

**Teachers  
Years 1 & 2**

**FORM C3  
(optional)**

Teacher: \_\_\_\_\_

Evaluation Date: \_\_\_\_\_

School: \_\_\_\_\_

Administrator: \_\_\_\_\_

<b>CCT Align &amp; Data Sources</b>	<b>Teaching Competency</b>	<b>1 Unacceptable</b>	<b>2 Acceptable</b>	<b>3 Target</b>
Planning II.P.1.a II.P.2.a  <u>Data Sources:</u> -Lesson plan -Unit plan -Pre-conference	<b>1. Designing learning tasks that:</b> <ul style="list-style-type: none"> <li>• <b>Include specific and measurable student learning objectives</b></li> <li>• <b>Promote application of skills and conceptual understanding</b></li> <li>• <b>Build on students' prior learning, and</b></li> <li>• <b>Are designed to support attainment of local, state or national standards.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Objectives do not identify specific and/or measurable knowledge and skill outcomes.</li> <li>• Learning <i>tasks</i> consistently focus on rote, isolated activities.</li> <li>• <i>Tasks</i> do not connect with student's prior learning, are not suitable to students' academic needs, and do not follow a coherent progression.</li> <li>• <i>Tasks</i> are not designed to support attainment of local, state or national curricular standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives identify general knowledge and skill outcomes and often focus on measuring <i>task</i> completion.</li> <li>• Learning <i>tasks</i> focus on procedures and some <i>application</i> of skills.</li> <li>• <i>Tasks</i> build on students' prior learning, most of which are suitable to students' academic need, with uneven progression.</li> <li>• <i>Tasks</i> are generally designed to support attainment of local, state or national curricular standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives identify specific and measurable knowledge and skill outcomes.</li> <li>• Learning <i>tasks</i> focus on <i>application</i> of skills and building some <i>conceptual understanding</i>.</li> <li>• <i>Tasks</i> build on students' prior learning and are suitable to students' academic needs, with even, coherent progression.</li> <li>• <i>Tasks</i> are consistently designed to support attainment of local, state or national curricular standards.</li> </ul>
<b>Data:</b>   <b>Rating:</b> <b>1 2 3</b>				
Planning II.P.1.b II.P.2.c  <u>Data Sources:</u> -Lesson plan -Unit plan -Pre-conference	<b>2. Selecting appropriate resources (materials, technology, human) and instructional groups to support students' learning.</b>	<ul style="list-style-type: none"> <li>• Instructional resources are unsuitable to the instructional objectives or do not support the content or the learning needs of the students.</li> <li>• Instructional groups as described in the lesson plans are inappropriate for the content or for supporting students' learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional resources are suitable to the instructional objectives and generally support the content and some of the students' learning needs.</li> <li>• Instructional groups are appropriate but rationale for how they will be used to support learning may be unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional resources are varied, suitable to the instructional objectives, and support the content and most students' learning needs.</li> <li>• Instructional groups are appropriate and a clear rationale for choice of grouping to support student learning is provided.</li> </ul>
<b>Data:</b>   <b>Rating:</b> <b>1 2 3</b>				

