West Virginia

Clinical Student

Observation and

Evaluation

Guidance

Document

**Conceptual Framework**

The Resident Teacher Evaluation aligns with the West Virginia Professional Teaching Evaluation and the West Virginia Professional Teaching Standards, which are the foundation for educator preparation, teacher assessment, and professional learning throughout the state. The evaluation employs the five professional teaching standards to provide explicit and extensive details of the work of teaching. These five standards define what teachers must know and be able to do. The evaluation also includes two performance standards that evaluate outcomes and other essential aspects of teaching.

Standard 1- Curriculum and Planning

Standard 2- The Learner and the Learning Environment

Standard 3- Teaching

Standard 4- Professional Responsibilities for Self-Renewal

Standard 5- Professional Responsibilities for School and Community

Standard 6- Student Learning

Standard 7- Professional Conduct

**Standards**

The educator evaluation system focuses on 16 Elements:

Standard 1 - Curriculum and Planning

The teacher demonstrates a deep and extensive knowledge of the subject matter.

The teacher designs standards-driven instruction using state-approved curricula.

The teacher uses a balanced assessment approach to guide student learning.

Standard 2 - The Learner and the Learning Environment

The teacher understands and responds to the unique characteristics of learners.

The teacher establishes and maintains a safe and appropriate learning environment.

The teacher establishes and maintains a learner-centered culture.

Standard 3 - Teaching

The teacher utilizes a variety of research-based instructional strategies.

The teacher motivates and engages students in learning, problem solving and collaboration.

The teacher adjusts instruction based on a variety of assessments and student responses.

Standard 4 - Professional Responsibilities for Self-Renewal

The teacher engages in professional development that guides continuous examination and improvement of professional practice.

The teacher actively engages in collaborative learning opportunities with colleagues.

Standard 5 - Professional Responsibilities for School and Community

The teacher participates in school-wide collaborative efforts to support the success of all students.

The teacher works with parents, guardians, families, and community entities to support student learning and well-being.

The teacher promotes practices and policies that improve school environment and student learning.

Standard 6 – Student Learning

The work of the teacher results in measurable progress of student learning of state-approved curricula.

Standard 7 – Professional Conduct

The teacher demonstrates professional conduct as defined in law, policy, and procedure at the state, district, and school level.

**Defining Roles**

Resident Teacher - pre-service professionals who play active roles in their evaluation process. They assume responsibility for presenting evidence to document their performance. Resident teachers also set goals and monitor progress within the Student Learning component. As reflective practitioners, resident teachers respond to feedback while also identifying resources necessary for continued growth.

Evaluators - those who oversee the supervision of the Resident Teacher and take responsibility for performance appraisal. Evaluators offer constructive feedback in tandem with recommendations for continued professional growth. (Cooperating Teacher, EPP Supervisor)

**Evidence Collection**

**Student Learning**

Resident Teachers must present specific evidence of their students' progress in learning through multiple measures as part of the Student Learning performance standard. Resident Teachers must develop two student learning goals and collect evidence from multiple measures to validate student learning progress. The goals shall be related to improving student achievement. The determination of the goals shall be based on the identified needs of the students, which shall include a consideration of gaps in performance. All resident teachers in grades Kindergarten through Grade 3 shall include a goal to address increasing students’ reading and math proficiency. Evaluators verify that the goals are rigorous, measurable, and comparable across classrooms All evidence for the Student Learning performance standard must meet the following three criteria:

**Measurable;**

**Rigorous;**

**Comparable across classrooms**.

**Measurable** refers to the need to create a SMART Goal.

(Specific, Measurable, Achievable, Realistic, Time-bound)

Goals shall span the time frame according to the adopted teacher performance assessment (TPA) per each institution.

**Rigorous** assessments must be aligned with the current West Virginia College and Career Readiness Standards and challenge all learners.

**Comparable across classrooms** means the assessments used to validate progress are equivalent forms of assessments that can be consistently applied in a variety of contexts. Measures with the greatest degree of comparability are those that can be used in all classrooms for a specific grade or content area. An example of a measure that is comparable across classrooms would be a third-grade mathematics assessment that could be used in all third-grade classrooms within a school where one would expect all third -grade students to achieve similar results in every classroom.

**Observations (Formative)**

Observation provides a view of teacher practice and the opportunity to collect formative data to evaluate Resident Teacher performance. Evidence collected during an observation helps Resident Teachers clarify strengths and identify areas for growth.

Evaluators conduct a minimum of five observations during Residency 1 and a minimum of five observations for Residency 2 for Resident Teachers. Two of these observations in Residency 2 are scheduled with the clinical educators. Observations last the length of a lesson but not less than 30 minutes. Focus areas and areas of concern need to be shared with both evaluators and cooperating teachers.

Evaluators record data using the **WEST VIRGINIA OBSERVATIONAL RUBRICS FOR CLINICAL EDUCATORS**. Evaluators should schedule and conduct a conference with residents within 5 days of the observation. Resident Teachers and evaluators exchange reflection and feedback and identify strategies and resources. They likewise review any additional evidence presented at the conference. Evidence accumulated as part of the observation is included in the summative performance rating.

