

Pencil-First Visit, Pen-Second Visit, Red Pen-Third Visit/Video
 Student Teacher _____ Semester _____ Cooperating Teacher(s) _____ School _____
 Grade Level/Subject _____ Principal(s) _____ Visit: 1. date _____ 2. date _____ 3. date _____ 4. date _____ 5. date _____ 6. date _____ 7. date _____
 _____green sheet _____date conferenced with host _____2 week eval _____midterm _____date midterm conference between host & student _____final _____signed by student

PLANNING AND PREPARATION

Element	Underdeveloped	Developing	Proficient	(Practicing Teachers Only) Distinguished
1. (mels 1, 2) (naeyc 1, 4) Knowledge of Content and Pedagogy Teacher:	<ul style="list-style-type: none"> displays little understanding of important prerequisite knowledge makes content errors uses poor examples conveys a negative attitude communicates that the content is not important 	<ul style="list-style-type: none"> demonstrates some awareness of prerequisite knowledge displays basic content knowledge without always connecting to other disciplines generally communicates conviction for the importance of content 	<ul style="list-style-type: none"> exhibits understanding of prerequisite knowledge displays solid content knowledge connects with other disciplines links content with students' knowledge and experience conveys interest for content 	<ul style="list-style-type: none"> builds on knowledge of prerequisite relationships displays extensive content knowledge with commitment to further learning connects with other disciplines and current events conveys genuine enthusiasm for content
2. (mels 2, 4) (naeyc 1, 4) Knowledge of Students' Development and Skills Teacher:	<ul style="list-style-type: none"> displays minimal knowledge of developmental characteristics or student skills/knowledge 	<ul style="list-style-type: none"> displays general knowledge of developmental characteristics or student skills/knowledge, but usually displays this knowledge as it pertains to the whole class 	<ul style="list-style-type: none"> displays solid understanding of typical developmental characteristics and the skills/knowledge of groups of students as well as exceptions to general patterns 	<ul style="list-style-type: none"> displays knowledge of typical developmental characteristics and skills/knowledge as it pertains to each student, including those with special needs utilizes this knowledge to differentiate instruction
3. (mels 1, 2, 3, 6) (naeyc 2, 4) Knowledge of Students' Interests, Cultures, and Varied Approaches to Learning Teacher:	<ul style="list-style-type: none"> is unfamiliar with student interests or cultural heritage displays minimal knowledge of different approaches to learning 	<ul style="list-style-type: none"> displays general understanding of student interests or cultural heritage demonstrates basic knowledge of different approaches to learning sometimes uses this knowledge to relate instruction to students' lives 	<ul style="list-style-type: none"> displays thorough knowledge of interests and cultural heritage of groups of students demonstrates solid understanding of different approaches to learning uses this knowledge to relate instruction to students' lives 	<ul style="list-style-type: none"> displays thorough knowledge of interests and cultural heritage of each student uses knowledge of students' varied approaches to learning in instructional planning uses this knowledge to relate instruction to individual student's lives
4. (mels 2, 3, 4, 5) (naeyc 1,3,4) Selection of Instructional Goals and Reflection within Lesson Plan Goals:	<ul style="list-style-type: none"> are ambiguous or unsuitable for the class represent low expectations do not allow for viable assessment reflect only one type of learning or discipline 	<ul style="list-style-type: none"> are moderately clear or suitable for most students represent moderately valuable expectations allow for some assessment reflect several types of learning with some effort at content integration 	<ul style="list-style-type: none"> are clear and suitable for most students relate to state curriculum standards and benchmarks allow for assessment represent valuable expectations reflect several different types of learning with effort at content integration 	<ul style="list-style-type: none"> are clear and account for varying learning needs represent high expectations demonstrate student initiative drawn directly from state curriculum standards and benchmarks permit viable assessment reflect several types of learning with effort at content integration
5. (mels 2) (naeyc 4) Organization of Physical Space	<ul style="list-style-type: none"> is unsuitable for learning activities or accessibility 	<ul style="list-style-type: none"> is suitable and accessible for some learning activities 	<ul style="list-style-type: none"> is adjusted for learning activities and accessibility as needed 	<ul style="list-style-type: none"> is used by teacher and students optimally
6. (mels2)(naeyc 4,5) Health/Safety Procedures:	<ul style="list-style-type: none"> not displayed 	<ul style="list-style-type: none"> displayed, but no evidence of review or utilization 	<ul style="list-style-type: none"> are displayed and periodically reviewed and practiced 	<ul style="list-style-type: none"> are displayed with documentation of a plan in place for consistent review and practice

