2. **Observations of Teaching & Coaching Conversations**

Teaching candidates will be observed throughout their internships for all phases of student teaching: Phase 1 Internship (general classroom pre-student teaching internship); Phase 2 Internship (general classroom student teaching internship, special education, early childhood classroom teaching internship for students in related programs). These observations will provide an ongoing context in which candidates can receive feedback on their teaching and engage in coaching conversations with their mentor teachers and field instructors. At least three times during each phase candidates will be observed formally by and engage in coaching conversations with their field instructors. The Framework for Teaching (Danielson Group, 2013) will be used as a key tool to guide the observation, feedback conversation, and formal evaluation of candidates' progress.

**Requirements:** Teaching is a complex profession, encompassing a learned set of professional skills, content knowledge, professional dispositions, and artful practice. It is expected that teaching candidates will reflect deeply on their teaching and commit to their professional growth. Candidates must evidence progress in levels of performance throughout their student teaching internship. A candidate's levels of performance in the Framework for Teaching (Ftt) must be at the following minimum levels in order for him/her to successful complete that phase of clinical practice and pass the related clinical course:

- **Phase 1 Internship** (pre-student teaching): *completed prior to student teaching*
- **Phase 2 Internship** (student teaching): Performance in all domains must be at *proficient level* or higher. This is for all student teaching experiences, including Early Childhood, Special Education, Elementary Education, Secondary Education, etc.
Evaluator Information

Dear Mentor Teacher,

The Office of Clinical Experiences would like to thank you for mentoring our Wayne State University teaching intern(s). Your mentorship provides rich support for teaching interns to learn about effective teaching and learning in order to grow their own practice as educators. Your mentorship is helping shape future teachers and the impact they will have on learners. We cannot thank you enough for this.

Informally observing and engaging in feedback conversations with teaching interns is an ongoing process for mentor teachers. We ask that at two times during each teaching internship, the mentor teaches formally observes and evaluates his/her teaching interns. The goals for this are to: a) document the interns’ growth; b) identify areas for future growth; c) serve as a tool for coaching conversations; d) support the collaboration of mentor teacher and field instructor in working together with the intern; and e) serve as program accreditation data for Wayne State University’s College of Education.

The evaluation that you complete below should be based on a specific, formal observation of the teaching intern so that it serves as a performance assessment of his/her teaching and students' learning. When you hit the submit button at the end of the survey, your evaluation and comments will be sent to the teaching intern, field instructor, and College of Education. If you have two interns you will evaluate each of them separately by clicking on the URL survey again.

If you have any questions about this survey or its completion, please contact Lori Lucas, Assistant Director, Office of Clinical Experiences: llucas@wayne.edu or (313) 577-1642.

Thank you for your time in completing this evaluation of a Wayne State University teaching intern.

Dr. Leah van Belle
Director of School Partnerships and Clinical Practice
Wayne State University
College of Education
vanbelle@wayne.edu

Teaching intern's first name

Teaching intern's last name

Teaching intern's Wayne State University Access ID (This is an ID that begins with two letters and is followed by four digits, e.g., ab1234. The Access ID was provided for you in an email from Office of Clinical Experiences.)

Teaching intern's Wayne State University email address (This must be his/her WSU email address so that we can match the teaching intern to his/her evaluation for accreditation data (e.g., ab1234@wayne.edu). This email was provided for you in an email from Office of Clinical Experiences).

Field Instructor's Wayne State University email address (This must be his/her WSU email address so that s/he receives a copy of the evaluation. This email was provided for you in an email from the Office of Clinical Experiences.)
Mentor Teacher's first name

Mentor Teacher's last name

Mentor Teacher's email address

School District

Name of School

Grade/Subject

Please indicate whether this is the teaching intern's midterm or final evaluation.

Midterm Evaluation                   Final Evaluation

Student Demographics

Date of observation upon which the evaluation is based (mm/dd/yyyy)
School Based Information

DIRECTIONS: Below is the Framework for Teaching (Danielson, 2013), the rubric that the College of Education uses for observation, evaluation, and coaching conversations with teaching interns. For each item, please score the intern's performance by selecting the radial button that best corresponds to what you observe in his/her teaching practice during this observation. If you do not observe evidence of an item, please select "Unsatisfactory"; in the optional feedback box following each item, you may indicate "not observed." Any additional feedback would be welcome and helpful to the teaching intern, field instructor, and program. When you submit the survey (by clicking on the button on the last page), your evaluation, including all scores and feedback comments, will be sent to the teaching intern, field instructor, and College of Education. Thank you.