**Evaluations (Summative)**

Evaluators should conduct a mid-term and final evaluation during Residency 1 and Residency 2.

Evaluators record evaluations using the **WEST VIRGINIA EVALUATION RUBRICS FOR CLINICAL EDUCATORS**. Evaluators schedule a time to review the mid-term and final evaluation with the Resident Teachers.

**Levels of Performance**

Five levels of performance are used to describe the quality of teaching within West Virginia classrooms for Resident Teachers. Rubrics guide the determination of specific performance levels. The five levels are **Distinguished, Accomplished, Emerging, Novice and Unsatisfactory**.

The goal for a Resident Teacher at the end of Residency 1 would fall at a minimum of the Novice level or beyond. Resident Teachers are beginning to emerge as the teacher in the classroom and are taking on more responsibilities. The goal for Resident Teachers at the conclusion of Residency 2 would be at minimum of the Emerging level or beyond.

**Performance and Student Growth indicators:**

Distinguished- performance is consistently exceptional

Accomplished - performance demonstrates mastery of the standards

Emerging- performance meets basic standard and has an opportunity for professional growth

Novice- performance meets basic standards

Unsatisfactory- performance does not meet basic standards

**WEST VIRGINIA OBSERVATIONAL RUBRICS FOR CLINICAL EDUCATORS- formative**

**Teacher Candidate: evaluator:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STANDARD 1: CURRICULUM AND PLANNING**  Observation # \_\_\_\_ Date \_\_\_\_\_­­­\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_Observation# \_\_\_\_Date \_\_\_\_\_­­­\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_  Observation # \_\_\_\_ Date \_\_\_\_\_­­­\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_Observation # \_\_\_\_Date \_\_\_\_\_­­­\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 1.1:** The resident teacher demonstrates a deep and extensive knowledge of the subject matter. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
|  | | |  | |  | |  | |  | | |
| The resident teacher:   * demonstrates expert, specialized content knowledge * collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas | | | The resident teacher:   * demonstrates extensive content knowledge * connects student learning to other content areas | | The resident teacher:   * demonstrates content knowledge * attempts to connect student learning to other content areas | | The resident teacher:   * begins to demonstrate knowledge of content * sometimes attempts to make connections to student learning in other content areas. | | The resident teacher:   * does not demonstrate sufficient content knowledge * does not attempt to connect student learning to other content areas | | |
| *Observational Notes:* | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 1.2:** The resident teacher designs standards-driven instruction using state-approved curricula. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | **NOVICE** | | | **UNSATISFACTORY** | | |
|  | | |  | |  |  | | |  | | |
| The resident teacher:   * collaborates with others including students, to design instruction and assessment aligned to the state approved curricula * collaborates with students to design sequential learning activates that provide for varied student abilities and interests * collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving | | | The resident teacher:   * designs written instructional plans that align instruction and assessment to the state-approved curricula * designs sequential learning activities that provide for varied student abilities and interests * designs activities that promote student collaboration, critical thinking, and problem solving. | | The resident teacher:   * designs written instructional plans aligned to the state-approved curricula * designs sequential learning activities at appropriate developmental levels * designs activities that promote student collaboration | The resident teacher:   * begins to design written instructional plans that often align to the state- approved curricula, * begins to design sequential learning activities at appropriate developmental levels * begins to design activities that promote student collaboration | | | The resident teacher:   * Does not design written instructional plans * Does not design instructional plans and/or units that are driven by state-approved curricula * Does not design sequential learning activities at appropriate developmental levels * Does not design activities that promote student collaboration | | |
| *Observational Notes:* | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 1.3:** The resident teacher uses a balanced assessment approach to guide student learning. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
|  | | |  | |  | |  | |  | | |
| The resident teacher:   * collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals * collaborates with students and others to clearly define and communicate assessment criteria * shares assessment data and provides timely feedback to students and other stakeholders | | | The resident teacher:   * designs and uses formative and summative assessments to monitor student progress and set learning goals * clearly defines and communicates assessment criteria * shares assessment data and provides timely feedback to students | | The resident teacher:   * designs and uses formative and summative assessments * communicates assessment criteria * shares assessment data with students | | The resident teacher:   * begins to design and use formative and summative assessments * begins to communicate assessment criteria * begins to share assessment data with students | | The resident teacher:   * does not use formative and summative assessments * does not communicate assessment criteria * does not share assessment data and/or provide feedback to students | | |
| *Observational Notes:* | | | | | | | | | | |
|  | **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 2.1**: The resident teacher understands and responds to the unique characteristics of learners. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
|  | | |  | |  | |  | |  | | |
| The resident teacher:   * demonstrates extensive knowledge of students’ social, emotional and academic needs, interest, learning styles, cultural heritage, and gender * plans and implements differentiated learning activities with students * helps colleagues understand the unique characteristics of all learners | | | The resident teacher:   * demonstrates thorough knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender * plans and implements differentiated learning activities for students | | The resident teacher:   * demonstrates adequate knowledge of students’ social, emotional, and academic needs, interests, learning styles, cultural heritage, and gender * plans and implements differentiated learning activities for some students | | The resident teacher:   * begins to demonstrate adequate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender * begins to plan and implements differentiated learning activities for some students | | The resident teacher:   * does not demonstrate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender * does not plan and implement appropriate learning activities | | |
| *Observational Notes:* | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 2.2:** The resident teacher establishes and maintains a safe and appropriate learning environment. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
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| The resident teacher:   * collaborates with students to establish an effective classroom management system * collaborates with students to ensure appropriate behavior as defined by the code of conduct * organizes space and materials in a safe, highly efficient and well-designed learning environment | | | The resident teacher:   * establishes an effective classroom management system * responds appropriately and respectfully to student behavior as defined by the code of conduct * organizes space and materials to ensure safety and efficiency | | The resident teacher:   * establishes a classroom management system * responds inadequately to student behavior as defined by the code of conduct * organizes space and materials to ensure safety | | The resident teacher:   * begins to establish a classroom management system * responds inadequately to student behavior as defined by the code of conduct * begins to organize space and materials to ensure safety | | The resident teacher:   * does not implement an effective classroom management system * does not respond to student behavior as defined by the code of conduct * does not organize space and materials to ensure safety | | |