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Planning II.P.2.b  <u>Data Sources:</u> -Lesson plan -Unit plan -Pre-conference	<b>3. Planning instruction that addresses the range of student learning differences among their students and describes effective strategies for differentiated instruction.</b>	<ul style="list-style-type: none"> <li>Identified student instructional needs are not based on or may include inaccurate interpretation of student learning data.</li> <li>Instructional plans for addressing student learning differences are not evident or are limited to additional monitoring, setting lower expectations for learning, or assigning additional activities to keep students occupied (not enriching learning).</li> </ul>	<ul style="list-style-type: none"> <li>Identified student instructional needs are general and based on accurate interpretation of student learning data.</li> <li>Instructional plans address some student learning differences by appropriately varying some tasks, or by altering timeframes or instructional grouping arrangements for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Identified student instructional needs are specific and based on accurate interpretation of student learning data.</li> <li>Instructional plans describe a variety of strategies to address student learning differences, including differentiation of lesson content, processes for developing understanding, and/or products to exhibit student learning.</li> </ul>
<b>Data:</b>  <b>Rating:</b> <b>1 2 3</b>				
Instructing II.I.3.a  <u>Data Sources:</u> -Lesson obs. -Written info about standards of behavior	<b>4. Establishing standards of behavior by:</b> <ul style="list-style-type: none"> <li><b>Communicating and reinforcing developmentally appropriate standards of behavior and</b></li> <li><b>Monitoring engagement in learning tasks.</b></li> </ul>	<ul style="list-style-type: none"> <li>Limited <i>standards of behavior</i> appear to have been established or communicated explicitly.</li> <li>Consequences are applied inconsistently or ineffectively or may be developmentally inappropriate for the students.</li> <li>Does not attempt to <i>re-engage</i> students who were off-<i>task</i>.</li> </ul>	<ul style="list-style-type: none"> <li><i>Standards of behavior</i> appear to have been established for most situations. Standards may be inconsistently reinforced.</li> <li>Consequences are generally applied consistently and are developmentally appropriate for the students.</li> <li>If necessary, attempts to <i>re-engage</i> students who were off-<i>task</i>.</li> </ul>	<ul style="list-style-type: none"> <li><i>Standards of behavior</i> appear to have been established. Standards are reinforced when necessary.</li> <li>Consequences are applied consistently, and are developmentally appropriate for the students.</li> <li>If necessary, uses a variety of strategies to attempt to <i>re-engage</i> students who were off-<i>task</i>.</li> </ul>
<b>Data:</b>  <b>Rating:</b> <b>1 2 3</b>				
Instructing II.I.3.f II.I.3.g  <u>Data Sources:</u> -Lesson obs.	<b>5. Creating a positive learning environment by establishing rapport and a non-threatening classroom atmosphere.</b>	<ul style="list-style-type: none"> <li>Responses to and interactions with students are minimal, negative or inappropriate for the age of the students. Negative interactions between students are not addressed appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Responses to and interactions with students demonstrate fairness, acceptance and interest, and are appropriate for the age of the students. Negative interactions between students are generally addressed appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Responses to and interactions with students demonstrate fairness, acceptance and interest, and are appropriate for the age of the students. Expectations that students treat each other similarly are clearly communicated and reinforced.</li> </ul>
<b>Data:</b>  <b>Rating:</b> <b>1 2 3</b>				





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Instructing II.I.3.f III.5.b  <u>Data Sources:</u> -Pre- and Post-Conf -Lesson obs.	<b>11. Supporting a range of student learning differences by differentiating instruction.</b>	<ul style="list-style-type: none"> <li>• <i>Differentiation</i> of learning tasks, activities and/or materials to promote student learning is not evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Some strategies for <i>differentiated instruction</i> are employed to help students complete tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of strategies for <i>differentiated instruction</i> are employed to help students access content information and to demonstrate what they have learned.</li> </ul>
<b>Data:</b>  <b>Rating:</b> <b>1 2 3</b>				
Instructing II.I.5.a  <u>Data Sources:</u> -Lesson obs.	<b>12. Communicating clearly, using acceptable oral and written expressions.</b>  <i>Note: If communication issues interfere with student learning, this competency must be rated unacceptable.</i>	<ul style="list-style-type: none"> <li>• Does not communicate clearly or audibly.</li> <li>• Spoken and/or written language contains grammatical and/or syntactical errors.</li> <li>• Language is developmentally inappropriate or vague.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates clearly and audibly.</li> <li>• Spoken and written language is grammatically and syntactically correct.</li> <li>• Language is developmentally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates clearly, audibly, and expressively.</li> <li>• Spoken and written language is grammatically and syntactically correct.</li> <li>• Language is developmentally appropriate and enhances student understanding of the content.</li> </ul>
<b>Data:</b>  <b>Rating:</b> <b>1 2 3</b>				
Assessing II.A.7.a  <u>Data Sources:</u> -Lesson Obs. -Post-conf -Analyses of student work	<b>13. Monitoring during the lesson for student understanding and, when necessary, adjusting instruction and pacing.</b>	<ul style="list-style-type: none"> <li>• Monitoring focuses on on-task behavior; little or no monitoring of student understanding of content and skills is evident.</li> <li>• Adjustments to instruction not made although needed to ensure student understanding.</li> <li>• Pacing of lessons is often too slow or rushed, and not appropriate for the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring focuses on task completion, with some attention to progress related to students' understanding of content and skills.</li> <li>• When necessary, adjustments include providing additional time for <i>task</i> completion or attempting to re-teach/re-explain content within the lesson.</li> <li>• Pacing of the lessons is generally appropriate for the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Both formal and informal monitoring strategies are used consistently and focus on students' understanding of content and skills.</li> <li>• When necessary, adjustments include using varied strategies or activities for re-teaching content within the lesson.</li> <li>• Pacing of the lessons is appropriate for the students.</li> </ul>
<b>Data:</b>  <b>Rating:</b> <b>1 2 3</b>				