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy:

Unsatisfactory or Not Observed: In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

Basic - Expectation Level for pre-student teaching candidate: The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

Proficient - Expectation Level for student teaching candidate: The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

Distinguished - Rare teaching candidate: The teacher displays extensive knowledge of the
important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

1a: Demonstrating Knowledge of Content and Pedagogy: feedback (optional)

1b: Demonstrating Knowledge of Students:

Unsatisfactory or Not Observed: The teacher displays minimal understanding of how students learn and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages - and does not indicate that such knowledge is valuable.

Basic - Expectation Level for pre-student teaching candidate: The teacher displays generally accurate knowledge of how students learn and their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

Proficient - Expectation Level for student teaching candidate: The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

Distinguished - Rare teaching candidate: The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

1b: Demonstrating Knowledge of Students: feedback (optional)
1c: Setting Instructional Outcomes:

Unsatisfactory or Not Observed: The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

Basic - Expectation Level for pre-student teaching candidate: Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.

Proficient - Expectation Level for student teaching candidate: Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

Distinguished - Rare teaching candidate: All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

1c: Setting Instructional Outcomes: feedback (optional)

1d: Demonstrating Knowledge of Resources:

Unsatisfactory or Not Observed: The teacher is unaware of resources to assist student
learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.

Basic - Expectation Level for pre-student teaching candidate: The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.

Proficient - Expectation Level for student teaching candidate: The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

Distinguished - Rare teaching candidate: The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

1d: Demonstrating Knowledge of Resources: feedback (optional)

1e: Designing Coherent Instruction:

Unsatisfactory or Not Observed: Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

Basic - Expectation Level for pre-student teaching candidate: Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

Proficient - Expectation Level for student teaching candidate: Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

Distinguished - Rare teaching candidate: The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners.
Instructional groups are varied appropriately, with some opportunity for student choice.

1e: Designing Coherent Instruction: feedback (optional)

1f: Designing Student Assessments:

Unsatisfactory or not observed: Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson on unit.

Basic - Expectation Level for pre-student teaching candidate: Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

Proficient - Expectation Level for student teaching candidate: All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

Distinguished - Rare teaching candidate: All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the needs has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

1f: Designing Student Assessments: feedback (optional)
2a: Creating an Environment of Respect and Rapport:

Unsatisfactory or Not Observed: Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

Basic - Expectation Level for pre-student teaching candidate: Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

Proficient - Expectation Level for student teacher: Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

Distinguished - Rare teaching candidate: Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

2a: Creating an Environment of Respect and Rapport: feedback (optional)

2b: Establishing a Culture for Learning:

Unsatisfactory or Not Observed: The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning
reserved for only one or two students.

Basic - Expectation Level for pre-student teaching candidate: The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

Proficient - Expectation Level for student teaching candidate: The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

Distinguished - Rare teaching candidate: The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

2b: Establishing a Culture for Learning: feedback (optional)

2c: Managing Classroom Procedures:

Unsatisfactory or Not Observed: Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.

Basic - Expectation Level for pre-student teaching candidate: Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.

Proficient - Expectation Level for student teaching candidate: There is little loss of
instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.

Distinguished - Rare teaching candidate: Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

2c: Managing Classroom Procedures: feedback (optional)

2d: Managing Student Behavior:

Unsatisfactory or Not Observed: There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

Basic - Expectation Level for pre-student teaching candidate: Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

Proficient - Expectation Level for student teaching candidate: Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

Distinguished - Rare teaching candidate: Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students' dignity.

2d: Managing Student Behavior: feedback (optional)
2e: Organizing Physical Space:

Unsatisfactory or Not Observed: The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

Basic - Expectation Level for pre-student teaching candidate: The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

Proficient - Expectation Level for student teaching candidate: The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology effectively.