| *Observational Notes:* | | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 2.3:** The resident teacher establishes and maintains a learner-centered culture. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
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| The resident teacher:   * establishes with students’ clear criteria for high-quality work * collaborates with students to maximize instructional time * engages students in active, self-directed learning as part of a community of learners * provides extensive opportunities for students to collaborate in learning | | | The resident teacher:   * sets and communicates clear criteria for high-quality work * uses instructional time efficiently * engages students in active learning * provides adequate opportunities for students to collaborate in learning | | The resident teacher:   * sets criteria for high-quality work * uses instructional time with limited efficiency * engages students in learning * provides limited opportunities for students to collaborate in learning | | The resident teacher:   * begins to set criteria for high-quality work * begins to use instructional time with limited efficiency * begins to engage students in learning * begins to provide limited opportunities for students to collaborate in learning | | The resident teacher:   * does not establish criteria for quality work * does not use instructional time efficiently * does not engage students in learning * does not provide opportunities for students to collaborate in learning | | |
| *Observational Notes:* | | | | | | | | | | |
|  | **STANDARD 3: TEACHING** | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 3.1:** The resident teacher utilizes a variety of research-based instructional strategies. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPOLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
|  | | |  | |  | |  | |  | | |
| The resident teacher:   * collaborates with students to use an extensive variety of effective instructional strategies to deliver content * collaborates with students to provide scaffolding and differentiated instruction * extensively uses appropriate technology to deliver content | | | The resident teacher:   * uses a variety of effective instructional strategies to deliver content * demonstrates adequate use of scaffolding and differentiated instruction * adequately uses technology to deliver content | | The resident teacher:   * uses a limited variety of effective instructional strategies to deliver content * demonstrates limited use of scaffolding or differentiated instruction * demonstrates limited use of appropriate technology to deliver content | | The resident teacher:   * begins to use effective instructional strategies to deliver content * begins to scaffold or differentiate instruction * begins to use appropriate technology to deliver content | | The resident teacher:   * does not use effective instructional strategies to deliver content * does not scaffold or differentiate instruction * does not use appropriate technology to deliver content | | |
| *Observational Notes:* | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 3.2:** The resident teacher motivates and engages students in learning, problem solving and collaboration. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
|  | | |  | |  | |  | |  | | |
| The resident teacher:   * facilitates student-led learning activities leading to deep understanding of the content * encourages students to initiate or adapt learning activities to deepen understanding * provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning | | | The resident teacher:   * provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding * explains directions and procedures clearly and models them when necessary * provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning | | The resident teacher:   * provides learning activities relevant to the content * explains direction and procedures * provides students with limited opportunities to collaborate using appropriate technologies | | The resident teacher:   * provides learning activities relevant to the content on most occasions * explains directions and procedures on most occasions * begins to provide students with limited opportunities to collaborate using appropriate technologies | | The resident teacher:   * does not provide learning activities that are relevant to the content * does not provide meaningful activities * does not explain directions and procedures * does not provide student collaboration opportunities | | |
| *Observational Notes:* | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 3.3:** The resident teacher adjusts instruction based on a variety of assessments and student responses. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
|  | | |  | |  | |  | |  | | |
| The resident teacher:   * effectively modifies instruction to meet the needs of all students * extensively monitors student progress using a variety of assessments * collaborates with students and others to make instructional decisions * extensively analyzes and uses student data to make instructional decisions * uses a variety of formative assessments to differentiate instruction and provide effective interventions | | | The resident teacher:   * modifies instruction when need is apparent * consistently monitors student progress using a variety of assessments * uses student feedback to make instructional decisions * analyzes student data to make instructional decisions * uses a variety of formative assessments to differentiate instruction and provide appropriate interventions | | The resident teacher:   * recognizes missed opportunities to modify instruction * inconsistently monitors student progress using a variety of assessments * examines student data * uses formative assessments to provide whole-group interventions | | The resident teacher:   * begins to identify missed opportunities to modify instruction * begins to monitor student progress using a variety of assessments * begins to examine student data * begins to use formative assessments to provide whole-group interventions | | The resident teacher:   * does not modify instruction * does not monitor student progress * does not base instruction on a variety of assessments * does not provide interventions based on student data | | |
| *Observational Notes:* | | | | | | | | | |
|  | **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 4.1:** The resident teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
|  | | |  | |  | |  | |  | | |
| The resident teacher:   * initiates the investigation that leads to the development of best practices * extensively implements best practices * mentors others in implementation of best practices * shares results of investigation at the local, state, or national level | | | The resident teacher:   * engages in professional learning to investigate best practices * consistently implements best practices * shares best practices within the school community | | The resident teacher:   * participates in opportunities to investigate best practices when invited to do so * inconsistently implements best practices | | The resident teacher:   * begins to participate in opportunities to investigate best practices when invited to do so * begins to implement best practices | | The resident teacher:   * does not participate in professional development of best practices as required for self-renewal * does not implement best practices * does not implement best practices acquired through professional development | | |
| *Observational Notes:* | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 4.2:** The resident teacher actively engages in collaborative learning opportunities for self-renewal with colleagues. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