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Assessing II.A.7.e  Prof. Resp. III.PR.2.b.  <u>Data Sources:</u> Observation of ST during meetings conferences or on written analyses	<b>16. Analyzing multiple sources of student data (e.g., classroom observations, student work, teacher made assessments) over a series of lessons to evaluate student progress and communicate information to colleagues and/or families.</b>	<ul style="list-style-type: none"> <li>• Uses limited data to make short-term decisions and/or is unable to analyze data or incorrectly evaluates student progress.</li> <li>• Has no system for maintaining information on student progress in learning or system in disarray.</li> </ul>	<ul style="list-style-type: none"> <li>• Documents and analyzes data to evaluate learning and to communicate student progress (e.g., report cards, parent conferences/PPTs, etc.)</li> <li>• Has a rudimentary system for maintaining information on student learning progress.</li> </ul>	<b>Rating: 1 2</b>
Prof Resp III.PR.1  <u>Data Sources:</u> All conduct in personal and professional life	<b>17. Conducting oneself as a professional in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).</b>	Teacher candidate violates one or more areas of the Code.	Teacher candidate acts professionally in accordance with the Code.	<b>Rating: 1 2</b>
Prof Resp III.PR.1  <u>Data Sources:</u> Observation	<b>18. Conducting oneself as a professional in regard to student teaching responsibilities, e.g., following school policies and procedures, reporting to school as scheduled, appropriate appearance, completing work assigned in timely manner and according to expectations, communicating with parents, etc.</b>	Teacher candidate demonstrates a pattern of unprofessional behavior.	Teacher candidate demonstrates a pattern of professional behavior.	<b>Rating: 1 2</b>
Prof Resp III.PR.2.a  <u>Data Sources:</u> Observation	<b>19. Working collaboratively with colleagues to examine the effectiveness of instructional strategies in order to identify areas for learning and set goals for own professional development.</b>	Teacher candidate does not seek regular and ongoing dialogue with cooperating teacher in order to identify areas and set goals for professional development and growth in pedagogical content knowledge and skills as well as student learning.	Teacher candidate engages in regular dialogue with the cooperating teacher about instructional effectiveness (based on student learning) to identify areas for improvement and to set goals for professional development and growth in pedagogical content knowledge and skills as well as student learning.	<b>Rating: 1 2</b>

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Prof Resp III.PR.6.a III.PR.6.a  <u>Data</u> Sources: Observation	<b>20. Demonstrating dispositions critical to self and students:</b> <ul style="list-style-type: none"> <li>• <b>Enthusiasm about their own learning and about life in their daily work, and</b></li> <li>• <b>Commitment to developing the minds and characters of their students.</b></li> </ul>	Teacher candidate consistently demonstrates a pattern of negative attitudes and beliefs about own learning needs and daily responsibilities as a teacher, and shows a lack of commitment to supporting the development of students.	Teacher candidate shows ongoing enthusiasm about own learning needs, his/her daily responsibilities as a teacher, and a commitment to supporting the development of students.	<b>Rating: 1 2</b>

Overall Comments:



