



**JUDITH HERB  
COLLEGE OF EDUCATION**

THE UNIVERSITY OF TOLEDO

## **Section II**

# **Information for Professional Education Majors**



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## **Professional Education Assessment Manual**

The INTASC (Interstate New Teacher Assessment and Support Consortium) core standards, the Ohio Performance-Based Teacher Licensure Standards, and the Pathwise/PRAXIS III framework articulate what a beginning teacher should know and be able to do to teach effectively. These requirements define the kinds of performances that should be evaluated to assess the knowledge, understandings, and skills of a beginning teacher. They also guide the selection of tasks that could be used to elicit these performances and enable teachers to demonstrate their knowledge, understandings, and skill. Each required task is carefully crafted to yield the kind of evidence required to evaluate the critical aspects of teaching performance that are defined by the standards.

The Judith Herb College of Education has adapted the Pathwise performance assessment framework as a foundation for the evaluation of the classroom performance of methods students and student teachers. The Pathwise framework was built on the essential teaching skills as defined by professional educators. It is grounded in 19 essential teaching criteria, which are divided into four interrelated domains:

- Domain A - Organizing Content Knowledge for Student Learning
- Domain B - Creating an Environment for Student Learning
- Domain C - Teaching for Student Learning
- Domain D - Teacher Professionalism

Within this framework, rubrics describe the actual levels of performance one might see when observing a student teacher. The rubric descriptors provide consistency and standardization in expectations for all student teachers regardless of their content area, their placement, or other circumstances. Therefore, each of these Domains and their respective rubrics are used for evaluation. The next section will provide an overview of the Pathwise Domains and 19 Criteria.

### **Pathwise Performance Assessment Framework**

#### *Domain A Organizing Content Knowledge for Student Learning*

Knowledge of the content to be taught underlies all aspects of good instruction. Domain A focuses on how teachers use their understanding of students and subject matter to decide on learning goals; to design or select appropriate activities and instructional materials; to sequence instruction in ways that will help students to meet short- and long-term curricular goals; and to design or select informative evaluation strategies. All of these processes, beginning with the learning goals, must be aligned with each other, and because of the diverse needs represented in any class, each of the processes mentioned must be carried out in ways that take into account the variety of knowledge and experiences that students bring to class. Therefore, knowledge of relevant information about the students themselves is an integral part of this domain.

Domain A is concerned with how the teacher thinks about the content to be taught. This thinking is evident in how the teacher organizes instruction for the benefit of her or his students. (Adapted from Pathwise)

### **Domain A Organizing Content Knowledge for Student Learning**

A beginning teacher should:

- Become familiar with relevant aspects of students' background knowledge and experiences;
- Articulate clear learning goals for the lesson that are appropriate to the students;
- Demonstrate an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future;
- Create or select teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson; and
- Create or select evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

(Adapted from Pathwise)

### *Domain B Creating an Environment for Student Learning*

Domain B relates to the social and emotional components of learning as prerequisites to academic achievement. Thus, most of the criteria in this domain focus on the human interactions in the classroom, on the connections between teachers and students, and among students. Domain B addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges, and of establishing and maintaining constructive standards for behavior in the classroom. In the most literal sense, the learning "environment" includes the physical setting in which teaching and learning take place.

A learning environment that provides both emotional and physical safety for students is one in which a broad range of teaching and learning experiences can occur. Teachers must be able to use their knowledge of the students in order to interpret their students' behavior accurately and respond in ways that are appropriate and supportive. When they do so, teachers' interactions with students consistently foster the students' sense of self-esteem. In addition, teachers' efforts to establish a sense of the classroom as a community with clear standards should never be arbitrary; all behavioral standards and teacher-student interaction should be grounded in a sense of respect for students as individuals. (Adapted from Pathwise)

## **Domain B Creating an Environment for Student Learning**

A beginning teacher should:

- Create a climate that promotes fairness;
- Establish and maintain rapport with students;
- Communicate challenging learning expectations to each student;
- Establish and maintain consistent standards of classroom behavior, and
- Make the physical environment as safe and conducive to learning as possible..

(Adapted from Pathwise)

## *Domain C Teaching for Student Learning*

This domain focuses on the act of teaching and its overall goal; helping students to connect with the content. As used here, “content” refers to the subject matter of a discipline and may include knowledge, skills, perceptions, and values in any domain: cognitive, social, artistic, physical, and so on. Teachers direct students in the process of establishing individual connections with the content, thereby devising a good “fit” for the content within the framework of the students’ knowledge, interests, abilities, cultural backgrounds, and personal backgrounds. At the same time, teachers should help students to move beyond the limits of their current knowledge or understanding. Teachers monitor learning, making certain that students can assimilate information accurately and can understand and apply what they have learned. Teachers must also be sure that students understand what is expected of them procedurally during the lesson and that class time is used effectively. (Adapted from Pathwise)

## **Domain C Teaching for Student Learning**

A beginning teacher should:

- Make learning goals and instructional procedures clear to students;
- Make content comprehensible to students;
- Encourage students to extend their thinking;
- Monitor students’ understanding of content through a variety of means, providing feedback to students to assist their learning, and adjusting learning activities as the situation demands; and
- Use instructional time effectively.

(Adapted from Pathwise)

## *Domain D Teacher Professionalism*

Teachers must be able to evaluate their own instructional effectiveness in order to plan specific future lessons for particular classes and to improve their teaching over time.

