

Preservice Teacher Formative Assessment during the Practicum Experience

Preservice Teacher:

Date:

Completed by:

Ratings:	0 = undocumented <i>The preservice teacher does not possess the necessary knowledge and cannot apply or demonstrate the standard.</i>	1 = minimal <i>The preservice teacher inconsistently possesses the necessary knowledge and inconsistently demonstrates the standard.</i>	2 = emerging <i>The preservice teacher possesses the necessary knowledge and consistently and somewhat effectively demonstrates the standard.</i>	3 = advanced <i>The preservice teacher exceeds 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>Evidence: Demonstrates knowledge of the appropriate content, learning outcomes and academic language as related to various subject areas.</p>	<p>1.1 Possible Observable Data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a general awareness of appropriate content <input type="checkbox"/> Designs lessons that align learning objectives to the Missouri Learning Standards <input type="checkbox"/> Can identify essential academic language relative to appropriate content <input type="checkbox"/> Develops lesson plans that reflect appropriate content and academic language 	<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>Evidence: Is knowledgeable of different strategies that result in increased levels of student engagement</p>	<p>1.2 Possible Observable Data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable on how to assess student engagement <input type="checkbox"/> while in the process of instruction <input type="checkbox"/> Familiarity with possible strategies for building student engagement <input type="checkbox"/> Understands different strategies for adjusting pacing to enhance student engagement <input type="checkbox"/> Scans the room regularly to identify engagement <input type="checkbox"/> Provides students opportunities to process the content through quality talk <input type="checkbox"/> Utilizes wait time to enhance student responses 	<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>Evidence: 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>3.1 Possible Observable Data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable on how to create effective lessons and learning activities <input type="checkbox"/> Understands how to determine if lessons and learning activities align to the district curriculum <input type="checkbox"/> Designs evidence-based lessons and assessments exhibiting understanding of appropriate curriculum <input type="checkbox"/> Designs and/or utilizes embedded formative assessment opportunities and learning activities aligned to district, state, and/or national standards 	<p>Rating _____ Comments:</p>
<p>Next Steps:</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>Evidence: Demonstrates knowledge of various types of instructional strategies and resources that result in enhanced critical thinking skills in students</p>	<p>4.1 Possible Observable Data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities for student self-monitoring, self-reflection, and /or self-directed learning <input type="checkbox"/> Embeds questions throughout instruction designed to generate responses from students requiring critical thinking and analysis <input type="checkbox"/> Designs lessons in which students are prompted to defend their thinking <input type="checkbox"/> Uses research-based instructional strategies to promote rigor and relevance <input type="checkbox"/> Facilitates opportunities for students to analyze problems and possible solutions <input type="checkbox"/> Provides opportunities to convey student ideas through product and/or process 	<p>Rating _____ Comments:</p>
<p>Next Steps:</p>		

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

Standard 8: Professionalism	Evidence	Recommendation
<p>8.1 Self-assessment & 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>Evidence: 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>8.1 Possible Observable Data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains professional conduct <input type="checkbox"/> Maintains a professional development plan and learning log <input type="checkbox"/> Reflects on the efficacy of a lesson based on student learning and engagement <input type="checkbox"/> Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice 	<p>Rating _____</p> <p>Comments:</p>
<p>Next Steps:</p>		
<p>Additional Comments:</p>		