|  | | |  | |  | |  | |  | | |
| The resident teacher:   * initiates or advances the development of a collaborative team * contributes consistently to group learning * mentors others in utilizing the knowledge and skills gained | | | The resident teacher:   * participates actively in and/or facilitates a collaborative team * contributes to group learning * utilizes the knowledge and skills gained | | The resident teacher:   * participates in a collaborative team when invited to do so * attempts to utilize the knowledge and skills gained | | The resident teacher:   * begins participating in a collaborative team when invited to do so * begins attempting to utilize the knowledge and skills gained | | The resident teacher:   * works in isolation * does not contribute productively to work in collaborative teams as required for self-renewal * does not utilize knowledge and skills gained to improve unsatisfactory performance rating | | |
| Observational Notes: | | | | | | | | | |
|  | **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 5.1:** The resident teacher participates in school-wide collaborative efforts to support the success of all students. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
|  | | |  | |  | |  | |  | | |
| The resident teacher:   * leads the ongoing development of school-wide initiatives based on school and student data * participates in the design and delivery of professional development for the implementation of school-wide initiatives | | | The resident teacher:   * collaborates in the development of school-wide initiatives based on school and student data * participates in the implementation of school-wide initiatives | | The resident teacher:   * participates in school-wide initiatives | | The resident teacher:   * begins participating in school-wide initiatives | | The resident teacher:   * does not participate in school-wide initiatives | | |
| *Observational Notes:* | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 5.2:** The resident teacher works with parents, guardians, families and community entities to support student learning and well-being. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
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| The resident teacher:   * develops ongoing opportunities for families to participate in classroom activities based on needs assessment * interacts appropriately with families within the school and community * utilizes theory and current research to facilitate meaningful connections between the school and family * develops and promotes meaningful school activities by utilizing community expertise and resources | | | The resident teacher:   * offers ongoing opportunities for families to participate in classroom activities * interacts appropriately with families within the school setting * seeks relevant knowledge of the family in order to provide meaningful connections between the school and family * creates positive connections between the school and the community | | The resident teacher:   * participates in school-wide family activities * has minimal interaction with families * responds appropriately to contact from families * occasionally connects school activities with community resources | | The resident teacher:   * begins participating in school-wide family activities * has minimal interaction with families * begins responding appropriately to contact from families * occasionally connects school activities with community resources | | The resident teacher:   * does not attend school-wide family activities * does not respond or inappropriately responds to contact from families * does not positively contribute to the relationship between school and community | | |
| *Observational Notes:* | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 5.3:** The resident teacher promotes practices and policies that improve school environment and student learning. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | | |
|  | | |  | |  | |  | |  | | |
| The resident teacher:   * involves and coaches others to implement and sustain teacher-identified change * takes a leadership role in growth initiatives that affect practice and policy throughout the school community | | | The resident teacher:   * identifies possible areas of growth within the classroom and school * recommends and facilitates opportunities for change and growth in the classroom and school. | | The resident teacher:   * participates in required initiatives leading to change in practice and policy in the classroom and school | | The resident teacher:   * begins participating in required initiatives leading to change in practice and policy in the classroom and school | | The resident teacher:   * does not participate in available opportunities for change and growth that affect practice and policy | | |
| *Observational Notes:* | | | | | | | | | |
|  | **STANDARD 6: STUDENT LEARNING** | | | | | | | | | | |
|  | **Student Learning:** Student Learning is the single most important goal of education. Many things affect students’ quality of life and readiness to learn. The quality of teaching, however, is the most important school related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students’’ success through multiple measures. The educator evaluation recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts. | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 6.1:** The work of the resident teacher results in measurable progress of student learning of state-approved curricula. | | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **UNSATISFACTORY** | |  | | |
|  | | |  | |  | |  | |  | | |
| * Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. * The teacher accomplished a student learning goal that involves collaborative efforts across classrooms. | | | * Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula. | | * Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula. | | * Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula. | |  | | |
| *Observational Notes* | | | | | | | | | |
|  | **STANDARD 7: PROFESSIONAL CONDUCT** | | | | | | | | | | |
|  | **Professional Conduct:** Professional conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The professional conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not however supplant code and policy to which educators remain fully accountable and is no determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan others will require immediate action. | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 7.1:** The resident teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level. | | | | | | | | | | |
|  | | **STANDARD** | | **BELOW STANDARD** | | |  | **UNSATISFACTORY** | | | |
|  | |  | |  | | |  |  | | | |
| **POLICY AND PROCEDURE** | | * The resident teacher adheres to state, district, school, and policy and procedure. | | * The resident teacher adheres to state, district, school, and policy and procedure with few exceptions | | |  | * The resident teacher demonstrates a pattern of violating school, district and state policy and procedure. | | | |
| **ATTENDANCE** | | * The resident teacher adheres to state, district, school, attendance policy and procedure. | | * The resident teacher adheres to state, district, school, and attendance policy and procedures with few exceptions | | |  | * The resident teacher demonstrates a pattern of absences that violate state, district, school attendance policy and procedure. | | | |
| **SCHEDULE** | | * The resident teacher adheres to state, district, school, work schedule policy and procedure. | | * The resident teacher adheres to state, district and schoolwork schedule policy and procedure with few exceptions | | |  | * The resident teacher demonstrates a pattern of failure to adhere to the work schedule defined by state, district, school policy and procedure. | | | |
| **RESPECT** | | * The resident teacher interacts professionally with students, parents/guardians, colleagues and community. | | * The resident teacher Interacts professionally with students, parents/ guardians, colleagues and community with few exceptions | | |  | * The resident teacher demonstrates a pattern of behavior with students, parents/guardians, colleagues and community which is unprofessional. | | | |
| *Comments:* | |  | |  | | |  |  | | | |

