

Educator Effectiveness Observation & Practice



FRAMEWORK FOR EVALUATION:

Pre-Service Teacher



Pennsylvania
Department of Education

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EDUCATOR EFFECTIVENESS OBSERVATION & PRACTICE:
Framework for Evaluation: Pre-Service Teacher

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I'm completing an:

☐ Evaluatee Self-Assessment

☐ Evaluator Assessment

Today's Date:

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Introduction

These guidelines serve as a reference document to inform the completion of the PDE-430 form. The PDE-430 is a confidential evaluation used to evaluate pre-service teachers during their student teaching semester. This assessment serves as a permanent record of a candidate's professional performance evaluation during a defined timeframe, based on specific criteria, prior to being considered for Pennsylvania certification. The performance criteria are based upon the PDE Educator Effectiveness Observation & Practice: Framework for Evaluation, which has been modified here to reflect the expectations for student teachers. The purpose of this document is to provide university supervisors, mentor teachers, partner school administration, and pre-service teachers with a more detailed explanation of each domain and the performance criteria that is being evaluated.

Student teachers are to receive two formal evaluations of their performance - once at the mid-semester mark and then again at the end of the 12 week required student teaching experience. In order to qualify for Pennsylvania Educator certification, a minimum total of at least (4) points must be attained on the final overall evaluation, with an "Emergent" (1) rating or higher in each of the 4 domains on the final evaluation that is then submitted to PDE.

Please visit the Pennsylvania Department of Education website to obtain the most up-to-date versions of documents related to educator effectiveness.

The Four Domains of Professional Practice for Pre-Service Teachers



DOMAIN 1: Planning and Preparation

Effective teachers in training plan and prepare for lessons using their growing knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their PK-12 students' understanding of the subject as identified through effective use of assessments. Instructional outcomes are clear, represent important learning in the subject, and are aligned to academic standards. The instructional design includes relevant learning activities and modalities that are well sequenced and support all PK-12 students in meeting high expectations in an environment that provides positive, equitable, and inclusive opportunities for learning.

[Components of Practice ►](#)

[Domain Rating Rubric ►](#)



DOMAIN 2: Classroom Environment

Effective teachers in training help to organize their classrooms so that all PK-12 students can learn. Student teachers know and value their PK-12 students' identities, as well as their academic, social, and emotional strengths and needs. They maximize instructional time and foster respectful interactions with and among PK-12 students, ensuring that PK-12 students find the classroom a safe place to take intellectual risks. PK-12 students, themselves, make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of instructional space, and supporting and engaging in the learning of classmates. PK-12 students and teachers work in ways that demonstrate their belief that rigorous effort will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of PK-12 students' dignity.

[Components of Practice ►](#)

[Domain Rating Rubric ►](#)



DOMAIN 3: Instruction

Effective teachers in training ensure all PK-12 students are highly engaged in learning and contribute to the success of the class. Student teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Student teacher feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, PK-12 students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve and have autonomy in their learning. Effective student teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

[Components of Practice ►](#)

[Domain Rating Rubric ►](#)



DOMAIN 4: Professional Responsibilities

Effective teachers in training are developing high ethical standards, a deep sense of professionalism, and are focused on improving their own teaching. In collaboration with their mentor teacher, student teachers provide frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. They participate in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. Documentation is accurate and comprehensive and supports student learning.

[Components of Practice ►](#)

[Domain Rating Rubric ►](#)



DOMAIN 1: Planning and Preparation

COMPONENT 1A:

Knowledge of Content and Pedagogy

The student teacher demonstrates knowledge of content discipline, including dominant and relational structures, key components, and currency.

Exemplary

- The student teacher's lessons reflect extensive knowledge of the discipline, structural relationships, and appropriateness to diverse students.
- The student teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and link to necessary cognitive structures to ensure student understanding.
- The student teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Expected

- The student teacher identifies important concepts of the discipline, their relationships, and appropriateness to diverse students.
- The student teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.
- The student teacher's plans and practice reflect familiarity with effective pedagogical approaches in the discipline.

Emergent

- The student teacher is familiar with the discipline but does not see conceptual relationships.
- The student teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.

Unsatisfactory

- The student teacher makes content errors in planning and practice.
- The student teacher does not consider prerequisite relationships when planning.
- The student teacher's plans reflect inappropriate or limited strategies for the discipline.

Not Observed

Discussion Prompts:



- *What are the important concepts of your discipline?*
- *How do you determine whether or not you provide clear explanations of content?*
- *Describe your strategies for responding to student questions.*
- *How do you determine what professional development would enhance your content knowledge and instructional practice?*

Evidence of Practice:

- Class surveys to determine knowledge level
- Simulated activities
- Practice skill levels with PK-12 students
- Accurate answers to student questions
- Feedback provided to PK- 12 students
- Lesson plans accommodate prerequisite relationships among concepts and skills



DOMAIN 1: Planning and Preparation

COMPONENT 1B:

Demonstrating Knowledge of PK-12 Students

The student teacher actively seeks knowledge of PK-12 students' unique skills, knowledge, cultural background, and individual learning needs and the effect on student learning.

Exemplary

- The student teacher actively seeks and values individual student's cultural background as well as cognitive and physical needs; applying that knowledge to advocate boldly on their behalf.
- The student teacher fosters student ownership of learning and personal development; promoting student success and autonomy.

Expected

- The student teacher demonstrates a thorough knowledge of the cultural background and learning needs of student groups.
- The student teacher uses a variety of assessments to determine students' skill levels and social-emotional competencies and designs instruction accordingly, aligning lessons to individual student needs and interests.

Emergent

- The student teacher has limited knowledge of students' backgrounds and/or learning needs, with little or no connection to students or family.
- The student teacher is aware of the different student ability levels, interests, and cultural backgrounds but tends to teach to the whole group; does not design lessons aligned to individual student needs or differentiate materials to accommodate differences.

Unsatisfactory

- The student teacher designs instruction without any attention to different student cultures, learning needs, and skill levels.
- The student teacher does not attempt to ascertain varied ability levels, interests, or backgrounds among students in the class.