They should be able to discuss the degree to which different aspects of a lesson were successful in terms of instructional approaches, students' responses, and learning outcomes. Teachers should be able to explain how they will proceed to work toward learning for *all* students. The professional responsibilities of all teachers, including beginning teachers, also include sharing appropriate information with other professionals and with families in ways that support the learning of diverse student populations. (Adapted from Pathwise)

### **Domain D Teacher Professionalism**

A beginning teacher should:

- Reflect on the extent to which the learning goals were met;
- Demonstrate a sense of efficacy;
- Build professional relationships with colleagues to share teaching insights and to coordinate learning activities for students, and;
- Communicate with parents or guardians about student learning.

(Adapted from Pathwise)

The Pathwise/Praxis framework is the foundation including assessments, critical performances, and the student teaching portfolio. The remaining portion of Section II describes performance assessments that are used with methods, which are called Critical Performances.

### **Critical Performances**

Faculty within the teacher preparation programs identified four Critical Performances, aligned with the Pathwise framework, that serve as benchmark assessments to document the performance of all teacher candidates. These performance-based assessments provide evidence of critical knowledge, skills, and dispositions that all beginning teachers must have in order to be effective in their context. These critical knowledge, skills, and dispositions are aligned with the College's [conceptual framework](#), which outlines its vision in accordance with institutional and national standards. The Critical Performances are:

- CP #1 – School/Community Context
- CP #2 – Unit Plan (Series of Lessons)
- CP #3 – Assessment of Student Learning from Unit Plan
- CP #4 – Videotaped Lesson

Upon completion of these critical performances, candidates will be eligible to proceed into the student teaching experience. The critical performances also provide formative feedback to the students and the unit regarding student teaching readiness as described in

the Student Teaching Portfolio. The assessment of critical performances is managed through the Electronic Assessment System (EAS).

### **Electronic Assessment System**

The Electronic Assessment System in the Judith Herb College of Education tracks students' progress throughout their teacher preparation coursework. Both formative and summative data are collected from teacher candidates at pre-determined transition points including professional education courses and student teaching. Additional information related to EAS can be found in the [tutorial](#).

## **Critical Performance 1: School/Community Context**

Effective teaching is based upon knowledge of: curriculum goals, subject matter, students, the community, learner differences, and student development. For this entry, prepare a written commentary that establishes the instructional context for your teaching.

This entry must provide

- an introduction to the community context,
- an overview of the school context,
- an analysis of the classroom context, and
- an analysis of the students including individual differences.

### **School/Community Context**

Decisions:	Within the context of your placement, select the course and class with which you will work.
Products:	1 - Teaching Context Form 2 - Written Commentary

### *Teaching Context Form*

Complete a form like the sample on the following page to set the context for your teaching.

## Critical Performance #1: Teaching Context Form

**Community:**    \_\_\_ Rural                    \_\_\_ Suburban                    \_\_\_ Urban                    \_\_\_ Other \_\_\_

\_\_\_ Mostly affluent families  
 \_\_\_ Mostly upper middle-class families  
 \_\_\_ Mostly lower middle-class families  
 \_\_\_ Significant number of families at or near the poverty line  
 \_\_\_ Mixture of economic statuses (describe) \_\_\_\_\_

**School:**            \_\_\_ Elementary            \_\_\_ Middle or Junior High            \_\_\_ High School            \_\_\_ Other \_\_\_\_\_

\_\_\_\_\_ Total number of students in the school

**Class:**            Course title (if applicable) \_\_\_\_\_

Grade Level            \_\_\_ PreK            \_\_\_ K            \_\_\_ 1<sup>st</sup>            \_\_\_ 2<sup>nd</sup>            \_\_\_ 3<sup>rd</sup>            \_\_\_ 4<sup>th</sup>  
                                  \_\_\_ 5<sup>th</sup>            \_\_\_ 6<sup>th</sup>            \_\_\_ 7<sup>th</sup>            \_\_\_ 8<sup>th</sup>            \_\_\_ 9<sup>th</sup>            \_\_\_ 10<sup>th</sup>  
                                  \_\_\_ 11<sup>th</sup>            \_\_\_ 12<sup>th</sup>

Ability Grouping  
                                  \_\_\_ heterogeneous  
                                  \_\_\_ homogeneous  
                                  (\_\_\_ advanced                    \_\_\_ average                    \_\_\_ basic)

\_\_\_\_\_ Class minutes/day  
 \_\_\_\_\_ Class meetings/week  
 \_\_\_\_\_ Average number of students per class  
 \_\_\_\_\_ Total number of students that you teach

Gender Distribution                    \_\_\_\_\_ % Female                    \_\_\_\_\_ % Male

Racial Distribution                    \_\_\_\_\_ % White                    \_\_\_\_\_ % Hispanic  
                                  \_\_\_\_\_ % African American                    \_\_\_\_\_ % Asian/Pacific Islander  
                                  \_\_\_\_\_ % American Indian/Alaskan Native

\_\_\_\_\_ Number of students for whom English is not the primary language

<b>Access to Technology:</b>	Yes	No
Computers	___	___
Television	___	___
Overhead projector	___	___
Digital projector	___	___
DVD/VCR	___	___
Smart Board	___	___
Internet Access	___	___
Screen for Computer	___	___
Other (describe)	_____	

Textbook(s): Please provide title, author, and publication date for any text(s) used with the class.

## *Commentary*

Write a commentary that provides a more detailed description of the context of your teaching. Make certain that you respond to each element and question listed below.