CLASSROOM ENVIRONMENT

Element	Underdeveloped	Developing	Proficient	(Practicing Teachers Only) Distinguished
<p>7. (mels 1) (naeyc 1, 4)</p> <p>Teacher Interaction with Students</p>	<ul style="list-style-type: none"> interaction with at least some students is negative, demeaning, sarcastic interaction is inappropriate to students' age or culture students' questions or interests are disregarded students exhibit disrespect for teacher adult role is lacking 	<ul style="list-style-type: none"> interactions with students are generally appropriate, but may reflect occasional inconsistencies, favoritism or disregard for students' cultures students' respect for teacher is inconsistent adult role is generally demonstrated 	<ul style="list-style-type: none"> interactions are friendly and demonstrate general warmth, caring, and respect interactions are appropriate to developmental and cultural norms students exhibit respect for teacher adult role is retained in all school settings 	<ul style="list-style-type: none"> interactions demonstrate genuine caring and respect for individual students successfully accommodates students' questions or interests students exhibit respect for teacher as an individual adult role is retained in all settings
<p>8. (mels 6)(naeyc 1)</p> <p>Student Interaction</p>	<ul style="list-style-type: none"> interactions are characterized by conflict, sarcasm, or put - downs teacher does not respond to inappropriate interaction or responds insensitively 	<ul style="list-style-type: none"> interactions are generally polite and respectful teacher makes some attempt to respond to inappropriate interactions or responds inconsistently 	<ul style="list-style-type: none"> interactions are polite and respectful teacher encourages students to interact positively 	<ul style="list-style-type: none"> interactions demonstrate genuine caring for one another as individuals and as students teacher is proactive in creating positive student interactions
<p>9. (mels 2, 4, 5) (naeyc 1, 4)</p> <p>Management of Student Group(s)</p>	<ul style="list-style-type: none"> students are not productively engaged group work is inappropriate for students or instructional goals 	<ul style="list-style-type: none"> students may only be productive when teacher is involved group work is partially organized or partially appropriate for students or instructional goals 	<ul style="list-style-type: none"> majority of students are engaged at all times group work is organized and fully appropriate for students or instructional goals 	<ul style="list-style-type: none"> students are productively engaged and assume responsibility for productivity and given choice in selection group work is fully appropriate for students and instructional goals
<p>10. (mels 5) (naeyc 1, 4)</p> <p>Transitions and Pacing</p>	<ul style="list-style-type: none"> pacing is too slow or too rushed time is lost during transitions 	<ul style="list-style-type: none"> pacing is inconsistent transitions are sporadically efficient with some loss of time 	<ul style="list-style-type: none"> pacing is consistent throughout transitions occur smoothly with little loss of instructional time 	<ul style="list-style-type: none"> pacing is appropriate for all students students assume responsibility for seamless transitions
<p>11. (mels 6, 7) (naeyc 1, 4)</p> <p>Materials and Resources</p>	<ul style="list-style-type: none"> materials are unavailable materials do not support instructional goals materials do not engage students meaningfully resources available through the school, district, or community are not utilized 	<ul style="list-style-type: none"> materials are sometimes not readily available some materials support goals some materials engage students meaningfully resources available through the school, district, or community are underutilized 	<ul style="list-style-type: none"> materials are readily available and well organized majority of materials support instructional goals majority of materials engage students meaningfully resources available through the school, district, or community are consistently utilized 	<ul style="list-style-type: none"> teacher encourages student responsibility for efficient operations teacher fosters students' choice, adaptation, or creation of materials to enhance their own learning resources available through the school, district, and other organizations are integrated seamlessly
<p>12. (mels 5) (naeyc 1, 4)</p> <p>Standards (Expectations & Procedures)</p>	<ul style="list-style-type: none"> standards and procedures do not appear to have been established students are confused about standards and procedures 	<ul style="list-style-type: none"> standards and procedures have been established for most situations majority of students understand them clarification is provided after some confusion 	<ul style="list-style-type: none"> standards and procedures have been established standards and procedures are clear 	<ul style="list-style-type: none"> standards and procedures appear to have been developed with student participation standards and procedures are clear to all students and contain an appropriate level of detail
<p>13. (mels 2,4)(nae 1,3,4)</p> <p>Monitoring & Response to Student Behavior Teacher:</p>	<ul style="list-style-type: none"> is unaware of student actions responds disrespectfully 	<ul style="list-style-type: none"> may miss the activities of some students generally responds respectfully and appropriately 	<ul style="list-style-type: none"> is alert to student behavior responds respectfully and appropriately 	<ul style="list-style-type: none"> uses subtle and preventative measures is self-monitored by students responds effectively and sensitively to individual needs