Not Observed

Discussion Prompts:



- *How would describe your knowledge of your PK-12 students in terms of their levels of cognitive development?*
- *Describe your awareness of the different cultural groups in the class, e.g., different ethnicities and cultural influences. How do you integrate PK-12 students' heritage in lesson planning?*
- *How do you determine the range of interests of PK-12 students in your class?*
- *Describe how you track information about PK-12 students' context, mindsets, interests, and needs.*
- *Describe the process you use to identify "high," "medium," and "low" groups of PK-12 students within the class.*
- *How does your awareness of the special needs and learning styles in your class impact lesson planning?*
- *What is the method you employ to establish priority goals and objectives for each student for the first quarter inclusive of social and emotional needs?*
- *How do you integrate structured student sharing with other PK-12 students?*

Evidence of Practice:

- Use of social or digital platforms and classroom webpages for communication and sharing
- Student interest surveys
- Learning projects based on student interest
- Adapted lessons for PK-12 students with disabilities and for varied learning styles.



DOMAIN 1: Planning and Preparation

COMPONENT 1C:

Setting Instructional Outcomes

The student teacher sets instructional outcomes that are rigorous and appropriately sequenced, addressing differentiation in learning and viable methods of assessment for all PK-12 students.

Exemplary

- Instructional outcomes are rigorous and reference curricular frameworks or blueprints to ensure accurate sequencing.
- Instructional outcomes show evidence of student input in goal setting.
- Instructional outcomes and assessments are suitable for diverse learners and differentiated to encourage individual students to take educational risks.

Expected

- Instructional outcomes are related to the “big ideas” of the discipline and represent high expectations.
- Instructional outcomes are clear and written in terms of what students will learn rather than do.
- Instructional outcomes and assessments are suitable to groups of students in the class and are differentiated where necessary.

Emergent

- Instructional outcomes minimally reflect important learning in the discipline, representing moderate expectations.
- Instructional outcomes are suitable for most of the class but focus on what students will do rather than learn.

Unsatisfactory

- Instructional outcomes lack rigor and do not represent important learning in the discipline.
- Instructional outcomes are unclear or are stated as activities and are not suitable for many students in the class.

Not Observed

Discussion Prompts:



- *How do you identify the rigorous and important learning for your discipline?*
- *Describe how you address the varying needs of individual PK-12 students.*
- *What is the process you use to ensure that outcomes focus on student learning and permit viable methods of assessment?*
- *Describe how you connect outcomes to our local standards-based curriculum.*
- *How do you determine sequencing of outcomes and the relationship to previous and future learning?*

Evidence of Practice:

- Goal and concepts maps
- Project expectations, rubrics
- IEP alignment, as needed
- Lesson plans



DOMAIN 1: Planning and Preparation

COMPONENT 1D:

Demonstrating Knowledge of Resources

The student teacher utilizes a variety of relevant research-based resources, experiences, and opportunities to enhance student learning and to further teacher content knowledge and pedagogy.

Exemplary

- The student teacher demonstrates an extensive knowledge of resource availability and integrates into student learning and instructional practice, as appropriate.
- The student teacher actively maintains existing, and pursues new, stakeholder partnerships to provide multidisciplinary learning opportunities for students inside and outside the classroom and to enhance own knowledge.
- The student teacher pursues training opportunities and/or non-traditional learning opportunities (e.g., professional externships) to enhance instructional knowledge and real-world content connections.

Expected

- The student teacher seeks out a variety of multidisciplinary resources to enhance student learning as well as the teacher's own knowledge and pedagogy.
- The student teacher sustains a variety of stakeholder contacts (e.g., community, businesses) to provide learning opportunities for students inside the classroom (e.g., guest speakers).
- The student teacher pursues training options (e.g., postsecondary coursework) to enhance instructional knowledge.

Emergent

- The student teacher uses a variety of district-provided materials but provides limited supplemental resources and exhibits minimal knowledge of the availability of supplemental resources; does not seek out other resources and maintains few collaborative, external partnerships.
- The student teacher participates in content-area workshops offered by the school but does not pursue other professional development or training.

Unsatisfactory

- The student teacher uses only district-provided materials, even when more variety would assist some students.
- The student teacher does not seek out resources available to expand his or her own skill.
- Although aware of some student needs, the student teacher does not inquire about possible resources.
- The student teacher makes no effort to provide learning opportunities for students inside and outside the classroom.

Not Observed

Discussion Prompts:



- *Describe the availability of materials and resources at varied levels.*
- *What resources do you use to supplement the classroom experience?*
- *How do you identify appropriate Internet-based resources to supplement instruction?*
- *How do you integrate multidisciplinary resources?*
- *How do your experiences with professional learning groups, community stakeholders, and organizations enhance your content knowledge and instructional practice?*
- *Describe the procedure you use to provide resources outside the class for PK-12 students to draw upon.*

Evidence of Practice:

- Range of Internet-based and physical resources (including district-provided materials)
- Community resources and partnerships (including businesses)
- Guest speakers
- Participation in Professional Learning Communities (PLCs)
- Materials provided by professional organizations



DOMAIN 1: Planning and Preparation

COMPONENT 1E:

Designing Coherent Instruction

The student teacher designs instruction to include multiple deliveries, transitioning easily from one to another, as well as thoughtful planning to instructional groups and engaging activities for all learners.

Exemplary

- The student teacher designs instruction to include multiple deliveries in the current instructional setting using a variety of engaging learner tools and activities.
- The student teacher seamlessly transitions from one delivery method to another, differentiates instruction to accommodate student learning modalities and modes of delivery, and provides ample opportunities for student interaction.
- The student teacher provides a variety of differentiated resources to support authentic learning, critical thinking, and student choice.
- Instructional groups are organized to maximize student engagement.
- The lesson plan is well structured and adaptable to change.

Expected

- The student teacher designs instruction in the current instructional setting to include more than one mode of delivery, relying on prepared curriculum and learning tools.
- The student teacher transitions effectively between modes of delivery, differentiating instruction to accommodate student groups with some opportunity for student interaction.
- Learning activities provide opportunities for higher-level thinking using a variety of appropriately challenging materials and resources.
- Instructional groups are well organized to support objectives.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

Emergent

- The student teacher is comfortable with one instructional delivery system within the current instructional setting but cannot easily design or transition classroom instruction outside of prepared curriculum and learning tools.
- Learning activities/resources are suitable and moderately challenging, but there is limited variety.
- Instructional groups are random or only partially support objectives.
- Lesson structure is uneven or may be unrealistic in terms of time expectations.

