BATES COLLEGE TEACHER EDUCATION PROGRAM - PERFORMANCE ASSESSMENT

Student Teacher:                                Year of Graduation
College Address                                 e-mail
Phone                                            Student ID #
Permanent Address:                              Social Security #
Phone:                                           
Major:                                          Department Advisor:
Student Teaching Placement - School, Subject, and Grade Level(s)
Cooperating Teacher                            College Supervisor

Praxis I Scores (required for Maine Certification: Reading 176    Writing 175    Math 175    This student’s scores:    Reading    Writing    Math

Maine’s Standards for the Initial Certification of Teachers   (See http://www.maine.gov/education/aarbec/Standards_Indicators/Standards_and_Indicators.htm)

9.04
1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
   a. Uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students’ prior learning.
   b. Evaluates teaching resources and curriculum materials for comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.
   c. Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
   d. Models the use of the tools of the discipline through the inclusion of technology and creates opportunities for students to practice the use of these tools.
   e. Incorporates knowledge of students’ experiences in the planning, execution, and evaluation of learning experiences.
   f. Explains important principles and concepts delineated within their discipline and links them with professional, state and unit standards.

2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.
   a. Creates learning experiences in which students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines.
   b. Encourages students to recognize and respect the interdependence of all knowledge and ideas by combining and integrating knowledge of different disciplines.
   c. Pursues and acquires material and human resources in various disciplines for classroom use.

3. Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students’ intellectual, physical, emotional, and social development.
   a. Discerns individual, student and group differences (e.g., intellectual, cultural, social).
   b. Supports individual student’s physical, social, emotional, cognitive, and moral development.
   c. Observes how students learn and thus ascertain different learning styles.
   d. Identifies when and how to access appropriate services or resources to meet learner’s needs.
   e. Identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths, and needs.
   f. Makes appropriate provisions and adaptations for individual students who have particular learning differences or needs.
   g. Understands and makes connections to students’ experiences and backgrounds in planning and implementing curriculum.
   h. Demonstrates understanding of and sensitivity to issues of diversity and equity during the design and assessment of instruction.

4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals.
   a. Plans for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.
   b. Develops daily, weekly, and long-range lesson plans that are linked to student needs and performance, and adapts them to ensure that the plans capitalize on student progress and motivation.
   c. Demonstrates originality in lesson development within the parameters of the existing school curriculum.
   d. Articulates lesson goals and provides educationally and ethically defensible rationales for those goals.
   e. Plans collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.
5. Understands and uses a variety of instructional strategies and appropriate technologies.
   a. Chooses effective teaching strategies and materials to meet different learning goals and student needs.
   b. Uses multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.
   c. Monitors and adjusts strategies in response to learner feedback.
   d. Varies his/her role in the instructional process depending on the content, purposes, and student needs.
   e. Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and providing diverse perspectives to encourage critical thinking.
   f. Employs a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.
   g. Uses educational technology to broaden student knowledge about technology as well as to deliver instruction.
   h. Encourages all students to use technology and help them to access that technology.
   i. Provides students with strategies for evaluating the content encountered via technology (i.e., Internet, listservs).

6. Creates and maintains a classroom environment which supports and encourages learning.
   a. Creates a comfortable, well-organized physical environment.
   b. Establishes a classroom climate of openness, mutual respect, support, and inquiry.
   c. Works with students to manage their own behaviors and assume responsibility for their own learning.
   d. Uses principles of effective classroom organization.
   e. Uses a variety of strategies to increase students’ desire and opportunity to learn.
   f. Creates an environment in which students work both cooperatively and independently.

7. Demonstrates the ability to support students’ learning and well being by engaging students, home, school, colleagues, and community.
   a. Advocates for students while respecting their privacy and right to confidentiality.
   b. Identifies strategies to link school, home, and community to enhance student performance and well-being.
   c. Describes ways to proactively develop partnerships with parents and guardians in support of students’ learning and well being.
   d. Recognizes when it is appropriate to consult with other school professionals concerning a student’s learning or health.
   e. Describes ways to work with community agencies to foster student growth.
   f. Works with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well-being.

8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.
   a. Describes the purposes of assessment.
   b. Uses a variety of formal and informal strategies to assess student outcomes.
   c. Matches assessment strategies and instruments to Learning Results and program objectives.
   d. Uses concepts of reliability, validity, and generalizability to design and improve high quality assessments.
   e. Employs a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness.
   f. Uses assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
   g. Communicates responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.
   h. Involves learners in self-assessment and goal setting for learning.
   i. Documents learning using a variety of methods such as portfolios, school records, and other long-term indices of the multiple abilities of students.
9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.
   a. Maintains confidentiality concerning all dealings with students, parents, teachers, and school personnel.
   b. Adheres to a code of ethics that demonstrates an understanding of the laws that govern students’ rights and teacher responsibilities.
   c. Demonstrates knowledge of situations that make one vulnerable to liability actions. Demonstrates awareness of professional liability insurance and follows appropriate school and district procedures to avoid liability.
   d. Complies with school policies related to health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.
   e. Adheres to affirmative action policies pertaining to school and classroom settings; interacts with all students in an equitable manner.
   f. Understands how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or non-observance of holidays, activities that are forbidden, expectations regarding gender relations, issues of deference); takes religious diversity into account when planning and implementing lessons and activities.
   g. Understands the meaning of sexual harassment and how it impacts students and staff, and assists students in understanding the meaning of sexual harassment, how to avoid harassing others, and what to do if they feel harassed.
   h. Treats others with respect, and honors the dignity of all people.
   i. Documents incidents that may have legal or ethical implications.
   j. Takes appropriate steps to obtain and maintain professional certification/licensure.
   k. Recognizes and demonstrates appropriate use of language in the classroom (i.e., avoid profanity, name-calling, racial slurs, etc.)

10. Demonstrates a strong professional ethic and a desire to contribute to the education profession.
   a. Is an active, contributing member of work teams and committees.
   b. Participates in staff development opportunities and training sessions and applies information and strategies gained as a result of those experiences to his/her own teaching.
   c. Utilizes information gained from reading professional journals.
   d. Applies information gathered during attendance at professional conferences.
   e. Develops associations with organizations dedicated to learning.
   f. Reflects upon and strengthens his/her teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.
   g. Stays abreast of and employ new teaching strategies and technologies.
   h. Develops and implements a personal development plan to enhance his/her professional growth.
   i. Maintains a professional demeanor and recognize the teacher’s role as a model for students.
   j. Works with colleagues to achieve school and district goals and to address problems in the school.

General Comments:

Assessed by

Date