Developmental Model: Learning to teach is a developmental process. Consequently, students should not expect to fulfill each indicator and accomplished practice on their first observation. Rather, most students will proceed along a continuum, moving from Emerging, to Bridging, and finally to Fulfilled level of proficiency.

Evaluation Scale:

0 – Not Fulfilled: The teacher candidate is <u>**unsuccessful**</u> in demonstrating this Accomplished Practice

1 – Emerging: The teacher candidate is developing some skills and knowledge, but <u>**inconsistently**</u> demonstrating this accomplished practice; much more improvement is needed. Please note specific examples.

2 – Bridging: The teacher candidate is demonstrating many or most skills and knowledge consistent with pre-professional level, although <u>**not yet consistent over time**</u>; more improvement is needed. Please note specific examples.

3 – Fulfilled: The teacher candidate is <u>**proficient and consistent**</u> in demonstrating this Accomplished Practice. Please note specific examples.

NA – Not Available: The rater has been unable to observe or review documentation that demonstrates evidence of this indicator or accomplished practice. Please note specific examples.

NR – Not Relevant: This indicator or accomplished practice is not relevant for teacher candidate's situation or school context; explanation must be provided. Please tell why.

Comments: The comments section is used to identify areas of strengths, areas in need of improvements, and recommendations or strategies to be implemented next time. Please be as specific as possible.

Important—please put something in each comments section.

Developmental Approach:

1. During *foundation field experiences*, students will assist the teacher, and work individually with students or small groups of students. They do not teach whole class lessons.

2. During the *first practicum field experience*, students are expected to begin at the emerging and bridging level and moving towards fully bridged. In addition to the above, students will <u>teach five lessons</u> with a whole class component. **Mentor teachers will evaluate each lesson**.

3. During the *second practicum field experience*, students are expected to begin at the bridging level and moving towards meeting some competencies as fulfilled.. In addition to the above, students will <u>teach five lessons</u> with a whole class component. **Mentor teachers will evaluate each lesson**.

3. During *final internship/student teaching* and by the final evaluation the teacher candidate must demonstrate all 85% of the indicators as Fulfilled (3) level in order to receive a passing grade in final internship

SUMMARY OF PRE-OBSERVATION CONFERENCE (things to work on, skills to improve/continue):

SUMMARY OF POST-OBSERVATION CONFERENCE (the best things that happened during the lesson, areas to work on):

Domain 1: INSTRUCTIONAL DESIGN AND LEARNING: referencing IEPs, cognitive socio-emotional and physical development, family dynamics						
	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	Evidence
1.1 Lesson plan was developmentally appropriate and differentiated. (1a,b,c,3)	Final Interns who consistently present plans that are developmentally customized for their class (not cookie cutter plans) and differentiated for two or more sub-groups.	Any level teacher candidate presents a plan that is age/grade level appropriate and differentiated for one sub-group (e.g. ELL, ESE, gifted)	Any level teacher candidate presents a plan that is age/grade level appropriate or differentiated for one sub-group (e.g. ELL, ESE, gifted)	The lesson plan was neither age/grade level appropriate nor differentiated for one sub-group (e.g. ELL,ESE, gifted)		
1.2 Selected or created formative assessments to monitor learning successfully. (1d)	Final interns who consistently include two or more formative assessments that are aligned to learning objectives.	Any level teacher candidate includes two or more formative assessments that are aligned to learning objectives.	Any level teacher candidate includes one formative assessment that is aligned to learning objective.	There were no or no appropriate formative assessments included in the lesson plan.		
1.3 Considered and engaged a variety of learning modalities. (1f, 2h, 3g)	Final interns who consistently include five or more learning modalities that are aligned with objectives and specific to student needs in lesson plans.	Any level teacher candidate includes four learning modalities that are aligned with learning objectives in lesson plans.	Any level teacher candidate includes two learning modalities that are aligned with learning objectives in lesson plans.	The lesson did not provide opportunities for a variety of learning modalities.		