Unsatisfactory

- The student teacher delivers instruction in the current instructional setting without any effort to vary instructional design.
- Learning activities/materials do not engage students and/or are not well aligned to the instructional goals.
- Instructional grouping, where appropriate to learning, is not utilized.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

Not Observed

Discussion Prompts:



- *How do you ensure learning activities are matched to instructional outcomes?*
- *How do you provide opportunities for higher-level thinking?*
- *How do you identify and integrate a variety of materials and/or resources to challenge PK-12 students?*
- *Describe how you determine instructional groupings to maximize learning and build on student strengths.*
- *How do you determine time allocations/pacing for your lessons within the unit structure?*

Evidence of Practice:

- Alternate activities for all learning levels
- Small group activities
- Opportunities for student choice
- Lesson plans



DOMAIN 1: Planning and Preparation

COMPONENT 1F:

Designing Student Assessment

The student teacher designs assessments to match clearly defined learning expectations for all PK-12 students as part of the instructional process to guide future planning.

Exemplary

- Assessments are appropriate, differentiated, and provide opportunities for student choice.
- The student teacher encourages students to participate in designing assessments for their own work and to develop rubrics according to teacher-specified learning objectives.
- Student teacher designed assessments are authentic with real-world application, as appropriate.
- Students provide input based on formative assessment data to inform instructional adjustments.

Expected

- All learning outcomes have a method for assessment, which may include a non-traditional test design; plans indicate modified assessments for some students, as appropriate.
- Assessment criteria are clearly written and assessment types match learning expectations.
- Plans include the use of fully-developed assessments during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

Emergent

- The planned assessments partially address the instructional outcomes; assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class rather than individual students.

Unsatisfactory

- Assessments do not match instructional outcomes and/or are absent criteria.
- No formative assessments have been designed.
- Assessment results do not affect plans for instruction.

Not Observed

Discussion Prompts:



- *Describe your process for designing student assessments. How do you ensure learning outcomes are assessed appropriately? How do you match the type of assessment to the learning expectations?*
- *How do you determine when to modify an assessment?*
- *How do you determine when to use formative assessments and how does the assessment data impact your lesson planning/delivery?*

Evidence of Practice:

- Test blueprint aligning assessment to instructional outcomes
- Assessments (including modified assessments, formative assessments, etc.)
- Non-traditional assessments (e.g., projects, portfolios, presentations)



DOMAIN 2: Classroom Environment

COMPONENT 2A:

Creating an Environment of Respect and Rapport

The student teacher's interactions with PK-12 students demonstrate caring and sensitivity to students' needs, and PK-12 students treat each other in a similarly appropriate manner.

Exemplary

The student teacher models a respectful tone in words and actions; interactions with students demonstrate caring and sensitivity, honoring the dignity of each member of the learning community.

Student teacher interactions with all students are structured around social-emotional competencies, where appropriate.

The student teacher establishes a clear and culturally competent approach to conflict resolution; students provide appropriate responses and contributions to criticism, modeling dignified and positive interactions using turn-taking and active listening.

Expected

- The student teacher's interactions with students demonstrate knowledge of and sensitivity to most student needs, modeling a respectful tone in words and actions.
- The student teacher's interactions with students demonstrate an understanding of social-emotional competencies.
- Students interact with each other appropriately and respectfully using positive interactions in conversation and responses.

Emergent

- The student teacher's interactions with students are respectful but attempts to connect with individual students are limited in their success.
- The quality of interactions between teacher and students, or among students, is uneven; limited modeling of respectful tones in words and actions.

Unsatisfactory

- The student teacher's interactions with students lack caring and respect.
- The student teacher displays little familiarity with individual student's interests or personalities.
- Student interactions are marked by conflict, with inappropriate responses directed toward each other and no intervention or response from the teacher.

Not Observed

Discussion Prompts:



- *How do you model respectful behavior in your classroom?*
- *Describe your knowledge and use of active positive behavior management.*
- *What strategies do you employ re: active replacement behavior for disrespectful behavior among students?*
- *Describe how you model care for others, self-care, and active reinforcement of courage, compassion, and humility through crisis and conflict resolution.*

Evidence of Practice:

- Engagement in meaningful conversations
- Active listening by teacher and student
- Modeling of positive responses (e.g., turn-taking)
- Approaches to correcting negative interactions among students
- Respect for personal spaces
- Respect for students' cultural differences



DOMAIN 2: Classroom Environment

COMPONENT 2B:

Establishing a Culture for Learning

The student teacher conveys a passion for learning and its educational value, so all PK-12 students are challenged and encouraged to achieve expectations.

Exemplary

- The student teacher communicates a genuine passion for the subject, resulting in student enthusiasm for learning.
- The student teacher establishes an environment in which students' questions and comments demonstrate curiosity beyond teacher expectations.
- The student teacher establishes an environment to encourage peer recognition.
- Students take initiative in improving the quality of their work.

Expected

- The student teacher communicates the importance of learning and the assurance that with hard work all students can be successful.
- The student teacher demonstrates a high regard for student abilities.
- The student teacher conveys an expectation of high levels of student effort.
- The student teacher encourages students to take initiative in completing work of high quality.

Emergent

- The student teacher's regard for the work is neutral, with minimal expectations for themselves or for student achievement.
- The student teacher is inconsistent in conveying high expectations for students.
- Students comply with the student teacher's expectations for learning, but show little initiative for the work.

Unsatisfactory

- The student teacher demonstrates few, if any, expectations for student achievement and creates a negative learning environment without structure.
- Students exhibit little or no pride in their work and are often off-task.

Not Observed

Discussion Prompts:



- *How do you communicate the importance of learning and the assurance that with focus, commitment, and hard work, all students can be successful?*
- *How do you communicate to students your high regard for their abilities and efforts?*
- *How do you convey an expectation of high levels of student effort?*
- *How do you measure student motivation toward completing work of high quality?*

Evidence of Practice:

- Expectations supported through both verbal and non-verbal communication
- Recognition of student achievement
- Expectations for student participation (with adaptations, as needed)
- Demonstration of value of learning



DOMAIN 2: Classroom Environment

COMPONENT 2C:

Managing Classroom Procedures

The student teacher transitions between instructional modalities seamlessly and effectively, and all PK-12 students are empowered to manage learning routines and procedures with agency.

Exemplary

- The student teacher transitions seamlessly between modalities and/or instructional settings; routines and procedures maximize opportunities for learning.
- Students have voice and play an active role in designing and adjusting classroom routines and procedures to support their learning and personal development.

Expected

- The student teacher transitions with minimal loss of instructional time; routines and procedures use time productively.
- Students follow established routines and are prepared to manage their learning and instructional time as directed.