**Additional Comments:**

***Signatures:***

**Observation #1**

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*Observer Circle One: Cooperating Teacher University Based Supervisor Date*

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*Teacher Candidate Date*

**Observation #2**

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*Observer Circle One: Cooperating Teacher University Based Supervisor Date*

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*Teacher Candidate Date*

**Observation #3**

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*Observer Circle One: Cooperating Teacher University Based Supervisor Date*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Teacher Candidate Date*

**Observation #4**

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*Observer Circle One: Cooperating Teacher University Based Supervisor Date*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Teacher Candidate Date*

**WEST VIRGINIA EVALUATION RUBRICS FOR CLINICAL EDUCATORS-**

**Mid-Term or Final Evaluation- Circle One**

*Please Print*

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

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

University Based Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Final Evaluation Scoring:** Please indicate the achieved performance indicator for the mid-term or final evaluation. Circle the number of the level achieved in each Critical Standard Element. The level achieved in each Critical Standard Element must have a preponderance of indicators checked in that level. The teacher candidate must achieve the Emerging Level to pass Residency 2. On Standard 7: Professional Commitment, the teacher candidate must achieve a “Standard” rating. Please see further directions in the WV Rubrics for Teachers Procedures.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STANDARD 1: CURRICULUM AND PLANNING** | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 1.1:** The resident teacher demonstrates a deep and extensive knowledge of the subject matter. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * demonstrates expert, specialized content knowledge * collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas | | | The resident teacher:   * demonstrates extensive content knowledge * connects student learning to other content areas | | The resident teacher:   * demonstrates content knowledge * attempts to connect student learning to other content areas | | The resident teacher:   * begins to demonstrate knowledge of content * sometimes attempts to make connections to student learning in other content areas. | | The resident teacher:   * does not demonstrate sufficient content knowledge * does not attempt to connect student learning to other content areas | |
|  | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 1.2:** The resident teacher designs standards-driven instruction using state-approved curricula. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | **NOVICE** | | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | **1** | | | **0** | |
| The resident teacher:   * collaborates with others including students, to design instruction and assessment aligned to the state approved curricula * collaborates with students to design sequential learning activates that provide for varied student abilities and interests * collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving | | | The resident teacher:   * designs written instructional plans that align instruction and assessment to the state-approved curricula * designs sequential learning activities that provide for varied student abilities and interests * designs activities that promote student collaboration, critical thinking, and problem solving | | The resident teacher:   * designs written instructional plans aligned to the state-approved curricula * designs sequential learning activities at appropriate developmental levels * designs activities that promote student collaboration | The resident teacher:   * begins to design written instructional plans that often align to the state- approved curricula * begins to design sequential learning activities at appropriate developmental levels * begins to design activities that promote student collaboration | | | The resident teacher:   * Does not design written instructional plans * Does not design instructional plans and/or units that are driven by state-approved curricula * Does not design sequential learning activities at appropriate developmental levels * Does not design activities that promote student collaboration | |
|  | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 1.3:** The resident teacher uses a balanced assessment approach to guide student learning. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * collaborates with students to design and uses a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals * collaborates with students and others to clearly define and communicate assessment criteria * shares assessment data and provides timely feedback to students and other stakeholders | | | The resident teacher:   * designs and uses formative and summative assessments to monitor student progress and set learning goals * clearly defines and communicates assessment criteria * shares assessment data and provides timely feedback to students | | The resident teacher:   * designs and uses formative and summative assessments * communicates assessment criteria * shares assessment data with students | | The resident teacher:   * begins to design and use formative and summative assessments * begins to communicate assessment criteria * begins to share assessment data with students | | The resident teacher:   * does not use formative and summative assessments * does not communicate assessment criteria * does not share assessment data and/or provide feedback to students | |
|  | | | | | | | | | | |
|  | **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 2.1**: The resident teacher understands and responds to the unique characteristics of learners. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * demonstrates extensive knowledge of students’ social, emotional and academic needs, interest, learning styles, cultural heritage, and gender * plans and implements differentiate learning activities with students * helps colleagues understand the unique characteristics of all learners | | | The resident teacher:   * demonstrates thorough knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender * plans and implements differentiated learning activities for students | | The resident teacher:   * demonstrates adequate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender * plans and implements differentiated learning activities for some students | | The resident teacher:   * begins to demonstrate adequate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender * begins to plan and implement differentiated learning activities for some students | | The resident teacher:   * does not demonstrate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender * does not plan and implement appropriate learning activities | |
|  | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 2.2:** The resident teacher establishes and maintains a safe and appropriate learning environment. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * collaborates with students to establish an effective classroom management system * collaborates with students to ensure appropriate behavior as defined by the code of conduct * organizes space and materials in a safe, highly efficient and well-designed learning environment | | | The resident teacher:   * establishes an effective classroom management system * responds appropriately and respectfully to student behavior as defined by the code of conduct * organizes space and materials to ensure safety and efficiency | | The resident teacher:   * establishes a classroom management system * responds inadequately to student behavior as defined by the code of conduct * organizes space and materials to ensure safety | | The resident teacher:   * begins to establish a classroom management system * responds inadequately to student behavior as defined by the code of conduct * begins to organize space and materials to ensure safety | | The resident teacher:   * does not implement an effective classroom management system * does not respond to student behavior as defined by the code of conduct * does not organize space and materials to ensure safety | |
