

Preservice Teacher Formative Assessment during the Practicum Experience

Preservice Teacher:

Date:

Completed by:

<b>Ratings:</b>	<b>0 = undocumented</b> <i>The preservice teacher does <b>not</b> possess the necessary knowledge and cannot apply or demonstrate the standard.</i>	<b>1 = minimal</b> <i>The preservice teacher <b>inconsistently</b> possesses the necessary knowledge and inconsistently demonstrates the standard.</i>	<b>2 = emerging</b> <i>The preservice teacher possesses the necessary knowledge and <b>consistently</b> and somewhat effectively demonstrates the standard.</i>	<b>3 = advanced</b> <i>The preservice teacher <b>exceeds</b> the target expectations for the standard and for those entering the field.</i>
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Standard 1: Content knowledge aligned with appropriate instruction	Evidence	Rating & Comments
<p><u>1.1 Content knowledge and academic language</u>  <u>1C1)</u> The preservice teacher demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.</p> <p><b>Evidence:</b> Demonstrates knowledge of the appropriate content, learning outcomes and academic language as related to various subject areas.</p>	<p><b>1.1 Possible Observable Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates a general awareness of <b>appropriate content</b></li> <li><input type="checkbox"/> Designs lessons that align learning objectives to the <b>Missouri Learning Standards</b></li> <li><input type="checkbox"/> Can identify essential <b>academic language</b> relative to appropriate content</li> <li><input type="checkbox"/> Develops lesson plans that reflect appropriate content and academic language</li> </ul>	<p>Rating _____</p> <p>Comments:</p>
<p><u>1.2 Student engagement in subject matter</u>  <u>1C2)</u> The preservice teacher demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.</p> <p><b>Evidence:</b> Is knowledgeable of different strategies that result in increased levels of student engagement</p>	<p><b>1.2 Possible Observable Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is knowledgeable on how to <b>assess student engagement</b></li> <li><input type="checkbox"/> while in the process of instruction</li> <li><input type="checkbox"/> Familiarity with possible <b>strategies for building student engagement</b></li> <li><input type="checkbox"/> Understands different strategies for <b>adjusting pacing</b> to enhance student engagement</li> <li><input type="checkbox"/> <b>Scans</b> the room regularly to identify engagement</li> <li><input type="checkbox"/> Provides students opportunities to process the content through <b>quality talk</b></li> <li><input type="checkbox"/> Utilizes wait time to enhance student responses</li> </ul>	<p>Rating _____</p> <p>Comments:</p>

Next Steps:

Standard 3: Curriculum Implementation	Evidence	Recommendation
<p>3.1 Implementation of curriculum standards 3C1) The preservice teacher understands the components and organization of an effective curriculum; is able to create aligned learning experiences; can locate national and state standards; and is able to align them to learning outcomes.</p> <p><b>Evidence:</b> Demonstrates awareness of the need to build learning experiences that are appropriate and directly linked to district curriculum and assessments and state and national standards</p>	<p><b>3.1 Possible Observable Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is knowledgeable on how to <b>create effective lessons and learning activities</b></li> <li><input type="checkbox"/> Understands how to determine if lessons and learning activities <b>align to the district curriculum</b></li> <li><input type="checkbox"/> Designs <b>evidence-based lessons</b> and assessments exhibiting understanding of appropriate curriculum</li> <li><input type="checkbox"/> Designs and/or utilizes embedded <b>formative assessment</b> opportunities and learning activities aligned to district, state, and/or national standards</li> </ul>	<p>Rating _____ Comments:</p>
<p><b>Next Steps:</b></p>		
Standard 4: Critical Thinking	Evidence	Recommendation
<p>4.1 Student engagement in critical thinking 4C1) The preservice teacher can demonstrate knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.</p> <p><b>Evidence:</b> Demonstrates knowledge of various types of instructional strategies and resources that result in enhanced critical thinking skills in students</p>	<p><b>4.1 Possible Observable Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides opportunities for student <b>self-monitoring, self-reflection, and /or self-directed learning</b></li> <li><input type="checkbox"/> Embeds <b>questions</b> throughout instruction designed to generate responses from students requiring <b>critical thinking and analysis</b></li> <li><input type="checkbox"/> Designs lessons in which students are prompted to <b>defend their thinking</b></li> <li><input type="checkbox"/> Uses research-based instructional strategies to promote <b>rigor and relevance</b></li> <li><input type="checkbox"/> Facilitates opportunities for students to analyze <b>problems and possible solutions</b></li> <li><input type="checkbox"/> Provides opportunities to convey student ideas through <b>product and/or process</b></li> </ul>	<p>Rating _____ Comments:</p>
<p><b>Next Steps:</b></p>		

Standard 5: Positive Environment	Evidence	Recommendation
<p>5.3 Classroom, school &amp; community culture 5C3) The preservice teacher recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.</p> <p><b>Evidence:</b> Has an understanding of the importance of culture and positive relationships to support learning</p>	<p><b>5.3 Possible Observable Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Builds <b>positive rapport</b> with students</li> <li><input type="checkbox"/> Encourages positive interactions between students</li> <li><input type="checkbox"/> All students can hear and see the teacher</li> <li><input type="checkbox"/> All materials are well organized for appropriate learning</li> <li><input type="checkbox"/> Students are encouraged to persevere despite difficulty</li> <li><input type="checkbox"/> Procedures and norms are posted</li> <li><input type="checkbox"/> Preserves instructional time</li> </ul>	
<p><b>Next Steps:</b></p>		
Standard 6: Effective Communication	Evidence	Recommendation
<p>6.1 Verbal, nonverbal communication 6C1) The preservice teacher understands the importance of and develops the ability to use effective verbal, nonverbal communication techniques.</p> <p><b>Evidence:</b> Is aware of the importance and can demonstrate effective verbal and nonverbal communication</p>	<p><b>6.1 Possible Observable Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides clear instructions through <b>verbal and non-verbal cues</b></li> <li><input type="checkbox"/> Clearly <b>conveys objectives</b> verbally and visually</li> <li><input type="checkbox"/> Checks for student understanding through paraphrasing and/or restating questions</li> <li><input type="checkbox"/> Clearly and effectively <b>models</b> desired outcomes to enhance student comprehension</li> <li><input type="checkbox"/> <b>Technology</b> is utilized to enhance student understanding of content</li> <li><input type="checkbox"/> Demonstrates <b>proper grammar</b> in verbal and written communication</li> </ul>	<p>Rating _____ Comments:</p>
<p><b>Next Steps:</b></p>		

Standard 8: Professionalism	Evidence	Recommendation
<p>8.1 Self-assessment &amp; improvement 8C1) The preservice teacher understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.</p> <p><b>Evidence:</b> Is aware of the importance of self-reflection as an effective strategy for improving professional practice and the overall impact on student learning</p>	<p><b>8.1 Possible Observable Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains <b>professional conduct</b></li> <li><input type="checkbox"/> Maintains a <b>professional development plan and learning log</b></li> <li><input type="checkbox"/> <b>Reflects</b> on the efficacy of a lesson based on student learning and engagement</li> <li><input type="checkbox"/> <b>Accepts and utilizes feedback through</b> conferencing with mentors to adjust and improve practice</li> </ul>	<p>Rating _____</p> <p>Comments:</p>
<p><b>Next Steps:</b></p>		
<p><b>Additional Comments:</b></p>		