### **Context**

#### **Community**

- Provide a brief description of your school and the community that it serves. Do not mention your community or school by name; simply provide a description that sets a context for where you teach.

#### **School**

- Approximately how many students attend this school?
- How is the school organized (e.g., elementary, middle, high school)?
- How are departments structured (e.g., interdisciplinary teams, subject matter departments)?
- Describe any statewide, district-wide, school-wide, department, or team policies or philosophies that affect your teaching (e.g., text limitations, departmental examinations, district-wide curriculum, use of groups, use of technology) and of which you believe reviewers of your portfolio should be aware.

**Class/Course** (Responses for this section should apply to the class that you intend to videotape.)

- How many students are in the class?
- What is the course title (e.g., Geography, Algebra I, etc.) and grade level?
- Describe of the content of the course. What are the overall goals for learning in the course? What prerequisite knowledge and skills do you expect students to bring to the course?
- How frequently does the class meet and for what length of time?
- What textbooks exist in the classroom? Do you work primarily from one text? What other print materials do you use with this class (e.g., resource books, activities, labs)?
- What technology exists in the classroom? How accessible is technology (e.g., calculators, computers, and other technology) for use with instruction with this class? What kinds of computers are available? What kinds of software are available? Do you have access to the internet? In what ways do you use technology with this class?
- What other resources are available in the classroom? What kinds of hands-on materials (e.g., models, manipulatives, maps, etc.) are available for instructional use in this class? In what ways do you make use of concrete materials with this class?

**Students** (Responses for this section should apply to the class that you intend to videotape.)

- Describe the students in this class and the factors that you must consider to encourage full participation of all students. This should include critical differences between students (e.g., ELL students, IEP students, etc.) that will impact your instructional context.
- Describe the following characteristics and for each characteristic, provide examples of how it impacts your planning and teaching.
  - The abilities of the learners (e.g., what do they already know and what understandings are they still struggling with).
  - The learning styles of these learners (e.g., the ways in which they differ in their approach the content).
  - The interests and experiences of these learner.
  - The dispositions (confidence, flexibility, perseverance, curiosity, and monitoring/self-reflection) of these students.
  - The ways in which the class works/doesn't work together.

### Critical Performance #1 School/Community Context Evaluation Rubric

A minimum score of TWO is required for all criteria within each domain.

Candidate's Name

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Evaluator

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Semester

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Date of Assessment

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Domain/Criteria		CP	1	2	3	Score
<b>A1</b>	Familiar with students' background knowledge and experiences	1, 2, 3, 4, 5	Does not understand the importance of familiarity with students' background experiences Lacks familiarity with students' background experiences	Demonstrates some understanding of the importance of familiarity with students' background experiences <b>and</b> has some familiarity with students' background experiences <b>and</b> describes one procedure used to obtain information	Demonstrates comprehensive understanding of the importance of familiarity with students' background experiences <b>and</b> demonstrates clear knowledge of students' background experiences <b>and</b> describes three or more procedures used	
	D-sensitivity and responsiveness to individual and cultural differences in a diverse community E-commitment to connecting with school and community cooperative; tolerant; caring; professional					

<b>UT: Quality of Narrative</b>						
<b>Criteria</b>	<b>CP</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Score</b>	
<b>UT1</b>	<b>Quality of Narrative</b>	1, 3, 4, 5	<p>One or more required elements is/are missing.</p> <p><b><u>OR</u></b></p> <p>Document has more than three spelling, capitalization, grammatical, <u>and</u> punctuation errors occur.</p> <p><b><u>OR</u></b></p> <p>Response does not clearly address the subject.</p> <p><b><u>OR</u></b></p> <p>Lack or poor use of transitions.</p> <p><b><u>OR</u></b></p> <p>Ideas are unclear and disorganized</p> <p><b><u>OR</u></b></p> <p>Details do not support the required elements</p>	<p>Includes all required elements.</p> <p><b><u>AND</u></b></p> <p>Document has less than three spelling, capitalization, grammatical, <u>and</u> punctuation errors.</p> <p><b><u>AND</u></b></p> <p>Response clearly addresses the subject.</p> <p><b><u>AND</u></b></p> <p>Transitions are smooth and logical.</p> <p><b><u>AND</u></b></p> <p>Ideas are consistently clear and well organized</p> <p><b><u>AND</u></b></p> <p>Details support the required elements.</p>	<p>All required elements are included and elaborated upon.</p> <p><b><u>AND</u></b></p> <p>Document has no spelling, capitalization, grammatical, and punctuation errors.</p> <p><b><u>AND</u></b></p> <p>Response addresses the subject and includes additional details that support the response.</p> <p><b><u>AND</u></b></p> <p>Transitions are smooth and logical.</p> <p><b><u>AND</u></b></p> <p>Ideas are clear, well organized, and provide a comprehensive synthesis of the topic.</p> <p><b><u>AND</u></b></p> <p>Details are described and analyzed demonstrating critical thinking.</p>	

## Critical Performance 2: Unit Plan (Series of Lessons)

Preparing for good teaching begins with lesson plans. The plans in this assessment represent a set of learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction. In this section, you will present a cohesive set of lessons organized around an important topic or idea, which is relevant to the curriculum. You will provide the plans for your series of lessons in the format that you learned in your methods class or Cohort II. An example of the structure of a lesson plan within a unit is shown on the following page. You must also write a commentary in which you describe the tasks, discourse, environment, and analysis that characterize your instruction, citing specific examples as necessary from the lesson plans. Your plans, like any draft, are always subject to change. Therefore, the lesson plans you submit may include handwritten annotations you made as your instruction evolved. After each lesson is taught, you must reflect on the effectiveness of your instruction and identify modifications you made during the lesson, for the next day, or that you might make to the plan in the future.