|  | | |  | |  | |  | |  | |
|  | **CRITICAL STANDARD ELEMENT 2.3:** The resident teacher establishes and maintains a learner-centered culture. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * establishes with students’ clear criteria for high-quality work * collaborates with students to maximize instructional time * engages students in active, self-directed learning as part of a community of learners * provides extensive opportunities for students to collaborate in learning | | | The resident teacher:   * sets and communicates clear criteria for high-quality work * uses instructional time efficiently * engages students in active learning * provides adequate opportunities for students to collaborate in learning | | The resident teacher:   * sets criteria for high-quality work * uses instructional time with limited efficiency * engages students in learning * provides limited opportunities for students to collaborate in learning | | The resident teacher:   * begins to set criteria for high-quality work * begins to use instructional time with limited efficiency * begins to engage students in learning * begins to provide limited opportunities for students to collaborate in learning | | The resident teacher:   * does not establish criteria for quality work * does not use instructional time efficiently * does not engage students in learning * does not provide opportunities for students to collaborate in learning | |
|  | | | | | | | | | | |
|  | **STANDARD 3: TEACHING** | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 3.1:** The resident teacher utilizes a variety of research-based instructional strategies. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPOLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * collaborates with students to use an extensive variety of effective instructional strategies to deliver content * collaborates with students to provide scaffolding and differentiated instruction * extensively uses appropriate technology to deliver content | | | The resident teacher:   * uses a variety of effective instructional strategies to deliver content * demonstrates adequate use of scaffolding and differentiated instruction * adequately uses technology to deliver content | | The resident teacher:   * uses a limited variety of effective instructional strategies to deliver content * demonstrates limited use of scaffolding or differentiated instruction * demonstrates limited use of appropriate technology to deliver content | | The resident teacher:   * begins to use effective instructional strategies to deliver content * begins to scaffold or differentiate instruction * begins to use appropriate technology to deliver content | | The resident teacher:   * does not use effective instructional strategies to deliver content * does not scaffold or differentiate instruction * does not use appropriate technology to deliver content | |
|  | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 3.2:** The resident teacher motivates and engages students in learning, problem solving and collaboration. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * facilitates student-led learning activities leading to deep understanding of the content * encourages students to initiate or adapt learning activities to deepen understanding * provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning | | | The resident teacher:   * provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding * explains directions and procedures clearly and models them when necessary * provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning | | The resident teacher:   * provides learning activities relevant to the content * explains directions and procedures * provides students with limited opportunities to collaborate using appropriate technologies | | The resident teacher:   * provides learning activities relevant to the content on most occasions * explains directions and procedures on most occasions * begins to provide students with limited opportunities to collaborate using appropriate technologies | | The resident teacher:   * does not provide learning activities that are relevant to the content * does not provide meaningful activities * does not explain directions and procedures * does not provide student collaboration opportunities | |
|  | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 3.3:** The resident teacher adjusts instruction based on a variety of assessments and student responses. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * effectively modifies instruction to meet the needs of all students * extensively monitors student progress using a variety of assessments * collaborates with students and others to make instructional decisions * extensively analyzes and uses student data to make instructional decisions * uses a variety of formative assessments to differentiate instruction and provide effective interventions | | | The resident teacher:   * modifies instruction when need is apparent * consistently monitors student progress using a variety of assessments * uses student feedback to make instructional decisions * analyzes student data to make instructional decisions * uses a variety of formative assessments to differentiate instruction and provide appropriate interventions | | The resident teacher:   * recognizes missed opportunities to modify instruction * inconsistently monitors student progress using a variety of assessments * examines student data * uses formative assessments to provide whole-group interventions | | The resident teacher:   * begins to identify missed opportunities to modify instruction * begins to monitor student progress using a variety of assessments * begins to examine student data * begins to use formative assessments to provide whole-group interventions | | The resident teacher:   * does not modify instruction * does not monitor student progress * does not base instruction on a variety of assessments * does not provide interventions based on student data | |
|  | | | | | | | | | | |
|  | **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 4.1:** The resident teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * initiates the investigation that leads to the development of best practices * extensively implements best practices * mentors others in implementation of best practices * shares results of investigation at the local, state, or national level | | | The resident teacher:   * engages in professional learning to investigate best practices * consistently implements best practices * shares best practices within the school community | | The resident teacher:   * participates in opportunities to investigate best practices when invited to do so * inconsistently implements best practices | | The resident teacher:   * begins participating in opportunities to investigate best practices when invited to do so * begins to implement best practices | | The resident teacher:   * does not participate in professional development of best practices as required for self-renewal * does not implement best practices * does not implement best practices acquired through professional development | |