Emergent

- The student teacher transitions with gaps in instruction; instructional time is lost.
- Few students adhere to established routines and procedures, needing teacher guidance and prompting to manage their learning and instructional time.

Unsatisfactory

- Instructional time is lost through inefficient classroom routines and procedures.
- There is little evidence that students know or follow routines, where established; students are disengaged and/or waiting for the student teacher to provide direction.

Not Observed

Discussion Prompts:



- *What classroom routines do you employ for distribution and collection of materials and supplies? For transition from one activity to another? From small group to whole group?*
- *How do you communicate the shift in students' responsibilities as they transition between modalities/activities/groups?*
- *Describe how you continuously model expectations, routines, and procedures.*
- *How do you recognize and celebrate student autonomy and resourcefulness?*
- *How do you manage transitions between in-person and remote learning? Describe your expectations for synchronous and asynchronous work.*
- *How do you recognize and support those who are struggling to learn remotely due to challenges in their homes?*

Evidence of Practice:

- Use of redirection to encourage smooth transitions
- Established procedures, communications, and non-verbal signals
- Timers used or other tools for transition
- Student transitions



DOMAIN 2: Classroom Environment

COMPONENT 2D:

Managing Student Behavior Expectations

The student teacher establishes equitable standards of conduct and uses preventative measures to reinforce positive behavior and PK-12 student interactions.

Exemplary

- The student teacher has established equitable standards of conduct with input from students; student behavior is entirely appropriate.
- The student teacher uses preventative measures to monitor student behavior and uses positive behavior reinforcement; response to misbehavior is sensitive to individual student needs and respects students' dignity.
- Students respectfully intervene with classmates, as appropriate, to ensure compliance with standards of conduct.

Expected

- The student teacher has established standards of conduct with little, if any, incidences of student misbehavior.
- The student teacher monitors student behavior against established standards of conduct; response is consistent, proportionate, and effective.

Emergent

- The student teacher attempts to maintain order in the classroom but with uneven success; standards of conduct are not evident.
- There is minimal evidence of ongoing monitoring of student behavior.
- The student teacher's response to student misbehavior is inconsistent, with little effort at positive behavior reinforcement.

Unsatisfactory

- The classroom environment is chaotic, with no standards of conduct.
- The student teacher does not monitor student behavior.
- The student teacher ignores student behavior, with little or no response to either positive or inappropriate behavior.

Not Observed

Discussion Prompts:



- *Describe your established standards of conduct for both physical and virtual spaces.*
- *What strategies do you use to monitor student behavior in an ongoing manner?*
- *How would you describe overall student behavior?*
- *What behavior strategies do you use to reward positive behavior?*
- *What behavioral challenges most often occur? What are your most successful responses to student misbehavior?*

Evidence of Practice:

- Classroom standards posted
- Awareness of student conduct/behavior
- Non-verbal behavioral management techniques
- Positive behavioral supports
- Reinforcement of positive behavior
- Response to misbehavior



DOMAIN 2: Classroom Environment

COMPONENT 2E:

Organizing Physical and Digital Space

The student teacher organizes classroom space to engage all learners and makes safe use of physical and virtual space. The learning environment is accessible to all learners and engages PK-12 students in digital tools and platforms to enhance learning.

Exemplary

- The physical and virtual environments are safe; clear expectations for student behavior in learning environments are well-defined, posted, and modeled.
- The learning environments are arranged for maximum accessibility and modifications are made to accommodate all students.
- There is complete alignment between the goals of the lesson and the learning environments.
- Students are involved in the design of the learning spaces and are encouraged to seek out tools/resources to promote engagement and the highest levels of learning.
- Students take the initiative to adjust the learning environment as appropriate.
- Student teachers and students make extensive and imaginative use of available technology in support of productivity and efficiency.

Expected

- The physical and virtual environments are safe; expectations for student behavior are defined and posted.
- The learning environments are accessible and arranged to accommodate students, as necessary, supporting the instructional goals and learning activities.
- The student teacher proactively investigates student needs and designs the space to engage and accommodate various learning profiles.
- The student teacher directs students when and how to access and use tools/resources for engagement and high-level learning.
- The student teacher makes appropriate use of available technology to support productivity and efficiency.

Emergent

- There is minimal evidence of student teacher effort to ensure student safety in physical and virtual environments; some expectations for student behavior are established.
- The learning environments are not fully accessible; accommodations are not addressed for all learners.
- The learning environments minimally support instructional goals and learning activities.
- The student teacher makes limited use of available technology and other resources; student use of digital tools is minimally effective in learning.

Unsatisfactory

- The physical and/or virtual environments contain safety hazards that endanger students; learning spaces are not structured for ease of student access or navigation.
- Little to no expectations for student behavior are established.
- There is minimal evidence of modifications or accommodations for students.
- Available technology is not being used to support or enhance learning.

Not Observed

Discussion Prompts:



- *How does the organization of the learning environment support instructional goals and learning activities?*
- *Describe your strategies for ensuring the learning space is safe.*
- *How do you ensure that the learning space and resources are accessible (e.g., all students are able to see and hear, availability of devices/connectivity)?*
- *In selecting resources, how do you determine age appropriateness, ease of navigation, and adherence to school policy?*
- *How do you provide assistance if students are unable to use or access a particular resource or learning space?*
- *What communication options are available to students during virtual activities to assist in and enhance learning?*

Evidence of Practice:

- Furniture arrangement
- Audio/visual aids
- Bulletin boards, posters, and student work
- Organization of classroom resources, tools, and learning materials
- Acceptable Use Policy
- Forums, breakout groups, chat features in virtual lessons
- Digital citizenship
- Accessibility based on student needs



DOMAIN 3: Instruction

COMPONENT 3A:

Communicating with Students

The student teacher sets clear expectations and utilizes a variety of instructional techniques and ongoing assessment to adapt to all PK-12 students' knowledge and needs.

Exemplary

- The student teacher clearly sets expectations, communicates content, and imaginatively uses analogies, modeling, and real-world examples to demonstrate authentic learning.
- The student teacher anticipates misunderstanding and invites PK-12 students to share or contribute to content explanation.
- The student teacher uses rich language, offering brief vocabulary lessons where appropriate, as well as applications to real-world scenarios.
- The student teacher personalizes content and language for PK-12 students, where appropriate.

Expected

- The student teacher clearly states the learning objectives, employing sound instructional strategies.
- The student teacher clearly explains content, answers questions, and offers vocabulary and skill supplements to help with student understanding.
- The student teacher's vocabulary and usage are appropriate and well suited to the lesson, with differentiation for student groups and some connection for authentic learning.