### Unit Plan (Series of Lessons)

Decisions:	Select a cohesive set of lessons (approximately 5-8 hours of class time) organized around an important topic or idea. Depending on the length of class periods at your school, this might represent one to three weeks of lessons. As you design your instruction, it is reasonable that lessons may extend beyond one day. Your selection of a series of lessons should be influenced by the amount of time necessary to present a cohesive set of lessons. You must include the introduction and development of a concept, as well as some form of cumulative assessment of learning related to the concept.
Products:	1 - Unit Plan (Numbered Series of Lessons) with copies of tasks, notes, assignments, textbook pages, and other related artifacts 2 - Written Commentary

### *Unit Plan (Series of Lessons)*

Develop a unit plan comprised of a series of lessons that introduces, develops, and assesses knowledge related to a concept or idea.

### *Plans for Lessons*

The following is an example of a lesson plan.

## ***Example of a Lesson Plan***

*Lesson #:* \_\_\_\_\_

### ***Specific Lesson Objectives/Purposes***

Identify the learning objectives of the lesson in terms of concepts and/or procedures, i.e., what will the students know and be able to do as a result of this lesson.

### ***Materials Needed***

List the activities, projects, problems, constructions, applications, exercises, etc. that frame and focus the learning in the lesson?

### ***Time Required***

Estimate the length of time for each segment of the lesson.

### ***Procedures***

Introduction – Connect the content of the lesson to what was learned previously, the current content, and the content that remains to be learned in the future.

Presentation – Describe the teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson. You may wish to include specific questions that you intend to ask, along with how you will model the skills or behaviors that you hope the students will develop. Describe the use of various instructional approaches to accommodate the different learning styles and needs of the students. Explain how you will provide guided and independent practice during the lesson.

Evaluation – Describe the plan for evaluation of the lesson that is aligned with the learning goals of the lesson. Include any formal and/informal methods of assessments that you will use. List evaluation questions and attach worksheets, quizzes, tests, etc. from the lesson.

Closure – Identify how you will conclude this lesson and structure the content that remains to be learned in the future.

### ***Reflection***

After the lesson is over, evaluate what worked well and what you would do to improve the lesson. Include if you were able to meet the objectives of the lesson, and how this information can help you to improve your next lesson.

### Critical Performance #2 Unit Plan Evaluation Rubric

A minimum score of TWO is required for all criteria within each domain.

Candidate's Name

Evaluator

\_\_\_\_\_

\_\_\_\_\_

Semester

Date of Assessment

\_\_\_\_\_

\_\_\_\_\_

Criteria/ Dispositions		CP	1	2	3	Score
A2	Articulates appropriate and clear learning goals	2	Does not articulate learning goals	Articulates learning clear and appropriate goals	Articulates clear and appropriate learning goals <b>and</b> provides well thought out explanations; <b>or</b> learning goals are differentiated for different students	
	A-responsibility for meeting professional and institutional standards Professional; passionate learner/teacher					
A3	Understanding of the connections of previous, current, and future content	2	Does not state relationship of previous, current, or future content	States relationship of previous, current, and future content	States relationship of previous, current, and future content <b>and</b> how lessons fit within the structure of the discipline	
	B-commitment to continuous improvement and lifelong learning Professional; passionate learner/teacher; critically reflective					
A4	Uses appropriate teaching methods, learning activities, instructional materials, etc.	2	Chooses methods, activities, or materials that are unrelated to the lessons	Chooses methods, activities, and materials that are aligned with the lessons <b>and</b> appropriate to the students	Chooses methods, activities, and materials that are aligned with the lessons <b>and</b> appropriate to the students <b>and</b> allow for differentiated instruction	
	F-commitment to accountability for student learning and development Professional; passionate learner/teacher; critically reflective					

Domain B: Creating an Environment for Student Learning						
Criteria/ Dispositions		CP	1	2	3	Score
<b>B1</b>	Creates a climate that promotes fairness	2, 4	Treats students unfair <b>or</b> tolerates unfair behavior among students	Treats students fairly <b>and</b> does not accept obviously unfair behavior among students	Treats students fairly <b>and</b> actively encourages fairness among students	
	D-sensitivity and responsiveness to individual and cultural differences in a diverse community professional; tolerant; caring; cooperative					
<b>B2</b>	Establishes and maintains rapport with each student	2, 4	Does not attempt to establish rapport <b>or</b> attempts are inappropriate	Establishes basic rapport with students	Establishes rapport in ways that are appropriate for diverse backgrounds and needs	
	D-sensitivity and responsiveness to individual and cultural differences in a diverse community professional; tolerant; caring; cooperative					
<b>B3</b>	Communicates challenging learning expectations to each student	2	Communicates low expectations, implicitly or explicitly, to students or groups of students	Does not communicate low expectations to students	Actively encourages students to meet challenging learning expectations	
	A-responsibility for meeting professional and institutional standards professional; passionate learner /teacher					
<b>B4</b>	Establishes and maintains consistent standards of classroom behavior	4	Makes no attempt to respond to disruptive behavior <b>or</b> response does not demonstrate respect for students	Makes appropriate attempts to respond to disruptive behavior that is respectful of student(s) <b>or</b> minor misbehavior does not disrupt class	Responds to disruptive behavior or minor misbehavior consistently, respectfully, and with reasonable success <b>or</b> student behavior during lessons are consistently appropriate	
	F-commitment to accountability for student learning and development professional; passionate learner /teacher; critically reflective					
<b>B5</b>	Makes physical environment safe and conducive to learning	2	Allows physical environment to be unsafe	Creates safe physical environment that does not interfere with student learning	Uses physical environment to facilitate learning; provisions made to accommodate all students, including the disabled; if necessary adjusts activities to suit physical environment	
	F-commitment to accountability for student learning and development professional; passionate learner /teacher; critically reflective					