	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	
1.4 Lesson and assessments were directly tied to state standards.	Final interns who consistently identify and apply all appropriate state standards not only in content area, but integrated areas as well.	Any level teacher candidate who identifies and applies at least two appropriate state standards for the lesson.	Any level teacher candidate who identifies and applies at least one appropriate state standard for the lesson.	Standard(s) identified but not appropriate or the best standard for the lesson.		
Comments/Evidence:						

Domain 2: THE LEARNING ENVIRONMENT	Referencing management of the setting					
	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	Evidence
2.1 Clear articulation and strong vocal quality, easily understood. (2e)	Any level teacher consistently uses clear articulation, strong vocal quality, is easily understood across settings, and demonstrates variation as a strategy to enhance learning.	Any level teacher uses clear articulation, strong vocal quality, is easily understood across settings, and is beginning to demonstrate variation as a strategy to enhance learning.	Any level teacher uses clear articulation, strong vocal quality, or is easily understood in one setting, e.g. outdoors, small group, large group, direct instruction, etc.	The teacher candidate is frequently inarticulate, and/or vocal quality is inappropriate for the learning strategies being employed.		

	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	
2.2 Used effective and consistent classroom management techniques. (2b)	Final interns consistently Implements a variety of effective classroom management techniques e.g. proximity, democratic classroom, student autonomy, non-verbal cues, setting-specific system for classroom management.	Any level teacher demonstrates awareness of and frequently implements effective classroom management techniques e.g. proximity, democratic classroom, student autonomy, non-verbal cues, setting-specific system for classroom management.	Any level teacher demonstrates awareness of and occasionally implements effective classroom management techniques e.g. proximity, democratic classroom, student autonomy, non-verbal cues, dojo, setting-specific system for classroom management.	The teacher candidate is unaware of the need to manage the classroom.		
2.3 Modified lesson during delivery based on students' needs. (2e)	The final intern modifies lessons consistently and creatively, during delivery, based on student needs, e.g. environment, timing, pacing, modality, use of collaboration, active learning, group size, manipulatives, realia	Any level teacher modifies lessons based on student needs, e.g. environment, timing, pacing, modality, use of collaboration, active learning, group size, manipulatives, realia	Any level teacher modifies lessons in limited ways, based on their own needs, and/or inconsistently, e.g. environment, timing, pacing, modality, use of collaboration, active learning, group size, manipulatives, realia	The teacher candidate makes no modifications of the lesson based on students' needs.		

	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	Evidence
2.4 Modeled expectations when appropriate for student understanding. (2e)	Final intern consistently narrates and demonstrates the learning process to achieve the desired outcome.	Any teacher candidate narrates and demonstrates the learning content, process, or product.	Any teacher candidate communicates expectations using limited modalities, or of only the product, not the process.	The teacher candidate does not communicate expectations for the learning process.		
2.5 Demonstrated effective time management. (2a)	Final intern maximizes learning time, through introductions, transitions, and closure. Routines and systems are consistently followed.	Any teacher candidate maximizes learning time through introductions, transitions, closure, and pacing.	Any teacher candidate is beginning to maximize learning through introductions, transitions, and closure.	The teacher candidate misses numerous opportunities for learning.		
2.6 Writing on white board and/or digital whiteboard was legible and easy to read. (2e)	Final intern demonstrates writing that is consistently legible and follows rules of Standard Edited English	Any teacher candidate demonstrates writing that is legible and follows rules of Standard Edited English	Any teacher candidate demonstrates illegible writing and/or errors in Standard Edited English	Any teacher candidate demonstrates illegible writing and errors in Standard Edited English that impede meaning		

