Teachers Years 1 & 2

FORM C3
(optional)

Teacher:	Evaluation Date:
School:	Administrator:

CCT Align & Data Sources		Teaching Competency		1 Unacceptable		2 Acceptable		3 Target
Planning II.P.1.a II.P.2.a Data Sources: -Lesson plan -Unit plan -Pre- conference	1.	Designing learning tasks that: Include specific and measurable student learning objectives Promote application of skills and conceptual understanding Build on students' prior learning, and Are designed to support attainment of local, state or national standards.	•	Objectives do not identify specific and/or measurable knowledge and skill outcomes. Learning tasks consistently focus on rote, isolated activities. Tasks do not connect with student's prior learning, are not suitable to students' academic needs, and do not follow a coherent progression. Tasks are not designed to support attainment of local, state or national curricular standards.	•	Objectives identify general knowledge and skill outcomes and often focus on measuring task completion. Learning tasks focus on procedures and some application of skills. Tasks build on students' prior learning, most of which are suitable to students' academic need, with uneven progression. Tasks are generally designed to support attainment of local, state or national curricular standards.	•	Objectives identify specific and measurable knowledge and skill outcomes. Learning tasks focus on application of skills and building some conceptual understanding. Tasks build on students' prior learning and are suitable to students' academic needs, with even, coherent progression. Tasks are consistently designed to support attainment of local, state or national curricular standards.
Data: Rating: 1 2 3								
Planning II.P.1.b II.P.2.c Data Sources: -Lesson plan -Unit plan -Pre- conference	2.	Selecting appropriate resources (materials, technology, human) and instructional groups to support students' learning.	•	Instructional resources are unsuitable to the instructional objectives or do not support the content or the learning needs of the students. Instructional groups as described in the lesson plans are inappropriate for the content or for supporting students' learning needs.	•	Instructional resources are suitable to the instructional objectives and generally support the content and some of the students' learning needs. Instructional groups are appropriate but rationale for how they will be used to support learning may be unclear.	•	Instructional resources are varied, suitable to the instructional objectives, and support the content and most students' learning needs. Instructional groups are appropriate and a clear rationale for choice of grouping to support student learning is provided.
Data: Rating: 1 2 3								

CCT		Teaching		1		2		3
Align &		Competency		Unacceptable		Acceptable		Target
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Sources								
Planning II.P.2.b Data Sources:	3.	Planning instruction that addresses the range of student learning	b	dentified student instructional needs are not passed on or may include inaccurate interpretation of student learning data.	•	Identified student instructional needs are general and based on accurate interpretation of student learning data.	•	Identified student instructional needs are specific and based on accurate interpretation of student learning data.
-Lesson plan -Unit plan -Pre- conference		differences among their students and describes effective strategies for differentiated instruction.	le li e a	nstructional plans for addressing student earning differences are not evident or are imited to additional monitoring, setting lower expectations for learning, or assigning additional activities to keep students occupied (not enriching learning).	•	Instructional plans address some student learning differences by appropriately varying some tasks, or by altering timeframes or instructional grouping arrangements for some students.	•	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.
Data:								
Rating: 1 2 3								
Instructing II.I.3.a	4.	Establishing standards of behavior by:		cimited standards of behavior appear to have been established or communicated explicitly.	•	Standards of behavior appear to have been established for most situations. Standards may be	•	Standards of behavior appear to have been established. Standards are reinforced when
Data Sources:		 Communicating and reinforcing 				inconsistently reinforced.		necessary.
-Lesson obsWritten info about standards of behavior		developmentally appropriate standards of behavior and	iı	Consequences are applied inconsistently or neffectively or may be developmentally nappropriate for the students.	•	Consequences are generally applied consistently and are developmentally appropriate for the students.	•	Consequences are applied consistently, and are developmentally appropriate for the students.
		 Monitoring engagement in learning tasks. 		Does not attempt to re- <i>engage</i> students who were off- <i>task</i> .	•	If necessary, attempts to re-engage students who were off-task.	•	If necessary, uses a variety of strategies to attempt to re-engage students who were off-task.
Data:								
Rating: 1 2 3								
Instructing II.I.3.f II.I.3.g	5.	Creating a positive learning environment by establishing <i>rapport</i> and a non-threatening	n tl	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.	•	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	•	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
Data Sources: -Lesson obs.		classroom atmosphere.	S	nudents are not addressed appropriately.		addressed appropriately.		similarly are clearly communicated and reinforced.
Data:								
Rating: 1 2 3								