Domain C: Teaching for Student Learning						
Criteria/ Dispositions		CP	1	2	3	Score
C1	Makes learning goals and instructional procedures clear to students	2, 4	Does not provide students with information, confusing information, or inaccurate information about learning goals	Provides accurate information about learning goals, clear, accurate information about the instructional procedures that most students understand	All students seem to fully understand learning goals; ensures that all students, including those who had trouble initially, can carry out instructional procedures	
	A-responsibility for meeting professional and institutional standards professional; passionate learner /teacher;					
C2	Makes content comprehensible to students	2, 4	Content appears to be incomprehensible to students	Content is accurate <b>and</b> appears to be comprehensible to students	Content is accurate <b>and</b> appears to be comprehensible to students <b>and</b> lesson as a whole has a logical and coherent structure	
	F-commitment to accountability for student learning and development professional; passionate learner /teacher; critically reflective					
C3	Encourages students to extend their thinking	2, 4	Discourages students from thinking independently, creatively, or critically	Encourages students to think independently, creatively, or critically in the context of content being studied	Uses activities or strategies that are specifically designed to encourage students to think independently, creatively, or critically in the context of content being studied	
	B-commitment to continuous improvement and lifelong learning professional; passionate learner /teacher;					
C4	Monitors students' understanding of content through a variety of means	2, 4	Makes to attempt to monitor student understanding and gives no feedback <b>and</b> does not provide evidence of student learning.	Monitors students' understanding of the content and provides feedback as necessary <b>and</b> provides evidence of learning for <i>two</i> students.	Monitors individual students; or groups of students' understanding of the content; makes instructional adjustment as necessary; provides substantive and specific feedback as appropriate <b>and</b> provides evidence of learning for <i>three</i> or more students.	
	C- commitment to ongoing assessment, reflection and inquiry in professional practice F-commitment to accountability for student learning and development professional; passionate learner /teacher; critically reflective					
C5	Uses instructional time effectively	3	Substantial amount of instructional time spent on activities with little instructional value	Pacing appropriate for most students; limits use of time to -instructional activities does not use excessive time	Fully dedicates time to instructional activities and paces appropriately; non-instructional procedures performed efficiently	
	F-commitment to accountability for student learning and development professional; passionate learner /teacher; critically reflective					

Domain D: Teacher Professionalism						
Criteria/Dispositions		CP	1	2	3	Score
D1	Reflects on the extent to which learning goals were met	5	Cannot accurately identify strengths and weaknesses or the lesson in relation to learning goals	Accurately describes strengths and weaknesses of the lesson in relation to learning goals <b>and</b> describes in general how to improve future instruction	Accurately describes strengths and weaknesses of the lesson in relation to learning goals <b>and</b> describes in general how to improve future instruction <b>and</b> supports judgments with specific evidence from lesson	
	C- commitment to ongoing assessment, reflection and inquiry in professional practice professional; passionate learner /teacher; critically reflective					

UT: Quality of Narrative						
Criteria		CP	1	2	3	Score
UT1	Quality of Narrative	1, 3, 4, 5	<p>One or more required elements is/are missing.</p> <p><b>OR</b></p> <p>Document has more than three spelling, capitalization, grammatical, <b>and</b> punctuation errors occur.</p> <p><b>OR</b></p> <p>Response does not clearly address the subject.</p> <p><b>OR</b></p> <p>Lack or poor use of transitions.</p> <p><b>OR</b></p> <p>Ideas are unclear and disorganized</p> <p><b>OR</b></p> <p>Details do not support the required elements</p>	<p>Includes all required elements.</p> <p><b>AND</b></p> <p>Document has less than three spelling, capitalization, grammatical, <b>and</b> punctuation errors.</p> <p><b>AND</b></p> <p>Response clearly addresses the subject.</p> <p><b>AND</b></p> <p>Transitions are smooth and logical.</p> <p><b>AND</b></p> <p>Ideas are consistently clear and well organized</p> <p><b>AND</b></p> <p>Details support the required elements.</p>	<p>All required elements are included and elaborated upon.</p> <p><b>AND</b></p> <p>Document has no spelling, capitalization, grammatical, and punctuation errors.</p> <p><b>AND</b></p> <p>Response addresses the subject and includes additional details that support the response.</p> <p><b>AND</b></p> <p>Transitions are smooth and logical.</p> <p><b>AND</b></p> <p>Ideas are clear, well organized, and provide a comprehensive synthesis of the topic.</p> <p><b>AND</b></p> <p>Details are described and analyzed demonstrating critical thinking.</p>	

## *Commentary*

Write a summary in which you analyze and synthesize the effectiveness of the entire unit (series of lessons).