|  | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 4.2:** The resident teacher actively engages in collaborative learning opportunities for self-renewal with colleagues. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * initiates or advances the development of a collaborative team * contributes consistently to group learning * mentors others in utilizing the knowledge and skills gained | | | The resident teacher:   * participates actively in and/or facilitates a collaborative team * contributes to group learning * utilizes the knowledge and skills gained | | The resident teacher:   * participates in a collaborative team when invited to do so * attempts to utilize the knowledge and skills gained | | The resident teacher:   * begins participating in a collaborative team when invited to do so * begins attempting to utilize the knowledge and skills gained | | The resident teacher:   * works in isolation * does not contribute productively to work in collaborative teams as required for self-renewal * does not utilize knowledge and skills gained to improve unsatisfactory performance rating | |
|  | | | | | | | | | | |
|  | **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 5.1:** The resident teacher participates in school-wide collaborative efforts to support the success of all students. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * leads the ongoing development of school-wide initiatives based on school and student data * participates in the design and delivery of professional development for the implementation of school-wide initiatives | | | The resident teacher:   * collaborates in the development of school-wide initiatives based on school and student data * participates in the implementation of school-wide initiatives | | The resident teacher:   * participates in school-wide initiatives | | The resident teacher:   * begins participating in school-wide initiatives | | The resident teacher:   * does not participate in school-wide initiatives | |
|  | | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 5.2:** The resident teacher works with parents, guardians, families and community entities to support student learning and well-being. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * develops ongoing opportunities for families to participate in classroom activities based on needs assessment * interacts appropriately with families within the school and community * utilizes theory and current research to facilitate meaningful connections between the school and family * develops and promotes meaningful school activities by utilizing community expertise and resources | | | The resident teacher:   * offers ongoing opportunities for families to participate in classroom activities * interacts appropriately with families within the school setting * seeks relevant knowledge of the family in order to provide meaningful connections between the school and family * creates positive connections between the school and the community | | The resident teacher:   * participates in school-wide family activities * has minimal interaction with families * responds appropriately to contact from families * occasionally connects school activities with community resources | | The resident teacher:   * begins participating in school-wide family activities * has minimal interaction with families * begins responding appropriately to contact from families * occasionally connects school activities with community resources | | The resident teacher:   * does not attend school-wide family activities * does not respond or inappropriately responds to contact from families * does not positively contribute to the relationship between school and community | |
|  | **CRITICAL STANDARD ELEMENT 5.3:** The resident teacher promotes practices and policies that improve school environment and student learning. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **NOVICE** | | **UNSATISFACTORY** | |
| **4** | | | **3** | | **2** | | **1** | | **0** | |
| The resident teacher:   * involves and coaches others to implement and sustain teacher-identified change * takes a leadership role in growth initiatives that affect practice and policy throughout the school community | | | The resident teacher:   * identifies possible areas of growth within the classroom and school * recommends and facilitates opportunities for change and growth in the classroom and school. | | The resident teacher:   * participates in required initiatives leading to change in practice and policy in the classroom and school | | The resident teacher:   * begins participating in required initiatives leading to change in practice and policy in the classroom and school | | The resident teacher:   * does not participate in available opportunities for change and growth that affect practice and policy | |
|  | | | | | | | | | | |
|  | **STANDARD 6: STUDENT LEARNING** | | | | | | | | | |
|  | **Student Learning:** Student Learning is the single most important goal of education. Many things affect students’ quality of life and readiness to learn. The quality of teaching, however, is the most important school related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students’’ success through multiple measures. The educator evaluation recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts. | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 6.1:** The work of the resident teacher results in measurable progress of student learning of state-approved curricula. | | | | | | | | | |
| **DISTINGUISHED** | | | **ACCOMPLISHED** | | **EMERGING** | | **UNSATISFACTORY** | |  | |
| **3** | | | **2** | | **1** | | **0** | |  | |
| * Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. * The teacher accomplished a student learning goal that involves collaborative efforts across classrooms. | | | * Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula. | | * Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula. | | * Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula. | |  | |
|  | **STANDARD 7: PROFESSIONAL CONDUCT** | | | | | | | | | |
|  | **Professional Conduct:** Professional conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The professional conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not however supplant code and policy to which educators remain fully accountable and is no determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan others will require immediate action. | | | | | | | | | |
|  | **CRITICAL STANDARD ELEMENT 7.1:** The resident teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level. | | | | | | | | | |
|  | | **STANDARD** | | **BELOW STANDARD** | | |  | **UNSATISFACTORY** | | |
|  | | **2** | | **1** | | |  | **0** | | |
| **POLICY AND PROCEDURE** | | * The resident teacher adheres to state, district, school, and policy and procedure. | | * The resident teacher adheres to state, district, school, and policy and procedure with few exceptions | | |  | * The resident teacher demonstrates a pattern of violating school, district and state policy and procedure. | | |
| **ATTENDANCE** | | * The resident teacher adheres to state, district, school, attendance policy and procedure. | | * The resident teacher adheres to state, district, school, and attendance policy and procedures with few exceptions | | |  | * The resident teacher demonstrates a pattern of absences that violate state, district, school attendance policy and procedure. | | |
| **SCHEDULE** | | * The resident teacher adheres to state, district, school, work schedule policy and procedure. | | * The resident teacher adheres to state, district and schoolwork schedule policy and procedure with few exceptions | | |  | * The resident teacher demonstrates a pattern of failure to adhere to the work schedule defined by state, district, school policy and procedure. | | |
| **RESPECT** | | * The resident teacher interacts professionally with students, parents/guardians, colleagues and community. | | * The resident teacher Interacts professionally with students, parents/ guardians, colleagues and community with few exceptions | | |  | * The resident teacher demonstrates a pattern of behavior with students, parents/guardians, colleagues and community which is unprofessional. | | |
| *Comments:* | |  | |  | | |  |  | | |