Align & Competency Sources Instructional functions of routines and transitions are offer in minimal time off-task. Acceptable Competency Comp	d efficient
Data Sources Instructing III.3.5 Its analysis of the circular state of transitions of feetively in order to maximize instructional functions of toutines & transitions in and out of class This competency refers to non-instructional routines and transitions. Rating: 1 2 3 Instructing III.3.6 Its accordance of transitions This competency refers to non-instructional routines and transitions are, at times, inefficient and/or disorderly and may result in some time off-task.	d efficient
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Data Sources: -Lesson obs. Data: Data Sources: Continuous for academic achievement. Cont	
Lesson obs. Data:	
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Rating:	
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Instructing 8. Implementing instruction • Initiation and/or closure are absent or • Initiation and closure are usually implemented but • Initiation and closure are consistently	
II.1.4.a that includes effective administrative in nature and do not help students administrative in nature and do not help students may be inconsistent in helping students understand implemented effectively and help students	ents
Data Sources: initiation and closure. understand purpose of lessons. the purpose of lessons. understand purpose of lessons.	•
-Lesson plan	
Lesson obs.	
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CCT	Teaching	1	2	3
Align &	Competency	Unacceptable	Acceptable	Target
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Sources				
Instructing 1.K.4.a 1.K.4.c 1I.1.6.a II.1.6.b Data Sources: -Lesson plan -Lesson obs.	9. Developing important content specific knowledge, skills, and conceptual understanding by: • Meeting district, state and national content standards, • Helping students make connections within and across lessons, and • Presenting the content	Overall, instruction does not support student attainment of applicable content standards for the district, state, or national professional organization. Representations and explanations of content or skill are inappropriate, unclear or poor examples and do not help students to make connections within and across lessons. Presentation of content includes a pattern of inaccuracies.	 Instruction generally supports student attainment of applicable content standards for the district, state, or national professional organization. Representations and explanations of content or skill are inconsistent in quality and lead students to make general connections, within and across lessons. Presentation of content may include minor inaccuracies. 	Instruction consistently supports student attainment of applicable content standards for the district, state, or national professional organization. Representations and explanations are varied, demonstrate command of the content, skills and concepts, and lead students to make connections, within and across lessons. Presentation of content is consistently accurate.
Data:	accurately and clearly.	maccuracies.		
Rating: 1 2 3 Instructing II.1.4.c	10. Leading students to learn by facilitating students'	Lesson activities are primarily teacher-directed and mainly engage students in completing	Lesson activities are primarily teacher-directed and engage students in applying skills and	Lessons include a balance of teacher-directed and student-centered activities and engage students in
II.I.5.b <u>Data Sources:</u> -Lesson obs.	opportunities for:	discrete tasks. Ouestions are often posed in a manner which	comprehension of content. Ouestions are often posed in a manner which	critical thinking and exploration of concepts.
-Lesson obs.	(important ideas, essential questions and major <i>concepts</i> within	 Questions are often posed in a manner which provides only targeted students an opportunity to respond. 	Questions are often posed in a manner which provides all students an opportunity to respond.	 Questions are consistently posed in a manner which provides all students an opportunity to respond.
	the discipline), Response to questions, and Discourse.	Opportunities for discourse are not evident; teacher primarily lectures or limits students to short answer responses.	Some opportunities for discourse (oral or written) are provided but focused on students discussing comprehension of lesson material or explaining their answers.	Frequent opportunities for discourse (oral or written) are provided to allow students to explain ideas and concepts and to support their reasoning.
Data:			•	•
Rating:				
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CCT	Teaching	1	2	3
Align &	Competency	Unacceptable	Acceptable	Target
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Sources	11 0			
Instructing II.I.3.f	11. Supporting a range of student learning	 Differentiation of learning tasks, activities and/or materials to promote student learning is 	Some strategies for differentiated instruction are employed to help students complete tasks.	A variety of strategies for differentiated instruction are employed to help students access
II.I.5.b	differences by	not evident.	employed to help students complete tasks.	content information and to demonstrate what
Data Sources:	differentiating instruction.			they have learned.
-Pre- and Post-Conf				
-Lesson obs.				
Data:				
Rating:				
1 2 3				
Instructing	12. Communicating clearly,	Does not communicate clearly or audibly.	Communicates clearly and audibly.	Communicates clearly, audibly, and
II.I.5.a	using acceptable oral and	2003 not communicate clearly of audiory.	communicates clearly and audiory.	expressively.
Data Sources:	written expressions.	Spoken and/or written language contains	Spoken and written language is grammatically and	
-Lesson obs.	Note: If communication issues	grammatical and/or syntactical errors.	syntactically correct.	Spoken and written language is grammatically and syntactically correct.
	interfere with student learning,	Language is developmentally inappropriate or	Language is developmentally appropriate.	and syntacticany correct.
	this competency must be rated unacceptable.	vague.	Eunguage is developmentally appropriate.	Language is developmentally appropriate and
	ипассеріавіе.			enhances student understanding of the content.
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Data:				
Rating:				
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Assessing	13. Monitoring during the	A to the control of t	I was a second	Date Life Life to
II.A.7.a	13. Monitoring during the lesson for student	 Monitoring focuses on on-task behavior; little or no monitoring of student understanding of 	 Monitoring focuses on task completion, with some attention to progress related to students' 	Both formal and informal monitoring strategies are used consistently and focus on students'
Data Sources:	understanding and, when	content and skills is evident.	understanding of content and skills.	understanding of content and skills.
-Lesson Obs.	necessary, adjusting instruction and pacing.			
-Post-conf -Analyses of	instruction and pacing.	 Adjustments to instruction not made although needed to ensure student understanding. 	When necessary, adjustments include providing additional time for <i>task</i> completion or attempting to	When necessary, adjustments include using varied strategies or activities for re-teaching
student work		needed to ensure student understanding.	re-teach/re-explain content within the lesson.	content within the lesson.
		Pacing of lessons is often too slow or rushed,	Pacing of the lessons is generally appropriate for	Pacing of the lessons is appropriate for the
Datas		and not appropriate for the students.	the students.	students.
Data:				
Rating:				
1 2 3				