	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	Evidence
2.7 Implemented ESOL strategies when necessary. (2d, h)	Final intern consistently implements and differentiates instruction with multiple ESOL strategies appropriate for L1-L5 students, e.g., use of realia, visual representation, multimodal communication strategies (cueing, modeling, chunking), simplified instruction, TPR, hands-on learning	Any teacher candidate implements and differentiates instruction with at least three ESOL strategies appropriate for L1-L5 students, e.g., use of realia, visual representation, multimodal communication strategies (cueing, modeling, chunking), simplified instruction, TPR, hands-on learning	Any teacher candidate demonstrates awareness by attempting to use ESOL strategies appropriate for L1-L5 students, e.g., use of realia, visual representation, multimodal communication strategies (cueing, modeling, chunking), simplified instruction, TPR, hands-on learning	Any teacher candidate is unaware of the need of ESOL strategies to support student learning		
2.8 Used technology in planning and teaching. (2g, 3g)	Final intern consistently implements a variety of technological tools across domains to support student learning, e.g., classroom management, assessment, instructional design and delivery, adaptive tools, personalized learning, social media	Any teacher implements technology to support student learning in at least one domain, using a variety of tools	Any teacher demonstrates awareness of the need for technology to support student learning	Any teacher is unaware of the impact of technology on student learning and instruction		

	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	Evidence
2.9 Maintained a climate of openness, inquiry, fairness, and support. (2f)	Final intern consistently models and invites inquiry and fairness by establishing a culturally competent environment that supports student learning	Any teacher candidate models inquiry and fairness in an environment that supports student learning	Any teacher candidate models fairness in an environment that supports student learning	Any teacher candidate is unaware of the value of inquiry and fairness		
2.10 Encouraged student engagement in learning. (2i)	Final intern consistently implements strategies and selects a variety of settings that support student engagement during the construction of knowledge, e.g., Kagan structures, collaboration, self-regulated learning strategies, autonomy, multi-modal experiences and settings	Any teacher candidate implements strategies that support student engagement during the construction of knowledge	Any teacher candidate demonstrates awareness of and occasionally implements strategies that support student engagement during the construction of knowledge	Any teacher candidate is unaware of strategies for engaging students in the learning process		
Comments/Evidence:						

Domain 3: INSTRUCTIONAL DELIVERY AND FACILITATION						
	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	Evidence
3.1 Reviewed previous content before beginning instruction. (3c)	Final intern consistently reviews previous content and ties current lesson to prior knowledge before introducing new material.	Any teacher candidate who consistently reviews previous content before introducing new material.	Any teacher candidate demonstrates awareness of previous content.	Teacher candidate is unaware of need to connect new content with prior knowledge.	N/A	
3.2 Used appropriate pacing, providing time to process information & directions. (3c, g, h)	Final intern consistently implements appropriate pacing strategies and responds to student cues (e.g., wait time, smooth transitions, materials in place)	Any teacher candidate implements at least two appropriate pacing strategies (e.g., wait time, responsiveness to student cues, smooth transitions, materials in place)	Any teacher candidate demonstrates awareness of and occasionally attempts appropriate pacing strategies (e.g., wait time, responsiveness to student cues, smooth transitions, materials in place)	Any teacher candidate is unaware of pacing strategies and/or time management.		
3.3 Responded to preconceptions/misconceptions & adjusted instruction to meet student need. (3c,d,h,i)	Final intern consistently identifies individual and collective mis-conceptions, selects and implements appropriate strategies to support continuous improvement.	Any level of teacher candidate identifies individual and collective mis-conceptions, and begins to select and implement appropriate strategies to support continuous improvement.	Any level of teacher candidate identifies individual and collective mis-conceptions.	Teacher is unaware of misconceptions.		

	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	Evidence
3.4 Provided opportunities for students to demonstrate critical thinking skills. (3f)	Final intern consistently uses higher level questioning, synthesis, evaluation and comparative analysis to allow students the opportunity to demonstrate critical thinking.	Any level teacher candidate inconsistently uses higher level questioning, synthesis, evaluation and comparative analysis to allow students the opportunity to demonstrate critical thinking.	Any level teacher candidate begins to use higher level questioning, synthesis, evaluation and comparative analysis to allow students the opportunity to demonstrate critical thinking.	Teacher candidate does not provide opportunities for critical thinking.		
3.5 Related & integrated subject matter with other disciplines and life experiences. (3c,d,e)	The final intern consistently makes text-to-text, text-to-self, and text-to-world interdisciplinary connections.	Any level teacher candidate inconsistently makes text-to-text, text-to-self, and text-to-world interdisciplinary connections.	Any level teacher candidate occasionally makes text-to-text, text-to-self, and text-to-world interdisciplinary connections.	The teacher candidate misses opportunities to make interdisciplinary or real-world connections.		
3.6 Demonstrated strong content knowledge. (3b)	The final intern consistently demonstrated content knowledge reflected in a range of Florida Standards through instructional design and delivery.	Any level teacher candidate inconsistently demonstrated content knowledge of grade-specific Florida Standards through instructional design and delivery.	Any level teacher candidate occasionally demonstrated content knowledge at or below grade level Florida Standards.	The teacher candidate demonstrated limited to no content knowledge.		