INSTRUCTION

Element	Underdeveloped	Developing	Proficient	(Practicing Teachers Only) Distinguished
14. (mels 1) (naeyc 1, 5) Oral and Written Language (Teacher Presence)	<ul style="list-style-type: none"> spoken language is inaudible written language is illegible spoken or written language contains many grammatical errors little or no personality is displayed (lacks vitality, humor and enthusiasm) 	<ul style="list-style-type: none"> spoken language is generally audible with projection & clarity written language is generally legible some errors in grammar may occur occasionally limited personality is displayed 	<ul style="list-style-type: none"> spoken and written language is clear, correct and used effectively teacher personality is appropriate for school setting 	<ul style="list-style-type: none"> spoken and written language is articulate and expressive teacher personality demonstrates vitality, sense of humor, and enthusiasm appropriately
15. (mels 1, 3) (naeyc 1, 4, 5) Use of Technology	<ul style="list-style-type: none"> displays little or no usage of technology in student learning activities 	<ul style="list-style-type: none"> utilizes technology minimally or without integration in student learning activities 	<ul style="list-style-type: none"> implements student learning activities that integrate information technology 	<ul style="list-style-type: none"> designs and implements student learning activities that integrate information technology
16. (mels 2, 3, 4, 6, 7) (naeyc 1, 4, 5) Use of Instructional Techniques	<ul style="list-style-type: none"> questions are geared to lower level thinking students rarely participate in the discussion adequate response time is not provided best practices are not evident 	<ul style="list-style-type: none"> questions indicate an attempt to engage students in discussion and some are geared toward higher-level thinking students participate in the discussion when directed response time is provided inconsistently best practices are incorporated sporadically 	<ul style="list-style-type: none"> questions facilitate higher-level discussion students are actively engaged in discussion adequate response time is provided for most students best practices are demonstrated consistently 	<ul style="list-style-type: none"> questions facilitate higher-level discussion where students seek to engage entire class students occasionally lead discussion, where appropriate adequate opportunity is available for all students to respond best practices are displayed in a wide range of interactions
17. (mels 3) (naeyc 1, 3, 4) Activities and Assignments	<ul style="list-style-type: none"> are not suitable for students or instructional goals do not follow an organized progression 	<ul style="list-style-type: none"> are sometimes suitable for students or instructional goals follow a roughly organized progression 	<ul style="list-style-type: none"> are suitable for most students and instructional goals follow a thoroughly organized progression 	<ul style="list-style-type: none"> are highly relevant for students and instructional goals encourage student initiation or adaptation of activities/projects to enhance their understanding
18. (mels 2,4) (nae1,3,4,5) Flexibility and Responsiveness Teacher:	<ul style="list-style-type: none"> adheres rigidly to lesson plan, even when feedback indicates changes are necessary gives up or blames the student or the environment for student's lack of success 	<ul style="list-style-type: none"> attempts to adjust lesson with mixed results accepts responsibility for the success of all students has a limited repertoire of instructional strategies to use 	<ul style="list-style-type: none"> makes minor adjustments effectively persists in seeking myriad approaches for students possesses an adequate repertoire of instructional strategies 	<ul style="list-style-type: none"> adapts instruction continually and spontaneously persists in seeking effective approaches for students as individuals employs strategies for increasing metacognition.
19. (mels 5)(naeyc 1, 3, 4) Feedback to Students	<ul style="list-style-type: none"> is not provided is ineffective 	<ul style="list-style-type: none"> may lack quality is provided sporadically is partially effective 	<ul style="list-style-type: none"> is of high quality is provided in a timely manner is effective 	<ul style="list-style-type: none"> is consistently high quality is timely with provisions for students' use incorporates students' information and interpretation of their records
20. (mels2,3,4)(naeyc 3,4) Assessment of Student Learning	<ul style="list-style-type: none"> is not established or unclear lacks congruence with goals is not used to inform planning 	<ul style="list-style-type: none"> may exist, but is not clearly communicated assesses only some goals uses results to plan for class as a whole. 	<ul style="list-style-type: none"> is clearly communicated assesses goals adequately uses results to plan for individuals and groups 	<ul style="list-style-type: none"> is clearly communicated with evidence of student contribution indicates complete congruence between goals and assessment involves student participation in planning the next steps