Emergent

- The student teacher refers to the learning objectives minimally, with little or no explanation.
- The student teacher makes no serious content errors but does not communicate the content clearly; the teacher must clarify learning tasks repeatedly for PK-12 students.
- The student teacher does not differentiate instruction; there are limited opportunities for student participation and minimal connections to authentic learning.
- Vocabulary and usage are correct but do not engage or address all student groups.

Unsatisfactory

- The student teacher does not convey learning objectives to PK-12 students.
- The student teacher makes serious content errors that will affect PK-12 students' understanding of the lesson.
- PK-12 students' body language or questions show they don't understand the content.
- The teacher does not respond to questions when PK-12 students are confused about the learning task.
- The student teacher communicates poorly and ineffectively.

Not Observed

Discussion Prompts:



- *How do you communicate learning objectives to PK-12 students?*
- *In assigning a task to PK-12 students, what approach do you typically provide (e.g., teacher modeling) to ensure the assignment is clear?*
- *How do you measure student understanding and engagement in a learning task?*
- *Describe your strengths and challenges in terms of your content knowledge and your ability to communicate content and invite student participation.*
- *How do you ensure your vocabulary is suited to the lesson?*
- *How do you ensure your vocabulary is appropriate to PK-12 students' ages and levels of development?*

Evidence of Practice:

- Relation of lesson content to authentic learning (real world)
- Directions and procedures for lesson
- Use of language
- Availability to PK-12 students



DOMAIN 3: Instruction

COMPONENT 3B:

Questioning and Discussion Techniques

The student teacher uses a variety of questioning techniques to ensure PK-12 students are actively engaged in learning with opportunities for all PK-12 students to share content through varied discussion formats.

Exemplary

- The student teacher uses a variety of questioning techniques and appropriate wait-time to promote high-level thinking and discourse to challenge PK-12 students.
- All PK-12 students are actively engaged in some form of high-level content theory discussion.
- The student teacher ensures all voices are heard, and the PK-12 students formulate many questions, initiate topics, and make unsolicited contributions.
- The student teacher provides ample opportunities for PK-12 students to engage with one another independent of teacher mediation.

Expected

- The student teacher uses open-ended questions and adequate wait time, inviting PK-12 students to think and/or offer multiple possible answers.
- Most PK-12 students are actively engaged in some form of content discussion.
- The student teacher effectively scaffolds student responses and may offer PK-12 students' opportunities to discuss subject matter independently.
- The student teacher promotes student discussions of content through prompts to encourage higher-level thinking.

Emergent

- The student teacher attempts to frame some questions designed to promote student thinking, but only a small number of PK-12 students are involved.
- PK-12 students minimally contribute to discussions.
- The student teacher rarely uses questioning and discussion techniques during instruction.
- The student teacher invites PK-12 students to respond directly to one another's ideas, but with uneven results.

Unsatisfactory

- The student teacher delivers questions in a rapid-fire approach, moving from one point to the next without appropriate transitions.
- Instruction is teacher-centered, with limited student participation; a few PK-12 students dominate discussions.
- The student teacher's questions elicit a single correct answer, do not invite student thinking, and do not promote student engagement.

Not Observed

Discussion Prompts:



- *Describe the questioning techniques you employ in your classroom. How do you determine appropriate wait-time? Build on student responses to questions? Encourage discussions that enable PK-12 students to talk to one another without ongoing mediation by the teacher?*
- *How do you monitor the frequency of calling on PK-12 students, even those who don't initially volunteer?*
- *How do you measure active student engagement in discussions?*
- *How do you create opportunities for peer-to-peer engagement to support social, emotional, and academic development?*
- *How do you model curiosity and empathy in dialogue with PK-12 students?*
- *What options for scaffolding dialogue in both synchronous and asynchronous learning experiences have been successful?*

Evidence of Practice:

- Questioning strategies
- Pacing of questions
- Use of student responses and ideas
- Levels of student participation in discussion
- Level of cognitive challenge in student and teacher questioning



DOMAIN 3: Instruction

COMPONENT 3C:

Engaging Students in Learning Activities and Assignments

The student teacher engages all PK-12 students in varied instructional modalities, as well as encouraging independent and social-emotional learning using meaningful grouping methodologies.

Exemplary

- All PK-12 students are highly engaged in the lesson as the student teacher utilizes varied instructional techniques and resources, accommodating different student learning modalities.
- The student teacher encourages PK-12 students to take risks and show initiative in modifying a learning task to make it more meaningful or relevant to their needs.
- The student teacher uses a variety of grouping methodologies, incorporating social-emotional competencies.
- PK-12 students have the opportunity to use critical thinking skills and collaborate to apply authentic learning to lessons.
- PK-12 students have the opportunity for both reflection and closure after the lesson to strengthen their understanding.

Expected

- Most PK-12 students actively participate in learning, characterized by collaboration and intellectual engagement.
- Learning tasks provide for multiple correct responses or approaches and/or require higher-order thinking.
- PK-12 students have some choice in how they complete learning tasks.
- There is a mix of different types of groupings, suitable to the lesson objectives.
- Materials and resources support the learning goals and incorporate intellectual and social-emotional engagement, as appropriate.
- The pacing of the lesson provides most PK-12 students the time needed to be intellectually engaged and to promote authentic learning.

Emergent

- PK-12 students are passively engaged with the content, learning primarily facts or procedures.
- Learning tasks are a mix of those requiring thinking and recall.
- The student teacher does not provide students with a choice in how they complete tasks.
- The student teacher uses different instructional groupings with partial success in achieving the lesson objectives.
- The materials and resources are partially aligned to the lesson objectives and only occasionally demand student thinking.
- The pacing of the lesson is uneven, though suitable in parts.

Unsatisfactory

- Few or no PK-12 students are interested or engaged in the lesson.
- Learning tasks are limited and require only recall or a single correct response/method.
- Only one type of instructional grouping is used when variety would better serve the instructional purpose.
- Instructional materials used are unsuitable to the lesson/PK-12 students and/or require only rote tasks.
- The pace of the lesson is too slow or too rushed.