	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	Evidence
3.7 Modeled advanced language in the use of content-area vocabulary. (3b)	The final intern consistently modeled and supported students' use of advanced content-area vocabulary reflected in the Florida Standards.	Any teacher candidate inconsistently modeled and supported students' use of advanced content-area vocabulary reflected in the Florida Standards.	Any teacher candidate occasionally modeled the use of advanced content-area vocabulary.	The teacher candidate did not model the use of content-area vocabulary.		
3.8 Provided specific feedback and praise. (3i,j)	The final intern consistently offered specific feedback, demonstrating knowledge of each student's needs and preferences, and praise to support intrinsic motivation.	Any teacher candidate consistently offered feedback and praise to diverse students to guide learning and support development of intrinsic motivation.	Any teacher candidates offered some feedback and praise. The need to develop student specific feedback and praise is evident.	The teacher candidate did not provide individually respectful feedback and/or praise.		
3.9 Exhibited appropriate enthusiasm and expression. (3a)	The final intern consistently demonstrated an attitude of enthusiasm through tone, movement, and expression that kept students engaged.	Any teacher candidate demonstrated enthusiasm through tone, movement, or expression. Students engagement was inconsistent.	Any teacher candidate inconsistently demonstrated enthusiasm and expression.	The teacher candidate was not enthusiastic or engaging in terms of expression, tone, or movement.		

Comments/Evidence:

Domain 4: ASSESSMENT

	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	Evidence
4.1 Formative and summative assessments are aligned with the learning objective(s). (4b)	The final intern consistently plans and utilizes appropriate formative and summative assessments.	Any teacher candidate plans but inconsistently utilizes appropriate formative and summative assessments.	Any teacher candidate inconsistently plans and utilizes appropriate formative and summative assessments.	The teacher candidate does not plan or utilize assessments.		
4.2 Students are given multiple means of demonstrating progress. (4c, d)	The final intern consistently provides a variety of ways for students to demonstrate progress including but not limited to: verbal, written, performance, and authentic means.	Any teacher candidate inconsistently provides a variety of ways for students to demonstrate progress including but not limited to: verbal, written, performance, and authentic means.	Any teacher candidate limits the ways in which students demonstrate progress to traditional paper/pencil tasks.	The teacher candidate does not regularly include ways of demonstrating progress.		
Comments/Evidence:						

Domain 5: CONTINUOUS IMPROVEMENT, RESPONSIBILITY & ETHICS						
	3 Fulfilled	2 Bridging	1 Emerging	0 Not Fulfilled	N/O	Evidence
5.1 Displayed respect for students. (6a,b)	Any teacher candidate consistently displays respect for students verbally, physically, emotionally, and intellectually.	Any teacher candidate displays respect for students verbally, physically, emotionally, and intellectually most of the time.	Any teacher candidate inconsistently displays respect for students verbally, physically, emotionally, and intellectually.	The teacher candidate does not take their role as a teacher candidate seriously and does not show respect for students.		
5.2 Demeanor, vocal tone, language, and dress were professional. (6a,b)	Any teacher candidate consistently dresses professionally, uses appropriate language, is punctual and contributes to the professional environment of the classroom.	Any teacher candidate inconsistently dresses professionally, uses appropriate language, is punctual and contributes to the professional environment of the classroom.	Any teacher candidate shows professionalism in one or two areas but not consistent in all (dress, demeanor, language, punctuality).	The teacher candidate is not professional.		
Comments/Evidence:						