engagement:** The degree of attention, curiosity, interest, optimism, and passion that the student teacher shows when they are preparing lessons, during the teaching of a lesson, and when reflecting on lessons. Attention refers to fully present in the moment and without distractions (e.g., texting, email)

**Fair:** When a teacher provides all learners with what they individually need to be successful learners.

**Feedback: “**Information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improving learning.”[[13]](#footnote-11)

**Formative Assessment:** “Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement.”1

**Goal Setting:** When teachers identify appropriate measures of learner performance (including, but not limited to, standardized tests), in order to provide information on the learning gains of learners, and set quantifiable goals related to learner progress. [[14]](#footnote-12)

**Individually Responsive Teaching (IRT)**: Pedagogy that responds to the needs of individual learners. Characteristics may include understanding individual learning and thinking styles, positive perspectives on parents and families; communication of high expectations; learning within the context of culture; learner-centered instruction; reshaping the curriculum; and teacher as facilitator.

**Interactive Technology:** Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples include: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

**Key Concepts:** The essential ideas of the content area/discipline.

**Learning Environment**: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

**Misconceptions: “**ideas that provide an incorrect understanding of such ideas, objects or events that are constructed based on a person’s experience” (Martin *et al*., 2002).[[15]](#footnote-13)

**Objectives/Targets:** Learner learning outcomes to be achieved by the end of the lesson or learning segment.[[16]](#footnote-14)

**Ohio Academic Content Standards**: “Clearly defined statements and/or illustrations of what all learners, teachers, schools and districts are expected to know and be able to do,” as determined by the [Ohio Department of Education](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1696). [[17]](#footnote-15)

**Ohio Learning Standards:** Standards can include content standards, performance standards, and operating standards. **Content Standards**describe the knowledge and skills that students should attain, often called the "what" of "what students should know and be able to do." **Performance Standards** are concrete statements of how well students must learn what is set out in the content standards, often called the "be able to do". Finally, **operating Standards** describe the conditions for learning.[[18]](#footnote-16)

**Ohio Standards for the Teaching Profession:** The Educator Standards Board (ESB) was established by the Ohio General Assembly to bring standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers.[[19]](#footnote-17)

**Ohio Teacher Evaluation System:** Ohio teacher evaluation system including measures of teacher performance on standards as well as student growth measures[[20]](#footnote-18)

**Problem-solving:** A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

**Research: “**The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge.”[[21]](#footnote-19)

**Self-Assessment**: Process in which learners observe, monitor, and judge their knowledge and/or behaviors, using criteria (frequently supplied by the teacher) to determine how their knowledge and/or behaviors can be improved.

**Student Learning Objectives:** A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or subgroups of students. SLOs demonstrate teacher’s impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.

**Student Growth Measures:** These measures can include value-added data when available, approved vendor assessments, or locally determined measures.[[22]](#footnote-20)

**Summative Assessment: “**Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met.”1

**Targets:** See definition for **objectives**.

**Value-Added:** Value-added analysis is a statistical method that helps educators measure the impact of schools and teachers have on students’ academic progress rates from year to year. All value-added measures are not the same. These are measures that provide educators with information on how they can use data to focus instruction.

1. Form developed by:

The Ohio State University: Beickelman, F., Bendixen-Noe, M., Bode, P., Brownstein, E., Day, K., Fresch, M., Kaplan, C., and Whittington, M.

Bowling Green State University: Gallagher, D.

Cleveland State University: Price, A., Crell, A.

Kent State University: Arhar, J., Turner, S.

University of Akron: Jewell, W.

University of Toledo, Stewart, V.

Wilmington College: Hendricks, M.

Wittenberg University: Brannan, S., Whitlock, T. [↑](#endnote-ref-1)
2. [↑](#endnote-ref-2)
3. Wording in this row is heavily based on ODE Standard for Teachers, Standard 6. [↑](#footnote-ref-1)
4. Wording in this row is heavily based on ODE Standard for Teachers, Standard 6. [↑](#footnote-ref-2)
5. From: California Standards for the Teaching Profession – Standard 5 & 6 Rubrics (Assessing Student Learning & Developing as Professional Educator) [↑](#footnote-ref-3)
6. Based on AACU Critical Thinking and Problem-Solving Value Rubrics [↑](#footnote-ref-4)
7. 1 Also called intern or candidate

2 Also called mentor [↑](#footnote-ref-5)
8. Arizona K12 Center. (2012). *Standards continuum guide for reflective teaching practice*. Northern Arizona University [↑](#footnote-ref-6)
9. Stanford Center for Assessment, Learning, & Equity. (2014) edTPA Handbooks [↑](#footnote-ref-7)
10. http://www.corestandards.org/frequently-asked-questions [↑](#footnote-ref-8)
11. Stevens, S. Y., Shin, N., & Krajcik, J. (2009, June). Towards a model for the development of an empirically tested learning progression. Learning progressions in science conference, Iowa City, IA. [↑](#footnote-ref-9)
12. Tomlinson, C.A. (2000). *Differentiation of instruction in the elementary grades*. Retrieved from ERIC database (ED 443572). [↑](#footnote-ref-10)
13. http://www.ets.org/Media/Research/pdf/RR-07-11.pdf [↑](#footnote-ref-11)
14. McBride, Melissa, and Mason Miller. "Chapter 5. Assessing Teacher Quality Through Goal-Setting: The Alexandria, Virginia, School District." *Linking Teacher Evaluation and Student Learning*. N.p., n.d. Web. 11 Dec 2012. <http://www.ascd.org/publications/books/104136/chapters/Assessing\_Teacher\_Quality\_Through\_Goal-Setting@\_The\_Alexandria,\_Virginia,\_School\_District.asp&xgt;. [↑](#footnote-ref-12)
15. Martin, R., Sexton, C. and Gerlovich, J. (2002) *Teaching science for all children: Methods for constructing understanding*. Boston: Allyn and Bacon. [↑](#footnote-ref-13)
16. Stanford Center for Assessment, Learning and Equity (SCALE). (2013). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University. [↑](#footnote-ref-14)
17. http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1696 [↑](#footnote-ref-15)
18. Ohio Department of Education: http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Ohios-New-Learning-Standards/Ohio-s-New-Learning-Standards-Resources/Ohio-s-New-Learning-Standards-Terminology [↑](#footnote-ref-16)
19. http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev\_TeachingProfession\_aug10.pdf.aspx [↑](#footnote-ref-17)
20. http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System [↑](#footnote-ref-18)
21. http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificallyBasedRes/tabid/10877/Default.aspx [↑](#footnote-ref-19)
22. http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures [↑](#footnote-ref-20)