Not Observed

Discussion Prompts:

- *How do you measure PK-12 students' intellectual engagement in lessons?*
- *Describe situations where you provide PK-12 students with choice in learning tasks.*
- *How do you determine what type of student grouping is suitable to the lesson objectives?*
- *Describe how you select materials and resources that support the learning goals and provide intellectual engagement.*
- *What factors do you consider when pacing lessons to provide time for appropriate student engagement?*

Evidence of Practice:

- Alignment of learning activities to lesson goals
- Tasks promoting high-level thinking
- Active student engagement
- Instructional pacing
- Differentiation of learning tasks



DOMAIN 3: Instruction

COMPONENT 3D:

Using Assessment in Instruction

The student teacher utilizes ongoing strategies to gauge student knowledge and understanding, empowering PK-12 students to self-assess, to monitor progress, and to establish high-standards for assessment.

Exemplary

- Evidence exists that PK-12 students have helped to establish evaluation criteria for high-quality work.
- The student teacher monitoring of student understanding is sophisticated and continuous; the teacher is constantly “taking the pulse” of the class.
- The student teacher makes frequent use of strategies to elicit information about individual student understanding.
- Feedback to PK-12 students is specific, timely, and comes from many sources, including other PK-12 students.
- The student teacher encourages PK-12 students to self-assess, monitoring their own understanding using a variety of tools at their own initiative.

Expected

- PK-12 students indicate that they clearly understand the characteristics of high-quality work.
- The student teacher elicits evidence of student understanding during the lesson.
- The student teacher invites PK-12 students to assess their own work and make improvements.
- Feedback includes specific timely guidance, at least for groups of PK-12 students.
- The student teacher attempts to engage PK-12 students in self- or peer-assessment.

Emergent

- Little evidence exists that PK-12 students understand how their work will be evaluated.
- The student teacher monitors understanding through a single method, or without eliciting evidence of understanding from all PK-12 students.
- The student teacher requests global indications of student understanding.
- Feedback to PK-12 students is not uniformly specific and not oriented towards future improvement of work.
- The student teacher makes only minor attempts to engage PK-12 students in self- or peer-assessment.

Unsatisfactory

- The student teacher gives no indication of what high-quality work looks like.
- The student teacher makes no effort to determine whether PK-12 students understand the lesson.
- Feedback is only global.
- The student teacher does not ask PK-12 students to evaluate their own or classmates’ work.

Not Observed

Discussion Prompts:



- *What do you provide to PK-12 students to ensure they clearly understand the characteristics of high-quality work?*
- *What strategies do you use to elicit evidence of student understanding during the lesson?*
- *What opportunities do you provide for PK-12 students to assess their own work and make improvements or to engage PK-12 students in peer assessment?*
- *What is the role teacher feedback plays in guiding PK-12 students to increasing knowledge and understanding?*
- *What role do student choice and interest have in your classroom (e.g., in how PK-12 students represent thinking and learning)?*
- *How do you adjust your assessment plan in response to authentic student curiosity and initiative?*

Evidence of Practice:

- Ongoing assessments, including pre and post assessment
- Question design
- Assessment strategies
- Criteria-based student assessment tools



DOMAIN 3: Instruction

COMPONENT 3E:

Demonstrating Flexibility and Responsiveness

The student teacher demonstrates adaptability to adjust and differentiate instruction for all PK-12 students and promotes learning through extensive instructional strategies and flexibility for student interests and teachable moments.

Exemplary

- The student teacher seizes an opportunity to enhance learning for all PK-12 students, building on student interests or a spontaneous event (such as a teachable moment); successfully adjusts and differentiates instruction to address individual student misunderstandings.
- The student teacher persists in seeking effective approaches for PK-12 students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school, community, or other sources.

Expected

- The student teacher promotes the successful learning of all PK-12 students, making minor adjustments as needed to instruction plans and accommodating student questions, interests, and needs.
- The student teacher draws upon a broad repertoire of strategies and persists in seeking approaches for PK-12 students who have difficulty learning.

Emergent

- The student teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.
- The student teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.

Unsatisfactory

- The student teacher adheres to the instruction plan despite evidence of poor student understanding or lack of interest.
- The student teacher ignores questions; when PK-12 students experience difficulty, the teacher assigns fault to external factors.

Not Observed

Discussion Prompts:



- *How do you determine when to make adjustments to the lesson to enhance understanding by groups of PK-12 students?*
- *What is your protocol for incorporating PK-12 students' interests and questions into the heart of the lesson?*
- *How and when do you employ alternate approaches when PK-12 students are having difficulty?*
- *How do you communicate to PK-12 students there are other approaches to try when they are experiencing difficulty?*

Evidence of Practice:

- Teachable moments
- Student ability and/or interest-based lessons
- Flexibility in schedule changes



DOMAIN 4: Professional Responsibilities

COMPONENT 4A:

Reflecting on Teaching

The student teacher utilizes self-reflection and input from the educational community to assess teaching effectiveness in order to inform future practice.

Exemplary

- The student teacher makes a thoughtful and accurate assessment of the extent to which lessons have achieved instructional outcomes for all PK-12 students, citing many specific examples from the lesson and weighing the relative strengths of each one.
- The student teacher utilizes multiple sources of information to determine revisions to instructional practice.
- The student teacher draws upon an extensive repertoire of skills, offering specific alternative actions and interventions, complete with the probable success of different courses of action.

Expected

- The student teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.
- The student teacher utilizes at least one external source of information to augment self-reflection in determining revisions to instructional practice.
- The student teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

Emergent

- The student teacher has a general impression of a lesson's effectiveness and the extent to which instructional outcomes were met.
- The student teacher offers few suggestions about how a lesson can be improved.

Unsatisfactory

- The student teacher does not know whether a lesson was effective or achieved its instructional outcomes, or profoundly misjudges the success of a lesson.
- The student teacher has no suggestions for how a lesson could be improved.

Not Observed

Discussion Prompts:

- *How do you self-assess the effectiveness of planned instructional activities?*
- *Describe the process you use to improve upon lessons.*

Evidence of Practice:

- Lesson reflections
- Peer review and observation of instructional strategies





DOMAIN 4: Professional Responsibilities

COMPONENT 4B:

Maintaining Accurate Records

The student teacher effectively maintains accurate and timely records, including student progress, completion of assignments, and non-instructional information.

Exemplary

- The student teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is accurate and timely; ensuring effective tracking of individual PK-12 students.
- PK-12 students contribute information and participate in maintaining the records in a variety of formats.

Expected

- The student teacher's process for recording student work and non-instructional information is efficient.
- The student teacher has an efficient process for recording student attainment of learning goals; PK-12 students are able to see their progress but not contribute to record-keeping.