CCT	Teaching	1	2	3
Align &	Competency	Unacceptable	Acceptable	Target
Data	Competency	Unacceptable	Acceptable	Target
Sources				
Assessing	14. Providing performance	Feedback includes inaccuracies; and/or	Feedback is accurate.	Feedback is accurate.
II.A.7.c	feedback (oral or written)	,		
Data Sources:	to students that focuses on content or skills and	Feedback is limited, includes mostly general	Feedback provides some information about	Feedback provides detailed, specific information
-Obs. of	assists students in	comments, and provides little information to	students' learning strengths and/or weaknesses and	about students' strengths and/or weaknesses and
feedback during inst	improving their	help students improve performance.	helps students improve performance.	helps students improve performance.
and on	performance.			
student work				
Data:				
D 4:				
Rating:				
1 2 3				
Assessing	15. Reflecting upon and	Analysis of student learning focuses on student	Analysis of student learning focuses mainly on <i>task</i>	Analysis of student learning across a series of
II.A.7.b	analyzing the process of	behavior with little attention to students'	completion, with some reflection on adjustment of	lessons focuses mainly on student strengths and
Data Sources:	teaching based on student	progress toward learning objectives or goals.	future plans and instructional approaches related to	weaknesses in learning procedures and
-Post-Conf.	learning or failure to learn, and adjusting		time and task completion.	application of skills, with some reflection on adjustment of future plans and instructional
-Analyses of student work	future plans and			adjustment of future plans and instructional approaches to improve student learning.
Student WOIK	instructional approaches			approaches to improve student learning.
	accordingly.	Makes limited <i>connections</i> between teaching	Identifies general <i>connections</i> between teaching	Identifies specific <i>connections</i> between teaching
		practices and students' learning.	practices and students' learning.	practices and students' learning.
Data:				
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Rating:				
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CCT	Teaching	1	2	Data:
Align & Data	Competency	Unacceptable	Acceptable	
Sources		_	_	
Assessing II.A.7.e Prof. Resp. III.PR.2.b.	16. Analyzing multiple sources of student data (e.g., classroom observations, student	Uses limited data to make short-term decisions and/or is unable to analyze data or incorrectly evaluates student progress.	Documents and analyzes data to evaluate learning and to communicate student progress (e.g., report cards, parent conferences/PPTs, etc.)	
Data Sources: Observation of ST during meetings conferences or on	work, teacher made assessments) over a series of lessons to evaluate student progress and communicate information to colleagues and/or families.	Has no system for maintaining information on student progress in learning or system in disarray.	Has a rudimentary system for maintaining information on student learning progress.	
written analyses				Rating: 1 2
Prof Resp III.PR.1 Data Sources: All conduct in personal and professional life	17. Conducting oneself as a professional in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).	Teacher candidate violates one or more areas of the Code.	Teacher candidate acts professionally in accordance with the Code.	Rating: 1 2
Prof Resp	g ,	Tagcher candidate demonstrates a nottern of	Teacher candidate demonstrates a pattern of	Kaung: 1 2
III.PR.1 Data Sources: Observation	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.	Teacher candidate demonstrates a pattern of unprofessional behavior.	professional behavior.	Rating: 1 2
Prof Resp III.PR.2.a <u>Data</u> <u>Sources:</u> Observation	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.	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.	
				Rating: 1 2

CCT Align & Data	Teaching Competency	1 Unacceptable	2 Acceptable	Data:
Prof Resp III.PR.6.a III.PR.6.a Data Sources: Observation	20. Demonstrating dispositions critical to self and students: • Enthusiasm about their own learning and about life in their daily work, and • Commitment to developing the minds and characters of their students.	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.	Rating: 1 2

Overall Comments:	