**SCORE & SIGNATURE PAGE:**

Final Scores: Transfer the final scores to the table below. Total the number of points and divide the total by 56 to obtain average score for standards 1-5. (Used for institution use only- not passing of a teacher candidate.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **DISTINGUISHED** | **ACCOMPLISHED** | **EMERGING** | **NOVICE** | **UNSATISFACTORY** |
|  | **4** | **3** | **2** | **1** | **0** |
| **Standard 1.1** |  |  |  |  |  |
| **Standard 1.2** |  |  |  |  |  |
| **Standard 1.3** |  |  |  |  |  |
| **Standard 2.1** |  |  |  |  |  |
| **Standard 2.2** |  |  |  |  |  |
| **Standard 2.3** |  |  |  |  |  |
| **Standard 3.1** |  |  |  |  |  |
| **Standard 3.2** |  |  |  |  |  |
| **Standard 3.3** |  |  |  |  |  |
| **Standard 4.1** |  |  |  |  |  |
| **Standard 4.2** |  |  |  |  |  |
| **Standard 5.1** |  |  |  |  |  |
| **Standard 5.2** |  |  |  |  |  |
| **Standard 5.3** |  |  |  |  |  |
| **Total Score for each rating** |  |  |  |  |  |
| **Average for Standards 1-5** |  |  |  |  |  |
|  | **DISTINGUISHED** | **ACCOMPLISHED** | **EMERGING** | **UNSATISFACTORY** | **Total Score for Standard 6:** |
|  | **3** | **2** | **1** | **0** |  |
| **Standard 6.1** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Standard 7.1** |  | **Standard**  **2** | **Below Standard 1** | **Unsatisfactory**  **0** | **Total Score for Standard 7:** |
|  | **Policy & Procedure** |  |  |  |  |
|  | **Attendance** |  |  |  |  |
|  | **Schedule** |  |  |  |  |
|  | **Respect** |  |  |  |  |
| **Total Score for Standard 7:** |  |  |  |  |  |

**Mean Score**: Total Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /56 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signatures:**

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Based Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_