Emergent

- The student teacher's system for maintaining information is rudimentary and may contain errors.

Unsatisfactory

- The student teacher's system for maintaining information is nonexistent or in disarray, resulting in errors and confusion.

Not Observed

Discussion Prompts:



- *Describe the process you use to record completion of PK-12 student work.*
- *How do you communicate to PK-12 students re: completed and/or missing assignments? How do PK-12 students know how they are progressing in your class?*
- *How do you track student attainment of learning goals?*
- *What non-instructional information do you maintain? How does it inform your knowledge of PK-12 students in terms of classroom performance?*

Evidence of Practice:

- Digital tracking systems for assignments, attendance
- Routines for student assignment completion
- Student progress reports



DOMAIN 4: Professional Responsibilities

COMPONENT 4C:

Communicating with Families

The student teacher communicates with families and caregivers frequently and with sensitivity to culture and equity, utilizing various modalities to provide information on student progress and school activities.

Exemplary

- The student teacher's communication with families and caregivers is frequent and sensitive to cultural traditions and equity of access with PK-12 students contributing to the communication.
- The student teacher's response to family and caregiver concerns is handled with professionalism and respect.
- The student teacher's use of a variety of communications to engage families and caregivers in the instructional program is frequent and successful.

Expected

- The student teacher communicates frequently and professionally with families and caregivers about the instructional program and conveys information about individual student progress.
- The student teacher attempts to engage families and caregivers in the instructional program using a variety of communication strategies.

Emergent

- The student teacher provides families and caregivers with infrequent or incomplete information regarding the instructional program.
- Communications are typically one-way and may be inappropriate at times.

Unsatisfactory

- The student teacher's communication with families and caregivers, relative to the instructional program and/or individual PK-12 students, is either nonexistent or sporadic and is often inappropriate.
- The student teacher makes no attempt to engage families beyond school-required communications.

Not Observed

Discussion Prompts:



- *What process do you use to communicate the instructional program to families on a regular basis? How do you provide clear, consistent access to daily and weekly schedules, meeting links, and assignments for families and caregivers?*
- *How is student progress communicated to families and caregivers?*
- *Describe your family/caregiver communication plan that prioritizes each student's preferences and needs.*
- *What activities do you offer to successfully engage families and caregivers in their children's learning?*
- *How does your awareness of PK-12 students' at-home learning context (e.g., space, device/internet access, and schedules) influence your working with students?*
- *What supports do you provide to help families and caregivers learn to navigate the online tools and platforms used for instruction, especially any learning management system and video conferencing tools?*
- *Describe how your approach to families and caregivers is equity- and culture-sensitive.*

Evidence of Practice:

- Newsletters and/or social media for classroom updates
- Communication with parents through emails, phone calls, etc.
- Online classroom assignment portal/ learning management system
- Opportunities for family engagement
- Awareness of families' backgrounds



DOMAIN 4: Professional Responsibilities

COMPONENT 4D:

Participating in a Professional Community

The student teacher collaborates with colleagues, community stakeholders, district leadership, and professional learning communities to improve instructional skill and student success and to contribute to school and community initiatives.

Exemplary

- The student teacher takes a leadership role in promoting activities related to professional inquiry.
- The student teacher collaborates with colleagues and the community to foster mutually supportive and cooperative cross-curricular and stakeholder partnerships.
- The student teacher regularly contributes to and oversees events that positively impact school life.
- The student teacher regularly contributes to and/or serves in a lead role in significant school, district, stakeholder, and community engagement projects.

Expected

- The student teacher regularly participates in activities related to professional inquiry.
- The student teacher has supportive and collaborative relationships with colleagues.
- The student teacher frequently volunteers to participate in school, district, and community projects.

Emergent

- The student teacher is involved in the school's culture of professional inquiry when invited.
- The student teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.
- The student teacher participates in school and district events and/or projects when specifically requested.

Unsatisfactory

- The student teacher avoids participation in a professional culture of inquiry, resisting opportunities to becoming involved unless required.
- The student teacher's relationships with colleagues are negative or self-serving.
- The student teacher avoids involvement in school and district events and/or projects.

Not Observed

Discussion Prompts:



- *Describe how you maintain a supportive and collaborative relationship with colleagues.*
- *In what recent professional learning have you participated? How has this contributed to your professional growth?*
- *Describe school activities, district, and community projects for which you have volunteered.*

Evidence of Practice:

- Collaborates with colleagues
- Participation in professional development and/or coursework
- Participation in school/community activities



DOMAIN 4: Professional Responsibilities

COMPONENT 4E:

Growing and Developing Professionally

The student teacher is engaged in professional development and action research to keep current in instructional trends utilizing collegial networks and professional organizations.

Exemplary

- The student teacher seeks regular opportunities for continued professional development, including initiating action research.
- The student teacher actively seeks feedback from supervisors and colleagues and, where appropriate, alters professional practice.
- The student teacher seeks active leadership roles in professional organizations in order to contribute to the profession.

Expected

- The student teacher pursues regular opportunities for continued professional development.
- The student teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.
- The student teacher actively participates in professional organizations designed to contribute to the profession.

Emergent

- The student teacher participates in professional activities to a limited extent and when convenient.
- The student teacher accepts, with some reluctance, feedback on teaching performance from supervisors and/or colleagues.
- The student teacher's contributions to the profession are limited.

Unsatisfactory

- The student teacher engages in no professional development activities to enhance knowledge or skill.
- The student teacher ignores feedback on teaching performance from supervisors and/or colleagues.
- The student teacher makes no effort to share knowledge with others or to participate in contributing to the profession.

Not Observed

Discussion Prompts:



- *How do you seek out opportunities for continued professional development?*
- *How do you provide opportunities for colleagues and supervisor to contribute to your professional practice/growth?*
- *Describe your participation in professional organizations.*
- *How do connect with the broader community to stay current with postsecondary and/or workforce trends?*

Evidence of Practice:

- Professional development participation
- Professional learning community (PLC) participation
- Community stakeholder networking
- Consideration of feedback from colleagues and other professionals



DOMAIN 4: Professional Responsibilities

COMPONENT 4F:

Showing Professionalism

The student teacher's actions demonstrate integrity and ethical conduct while consistently advocating for all PK-12 students.

Exemplary

- The student teacher is recognized by colleagues, PK-12 students, and the public as a leader, characterized by honesty, integrity, and confidentiality.
- The student teacher proactively advocates for PK-12 students' best interests, ensuring opportunities available for all students to be successful.
- The student teacher takes a leadership role in team/departmental or school decision-making and in professional interactions with stakeholders.
- The student teacher takes a leadership role with colleagues regarding awareness of and compliance with local policies and protocols.