### **Domain A Organizing Content Knowledge for Student Learning**

- Identify your goals and expectations for student learning across this series of lessons.
- Describe the broad concept (s) or idea(s) that unify the lessons.
- Discuss the importance of this idea or concept to the content area.
- Explain the connections across the lessons. How do these connections address this concept or idea?
- Provide a general description of the strategies that you incorporated into your teaching. Using specific examples, evaluate the effectiveness of these strategies.
- Provide two examples of how the unit builds on the students' prior knowledge of this concept.
- Provide two examples of how the learning from this unit serves as a foundation for future learning.

### **Domain B Creating an Environment for Student Learning**

- Explain how your instructional environment supported student learning (i.e., classroom behavior, promoting fairness, and challenging expectations for all students, etc.)
- Evaluate the strategies that you used to create a community in which students' ideas and ways of thinking are valued and respected.
- Explain how you encouraged students to take risks as they explored and learned.

### **Domain C Teaching for Student Learning**

- Evaluate the effectiveness of your use of questions, discussion, writing, and other strategies to frame and support your learning goals.
- How did you vary your use of instructional time throughout this unit?
- Evaluate the roles students played in the discourse.
- Explain how your strategies supported divergent thinking.
- Evaluate the effectiveness of your use of technology, concrete models, representations, analogies, and other tools to enhance learning.
- Explain the effectiveness of your teaching strategies as they relate to accommodating learner differences.
- Evaluate the effectiveness of any learning accommodations made for individual students.
- Explain how your pacing strategies accommodate learner differences.
- Evaluate your balance of instructional time to present your lesson(s) and perform administrative duties (attendance, lunch count, etc.).
- Provide student work samples and explain how these samples demonstrate student learning.

### **Domain D Teacher Professionalism**

- How did you evaluate whether or not learning occurred during this unit? Evaluate the effectiveness of these methods.

### Critical Performance 3: Assessment of Student Learning from Unit Plan

You have already included some evidence of student work and how you assessed student learning on a day-to-day basis. For this entry you will provide a copy of an assessment you used to analyze what students learned across several of the lessons in your unit along with your commentary. Samples of student work, which illustrate what you have learned from your use of the assessment, should be included.

#### Assessment of Student Learning

Decisions:	Select an assessment from your unit (e.g., quiz, project, test, paper). The assessment must be meaningful and appropriate for the lesson.
Products:	1 - Copy of the assessment 2 - Answer Key for the assessment including a list of accepted responses or a response guide for the assessment 3 - Samples of work from <u>two</u> students on this assessment with your grading and comments 4 - Commentary on the assessment and its results.

#### *Student Work*

Provide a copy of the assessment, an answer key, list of accepted responses, or response guide for the assessment, and samples of work from two students. Please **remove** all student names from the sample work that you submit. The students' work should include your grading and comments. If the work was completed by students working in groups, a group product is acceptable. If the assessment was based on an oral discussion or oral presentation, please document the student performance using video- or audio-tape.

#### *Commentary*

Write a summary in which you analyze and synthesize the effectiveness of this assessment.

The assessment:

- Describe the assessment (e.g., test, project, task, or other assessment) and what you expected to learn from its use.
- How does the assessment address the concepts or procedures you were teaching?
- How does the assessment address the students' abilities to problem solve, to reason, to communicate, and to make connections?
- How does the way in which you assessed learning compare to your instructional processes (i.e., compare the alignment with how you taught the content)?
- Describe the criteria you used to evaluate the work. What scoring system, rubric, or scale did you use to evaluate the work?
- Why did you use these criteria?
- How did you communicate the criteria to your students?

The students:

- Based upon the work of the two students that you have included, describe what you believe the students learned from the lessons this assessment covers. What are they able to do now that they were not able to do at the outset? Use specific examples from the student work to illustrate your points.
- What do they still need to learn? Use specific examples from the student work to illustrate your points. Be sure to address the students' conceptual and/or procedural understanding, problem solving and reasoning abilities, and communication skills.
- How did you communicate your evaluation to the students? What did they do with the information?

The teacher:

- Compare your objectives for student learning as identified in the lesson plans to the student learning you observed. What does this assessment tell you about the students' progress towards the goals of your class?
- What did you learn about your instruction based on the students' performances?
- What would you do before moving ahead to the next lesson or unit?
- What would you do differently the next time you teach these lessons and use this assessment?
- Why would you make these changes?
- What, if anything, would you do to improve the assessment instrument?

### Critical Performance #3 Assessment of Student Learning Evaluation Rubric

A minimum score of TWO is required for all criteria within each domain.

Candidate's Name

Evaluator

Semester

Date of Assessment

Domain/Criteria/Dispositions		CP	1	2	3	Score
A5	Uses appropriate evaluation strategies that aligned with lesson goals	3	Has no <b>or</b> inappropriate plan for systematic evaluation of student learning	Has plan for systematic evaluation of student learning that are appropriate for students and aligned with lesson goals	Has plan for systematic evaluation of student learning that are appropriate for students and aligned with lesson goals <b>and</b> describes how results will be used for future instruction	
	C- commitment to ongoing assessment, reflection and inquiry in professional practice professional; passionate learner /teacher; critically reflective					
C4	Monitors students' understanding of content through a variety of means	2, 4	Makes to attempt to monitor student understanding and gives no feedback <b>and</b> does not provide evidence of student learning.	Monitors students' understanding of the content and provides feedback as necessary <b>and</b> provides evidence of learning for <i>two</i> students.	Monitors individual students; or groups of students' understanding of the content; makes instructional adjustment as necessary; provides substantive and specific feedback as appropriate <b>and</b> provides evidence of learning for <i>three</i> or more students.	
	C- commitment to ongoing assessment, reflection and inquiry in professional practice F-commitment to accountability for student learning and development professional; passionate learner /teacher; critically reflective					