PROFESSIONAL RESPONSIBILITIES

Element/Proficiency	Underdeveloped	Developing	Proficient	(Practicing Teachers Only) Distinguished
21. (mels 5)(naeyc 2, 5) Service to Students Teacher in school setting:	<ul style="list-style-type: none"> is not attentive to students' needs makes decisions based on self-serving interests 	<ul style="list-style-type: none"> attempts to serve students attempts to meet students' needs 	<ul style="list-style-type: none"> is active in serving students works within a team to ensure that all students receive a fair opportunity to succeed 	<ul style="list-style-type: none"> is highly proactive in serving students and takes a leadership role in decision making makes effort to ensure that students are honored in the school
22. (mels 5, 6) (naeyc 2, 5) Service to Families Teacher in school setting:	<ul style="list-style-type: none"> provides little information about curriculum or students' progress to families or makes no attempt to engage families in instructional program no response to parent concerns 	<ul style="list-style-type: none"> provides basic information inconsistently to parents about curriculum and student progress limited response to parent concerns 	<ul style="list-style-type: none"> provides frequent information to parents about curriculum and student progress is available to respond to parent concerns 	<ul style="list-style-type: none"> encourages students to be responsible for preparing materials and contributing ideas that enhance family involvement responds to parent concerns with sensitivity and confidentiality
23. (mels 5, 6) (naeyc 2, 5) Service to District	<ul style="list-style-type: none"> time is lost in non-instructional duties teacher avoids involvement in school activities relationships with colleagues are negative, self-serving or lacking 	<ul style="list-style-type: none"> some time is lost for non-instructional duties participation in school events is limited cordial relationships with colleagues are maintained 	<ul style="list-style-type: none"> time for non-instructional duties is well spent participation in school events is appropriate support and assistance for colleagues is appropriate 	<ul style="list-style-type: none"> students assume considerable responsibility for efficient operation teacher assumes a leadership role in school events and provides support and assistance for colleagues
24. (mels 1, 5, 6, 7) (naeyc 5) Service to Profession Teacher in school setting:	<ul style="list-style-type: none"> participates in no professional development makes no effort to share knowledge with others is unaware or does not use technology ethically is absent or tardy frequently dresses inappropriately appears emotionally unstable 	<ul style="list-style-type: none"> participates minimally in professional activities makes some effort to share knowledge is aware and generally demonstrates ethical use of technology is absent or tardy sporadically generally dresses appropriately generally appears emotionally stable 	<ul style="list-style-type: none"> seeks out professional development opportunities assists other educators actively consistently demonstrates ethical use of technology is tardy or absent minimally dresses appropriately appears emotionally stable 	<ul style="list-style-type: none"> makes attempts to conduct action research and initiates activities that contribute to the profession promotes ethical usage of technology among staff is punctual and rarely absent dresses appropriately at all times demonstrates and promotes emotional stability
25. (mels 1, 5) (naeyc 3, 5) Service to Self Teacher:	<ul style="list-style-type: none"> cannot gauge his/her effectiveness or misjudges success of instruction profoundly has no suggestions for improving instruction fails to use available technology for productivity demonstrates unprofessional attitudes and ethics 	<ul style="list-style-type: none"> can generally gauge his/her effectiveness makes some suggestions for improving instruction sometimes uses technology for productivity generally demonstrates appropriate professional attitudes and ethics 	<ul style="list-style-type: none"> makes accurate assessment of effectiveness routinely makes suggestions for improving instruction uses available technology to increase productivity demonstrates appropriate professional attitudes and ethics consistently 	<ul style="list-style-type: none"> makes thoughtful assessment of effectiveness draws on extensive repertoire of skills to make specific suggestions for improving instruction seeks out new technological resources to successfully increase productivity demonstrates and promotes professional attitudes and ethics

Adapted from Danielson, C. (1996). Enhancing professional practice: a framework for teaching.
Alexandria, VA: Association for Supervision and Curriculum Development

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