Expected

- The student teacher demonstrates honesty, integrity, and confidentiality in interactions with colleagues, PK-12 students, and the public.
- The student teacher actively addresses student needs, working to provide opportunities for student success.
- The student teacher willingly participates in team/departmental or school decision-making.
- The student teacher complies fully with local policies and protocols.

Emergent

- The student teacher demonstrates honesty in interactions with colleagues, PK-12 students, and the public.
- The student teacher inconsistently attempts to serve PK-12 students, resulting in some student interests being ill-served.
- The student teacher's decisions are based on limited, but professional, considerations and are made in isolation.
- The student teacher complies minimally with local policies and protocols.

Unsatisfactory

- The student teacher displays a lack of honesty in interactions with colleagues, PK-12 students, and the public.
- The student teacher is not alert to PK-12 students' needs, contributing to practice that result in some student interests being ill-served.
- The student teacher makes decisions based on self-serving interests and in isolation.
- The teacher does not comply with local policies and protocols.

Not Observed

Discussion Prompts:



- *How do you demonstrate ethics and integrity in your practice? Describe your process for complying with local policies and protocols.*
- *How do you ensure you are advocating for PK-12 students' best interests and providing opportunities for all PK-12 students to succeed?*
- *Describe your participation in team/departmental or school decision-making.*

Evidence of Practice:

- Committee participation
- Advocacy for PK-12 students
- Compliance with local policies and protocols
- Rapport with colleagues and community
- Recognition by colleagues and community

Ratings by Domain

DOMAIN 1: Planning and Preparation

*Effective teachers in training plan and prepare for lessons using their growing knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their PK-12 students' understanding of the subject as identified through effective use of assessments. Instructional outcomes are clear, represent important learning in the subject, and are aligned to academic standards. The instructional design includes relevant learning activities and modalities that are well sequenced and support all PK-12 students in meeting high expectations in an environment that provides positive, equitable, and inclusive opportunities for learning.**

UNSATISFACTORY (0)	EMERGENT (1)	EXPECTED (2)	EXEMPLARY (3)
Student teacher's plans reflect little understanding of the content, PK-12 students and/or available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.**	Student teacher's plans reflect moderate understanding of the content, the students, and/or available resources. Some instructional outcomes are suitable to the PK-12 students as a group, and the approaches to assessment are partially aligned with the goals.**	Student teacher's plans reflect a thorough understanding of the content, the PK-12 students, and available resources. Instructional outcomes represent important learning suitable to most PK-12 students. Most elements of the instructional design, including the assessments, are aligned to the goals and reflect an awareness of the diversity of PK-12 students' interests, background, and needs.**	Student teacher's plans, based on extensive content knowledge and understanding of PK-12 students, are designed to engage all students in significant, autonomous learning. All aspects of the student teacher's plans—instructional outcomes, learning activities, paths to successful completion, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students or teaching environments. Student teacher planning promotes the learning and growth of all PK-12 students in a positive, culturally sensitive, and collaborative manner.**

DOMAIN RATING: 0

COMMENTS:

DOMAIN 2: Classroom Environment

Effective teachers in training help to organize their classrooms so that all PK-12 students can learn. Student teachers know and value their PK-12 students’ identities, as well as their academic, social, and emotional strengths and needs. They maximize instructional time and foster respectful interactions with and among PK-12 students, ensuring that PK-12 students find the classroom a safe place to take intellectual risks. PK-12 students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of instructional space, and supporting and engaging in the learning of classmates. PK-12 students and teachers work in ways that demonstrate their belief that rigorous effort will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher’s handling of infractions is subtle, preventive, and respectful of PK-12 students’ dignity.*

UNSATISFACTORY (0)	EMERGENT (1)	EXPECTED (2)	EXEMPLARY (3)
Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of instructional space and time, and negative interactions between individuals.**	Classroom environment is controlled, with moderate expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. PK-12 students and the student teacher rarely treat one another with disrespect.**	Classroom environment functions smoothly, with efficient use of instructional space and time. Expectations for student learning are high. Standards for student conduct are clear, and interactions among individuals are respectful.**	PK-12 students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.**

DOMAIN RATING: 0

COMMENTS:

DOMAIN 3: Instruction

*Effective teachers in training ensure all PK-12 students are highly engaged in learning and contribute to the success of the class. Student teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Student teacher feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, PK-12 students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve and have autonomy in their learning. Effective student teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.**

UNSATISFACTORY (0)	EMERGENT (1)	EXPECTED (2)	EXEMPLARY (3)
Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.**	Inconsistently clear communication, uneven use of questioning and discussion strategies, and/or lack of suitable instructional activities and materials result in only some PK-12 students engaged in learning. The student teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to PK-12 students' interests and their success in learning.**	All PK-12 students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and the student teacher and PK-12 students make productive use of assessments. The student teacher demonstrates flexibility in contributing to the success of the lesson and of each student.**	All PK-12 students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The student teacher creates opportunities for peer-to-peer engagement that support social, emotional, and academic development and continuously incorporates approaches to meet the needs of every student.**

DOMAIN RATING: 0**COMMENTS:**

DOMAIN 4: Professional Responsibilities

*Effective teachers in training are developing high ethical standards, a deep sense of professionalism, and are focused on improving their own teaching. In collaboration with their mentor teacher, student teachers provide frequent, proactive, and personalized communications with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. They participate in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. Documentation is accurate and comprehensive and supports student learning.**

UNSATISFACTORY (0)	EMERGENT (1)	EXPECTED (2)	EXEMPLARY (3)
The student teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skill in reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth.**	The student teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and LEA projects and activities for professional growth.**	The student teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and LEA events, and engaging in activities for professional development.**	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for recordkeeping and culturally responsive communication with families, leadership roles in both school and LEA projects, and extensive professional development activities. Where appropriate, PK-12 students contribute to the systems for recordkeeping and family communication.**

DOMAIN RATING: 0

COMMENTS:

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ADDITIONAL COMMENTS:



Adapted Work

Adapted by the Pennsylvania Department of Education from Charlotte Danielson's 2011 "Framework for Teachers"

Adapted by Pennsylvania Department of Education from Charlotte Danielson's 2020 "Framework for Remote Teaching"

Referenced Work

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Educator Effectiveness Observation & Practice

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