<b>UT: Quality of Narrative</b>						
<b>Criteria</b>	<b>CP</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Score</b>	
<b>UT1</b>	<b>Quality of Narrative</b>	1, 3, 4, 5	<p>One or more required elements is/are missing.</p> <p><b><u>OR</u></b></p> <p>Document has more than three spelling, capitalization, grammatical, <u>and</u> punctuation errors occur.</p> <p><b><u>OR</u></b></p> <p>Response does not clearly address the subject.</p> <p><b><u>OR</u></b></p> <p>Lack or poor use of transitions.</p> <p><b><u>OR</u></b></p> <p>Ideas are unclear and disorganized</p> <p><b><u>OR</u></b></p> <p>Details do not support the required elements</p>	<p>Includes all required elements.</p> <p><b><u>AND</u></b></p> <p>Document has less than three spelling, capitalization, grammatical, <u>and</u> punctuation errors.</p> <p><b><u>AND</u></b></p> <p>Response clearly addresses the subject.</p> <p><b><u>AND</u></b></p> <p>Transitions are smooth and logical.</p> <p><b><u>AND</u></b></p> <p>Ideas are consistently clear and well organized</p> <p><b><u>AND</u></b></p> <p>Details support the required elements.</p>	<p>All required elements are included and elaborated upon.</p> <p><b><u>AND</u></b></p> <p>Document has no spelling, capitalization, grammatical, and punctuation errors.</p> <p><b><u>AND</u></b></p> <p>Response addresses the subject and includes additional details that support the response.</p> <p><b><u>AND</u></b></p> <p>Transitions are smooth and logical.</p> <p><b><u>AND</u></b></p> <p>Ideas are clear, well organized, and provide a comprehensive synthesis of the topic.</p> <p><b><u>AND</u></b></p> <p>Details are described and analyzed demonstrating critical thinking.</p>	

## Critical Performance 4: Videotaped Lesson

In this section, you will provide a more detailed analysis of one lesson from the unit. When you select the lesson to videotape, be sure the lesson is meaningful and appropriate for the overall unit goal(s). It should include specific learning activities for the students and provide an opportunity for you to demonstrate your teaching ability.

<b>Videotaped Lesson</b>	
Decisions:	Select an lesson from your unit. The lesson must be meaningful and appropriate for the overall unit goal(s).
Products:	1 - Videotaped segment from one lesson 2 - Written reflection and analysis

### *Videotaped Lesson*

Reviewers will use the identified lesson plan and attachments (including student work if relevant) from Tab 2 to review your recording. Your submitted recording should be 20-22 minutes in length and must include transitions between instructional activities. The recording may be either one continuous segment or up to three segments, each separated by an appropriate video transition. Begin the tape with a general sweep of your classroom to provide your reviewer(s) with a sense of your teaching context.

### *Selected Lesson*

After you have selected the content and goal(s) of your lesson, ensure your videotape captures you doing the following:

- introducing and developing the concept
- establishing/maintaining rapport with the students
- engaging the students in the concept
- monitoring the students understanding of the concept
- using instructional time effectively
- establishing and maintaining consistent standards of behavior

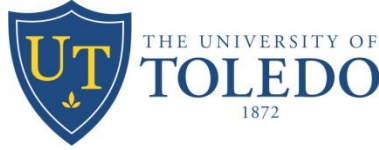
### *Videotaped Lesson Commentary*

View your recording twice before writing your commentary.

Write a summary in which you analyze and synthesize the effectiveness of the recording of your teaching.

- Describe the content and goal(s) of the lesson that is the focus of your recording.
- Describe the extent to which your learning goals were met.
- Compare and contrast the written lesson plan with the recorded delivery.

- How well did you involve all students?
- What are some of your personal idiosyncrasies?
- Describe the differences you see in yourself as a teacher between your last video recording and this recording. (If you have been video recorded in an earlier class, respond to this question.)



## Permission to Videotape

The Judith Herb College of Education at The University of Toledo requires all teacher candidates to videotape herself or himself as a part of the field experience. The videotape belongs to the student teacher and will be used as part of the College's assessment of the teacher candidate. It may also be shared with prospective employers to illustrate the student teacher's effectiveness. Your signature is required if you do not wish your child to be recorded by the student teacher. Permission for your child to be recorded will be assumed if this slip is not returned by \_\_\_\_\_ (date).

**This slip should only be returned if you do not want your child to be videotaped.**

I do not give permission for my child, \_\_\_\_\_, to participate in a class being video recorded.

Name (please print) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

### Critical Performance #4 Videotaped Lesson Evaluation Rubric

A minimum score of TWO is required for all criteria within each domain.