Distinguished - Rare teaching candidate: The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

2e: Organizing Physical Space: feedback (optional)

3a: Communicating with Students:

Unsatisfactory or Not Observed: The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of content contains major errors and does not include any explanation of strategies students
might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

Basic - Expectation Level for pre-student teaching candidate: The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

Proficient - Expectation Level for student teaching candidate: The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

Distinguished - Rare teaching candidate: The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

3a: Communicating with Students: feedback (optional)

3b: Using Questioning and Discussion Techniques:

Unsatisfactory or Not Observed: The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and
answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

Basic - Expectation Level for pre-student teaching candidate: The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

Proficient - Expectation Level for student teaching candidate: While the teacher may use some low-level questions, he/she poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

Distinguished - Rare teaching candidate: The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are hearing in the discussion.

3b: Using Questioning and Discussion Techniques: feedback (optional)

3c: Engaging Students in Learning:

Unsatisfactory or Not Observed: The learning tasks/activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings in students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

Basic - Expectation Level for pre-student teaching candidate: The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."
Proficient - Expectation Level for student teaching candidate: The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

Distinguished - Rare teaching candidate: Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidated their understanding.

3c: Engaging Students in Learning: feedback (optional)

3d: Using Assessment in Instruction:

Unsatisfactory or Not Observed: Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

Basic - Expectation Level for pre-student teaching candidate: Students appear to be only partially aware of the assessment criteria, and the teacher monitors students learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.

Proficient - Expectation Level for student teaching candidate: Students appear to be aware of the assessment criteria, and the teacher monitors students learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

Distinguished - Rare teaching candidate: Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students.
variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

3d: Using Assessment in Instruction: feedback (optional)

3e: Demonstrating Flexibility and Responsiveness:

Unsatisfactory or Not Observed: The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempts to adjust the lesson even when students don't understand the content.

Basic - Expectation Level for pre-student teaching candidate: The teacher accepts responsibility for the success for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.

Proficient - Expectation Level for student teaching candidate: The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

Distinguished - Rare teaching candidate: The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjust and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

3e: Demonstrating Flexibility and Responsiveness: feedback (optional)
4a: Reflecting on Teaching:

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

Basic - Expectation Level for pre-student teaching candidate: The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.

Proficient - Expectation Level for student teaching candidate: The 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 teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

Distinguished - Rare teaching candidate: The teacher make a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

4a: Reflecting on Teaching: feedback (optional)

4b: Maintaining Accurate Records:

Unsatisfactory or Not Observed: The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.
Basic - Expectation Level for pre-student teaching candidate: The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.

Proficient - Expectation Level for student teaching candidate: The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

Distinguished - Rare teaching candidate: The teacher’s system for maintaining information on student completion of assignments, students progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.

4b: Maintaining Accurate Records: feedback (optional)

4c: Communicating with families:

Unsatisfactory or Not Observed: The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

Basic - Expectation Level for pre-student teaching candidate: The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

Proficient - Expectation Level for student teaching candidate: The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

Distinguished - Rare teaching candidate: The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.
4c: Communicating with families: feedback (optional)

4d: Participating in the Professional Community:

Unsatisfactory or Not Observed: The teacher’s relationships with colleagues are negative and self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school district projects.

Basic - Expectation Level for pre-student teaching candidate: The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

Proficient - Expectation Level for student teaching candidate: The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

Distinguished - Rare teaching candidate: The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

4d: Participating in the Professional Community: feedback (optional)
4e: Growing and Developing Professionally:

 Unsatisfactory or Not Observed: The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

 Basic - Expectation Level for pre-student teaching candidate: The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about classroom practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

 Proficient - Expectation Level for student teaching candidate: The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

 Distinguished - Rare teaching candidate: The teacher seeks out opportunities for professional development and makes a systemic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

 4e: Growing and Developing Professionally: feedback (optional)

 4f: Showing Professionalism:

 Unsatisfactory or Not Observed: The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.

 Basic - Expectation Level for pre-student teaching candidate: The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about
complying with school and district regulations.

Proficient - Expectation Level for student teaching candidate: The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

Distinguished - Rare teaching candidate: The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school. The teachers takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

4f: Showing Professionalism: feedback (optional)

Thank you for your time in completing this formal observation and evaluation of a Wayne State University teaching intern.

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