Candidate's Name

Evaluator

Semester

Date of Assessment

Domain/Criteria/Dispositions		CP	1	2	3	Score
<b>B1</b>	Creates a climate that promotes fairness	2, 4	Treats students unfair <b>or</b> tolerates unfair behavior among students	Treats students fairly <b>and</b> does not accept obviously unfair behavior among students	Treats students fairly <b>and</b> actively encourages fairness among students	
	D-sensitivity and responsiveness to individual and cultural differences in a diverse community professional; tolerant; caring; cooperative					
<b>B2</b>	Establishes and maintains rapport with each student	2, 4	Does not attempt to establish rapport <b>or</b> attempts are inappropriate	Establishes basic rapport with students	Establishes rapport in ways that are appropriate for diverse backgrounds and needs	
	D-sensitivity and responsiveness to individual and cultural differences in a diverse community professional; tolerant; caring; cooperative					
<b>B4</b>	Establishes and maintains consistent standards of classroom behavior	4	Makes no attempt to respond to disruptive behavior <b>or</b> response does not demonstrate respect for students	Makes appropriate attempts to respond to disruptive behavior that is respectful of student(s) <b>or</b> minor misbehavior does not disrupt class	Responds to disruptive behavior or minor misbehavior consistently, respectfully, and with reasonable success <b>or</b> student behavior during lessons are consistently appropriate	
	F-commitment to accountability for student learning and development professional; passionate learner /teacher; critically reflective					
<b>B5</b>	Makes physical environment safe and conducive to learning	2	Allows physical environment to be unsafe	Creates safe physical environment that does not interfere with student learning	Uses physical environment to facilitate learning; provisions made to accommodate all students, including the disabled; if necessary adjusts activities to suit physical environment	
	F-commitment to accountability for student learning and development professional; passionate learner /teacher; critically reflective					

C1	Makes learning goals and instructional procedures clear to students	2, 4	Does not provide students with information, confusing information, or inaccurate information about learning goals	Provides accurate information about learning goals, clear, accurate information about the instructional procedures that most students understand	All students seem to fully understand learning goals; ensures that all students, including those who had trouble initially, can carry out instructional procedures	
	A-responsibility for meeting professional and institutional standards professional; passionate learner /teacher;					
C2	Makes content comprehensible to students	2, 4	Content appears to be incomprehensible to students	Content is accurate <b>and</b> appears to be comprehensible to students	Content is accurate <b>and</b> appears to be comprehensible to students <b>and</b> lesson as a whole has a logical and coherent structure	
	F-commitment to accountability for student learning and development professional; passionate learner /teacher; critically reflective					
C3	Encourages students to extend their thinking	2, 4	Discourages students from thinking independently, creatively, or critically	Encourages students to think independently, creatively, or critically in the context of content being studied	Uses activities or strategies that are specifically designed to encourage students to think independently, creatively, or critically in the context of content being studied	
	B-commitment to continuous improvement and lifelong learning professional; passionate learner /teacher;					
C4	Monitors students' understanding of content through a variety of means	2, 4	Makes to attempt to monitor student understanding and gives no feedback <b>and</b> does not provide evidence of student learning.	Monitors students' understanding of the content and provides feedback as necessary <b>and</b> provides evidence of learning for <i>one</i> students.	Monitors individual students; or groups of students' understanding of the content; makes instructional adjustment as necessary; provides substantive and specific feedback as appropriate <b>and</b> provides evidence of learning for <i>two</i> or more students.	
	C- commitment to ongoing assessment, reflection and inquiry in professional practice F-commitment to accountability for student learning and development professional; passionate learner /teacher; critically reflective					
C5	Uses instructional time effectively	3	Substantial amount of instructional time spent on activities with little instructional value	Pacing appropriate for most students; limits use of time to - instructional activities does not use excessive time	Fully dedicates time to instructional activities and paces appropriately; non-instructional procedures performed efficiently	
	F-commitment to accountability for student learning and development professional; passionate learner /teacher; critically reflective					

<b>UT: Quality of Narrative</b>						
<b>Criteria</b>	<b>CP</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Score</b>	
<b>UT1</b>	<b>Quality of Narrative</b>	1, 3, 4, 5	<p>One or more required elements is/are missing.</p> <p><b><u>OR</u></b></p> <p>Document has more than three spelling, capitalization, grammatical, <u>and</u> punctuation errors occur.</p> <p><b><u>OR</u></b></p> <p>Response does not clearly address the subject.</p> <p><b><u>OR</u></b></p> <p>Lack or poor use of transitions.</p> <p><b><u>OR</u></b></p> <p>Ideas are unclear and disorganized</p> <p><b><u>OR</u></b></p> <p>Details do not support the required elements</p>	<p>Includes all required elements.</p> <p><b><u>AND</u></b></p> <p>Document has less than three spelling, capitalization, grammatical, <u>and</u> punctuation errors.</p> <p><b><u>AND</u></b></p> <p>Response clearly addresses the subject.</p> <p><b><u>AND</u></b></p> <p>Transitions are smooth and logical.</p> <p><b><u>AND</u></b></p> <p>Ideas are consistently clear and well organized</p> <p><b><u>AND</u></b></p> <p>Details support the required elements.</p>	<p>All required elements are included and elaborated upon.</p> <p><b><u>AND</u></b></p> <p>Document has no spelling, capitalization, grammatical, and punctuation errors.</p> <p><b><u>AND</u></b></p> <p>Response addresses the subject and includes additional details that support the response.</p> <p><b><u>AND</u></b></p> <p>Transitions are smooth and logical.</p> <p><b><u>AND</u></b></p> <p>Ideas are clear, well organized, and provide a comprehensive synthesis of the topic.</p> <p><b><u>AND</u></b></p> <p>Details are described and analyzed demonstrating critical thinking.</p>	