***“Look Fors”***

**For the VARI-EPP Student Teaching Form**

**Pedagogy and Dispositions**

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**Introduction**: This document is a resource guide for supervisors, cooperating teachers, and student teachers to use in conjunction with the VARI-EPP Student Teaching Form. It includes a suggested, **non-exhaustive** list of examples of qualities that may be useful in defining a student teacher’s level of performance. It describes where a supervisor may find evidence for a particular row of the rubrics (“Sources of Evidence”), as well as how a student teacher may achieve a particular rating (i.e., the qualities of their actions, found in “Possible Evidence”).

* Supervisors and cooperating teachers should use their professional judgment and consider the context-specific factors of the learning environment when using this document and determining a consensus score for the student teacher.
* It is not expected that student teachers will demonstrate evidence/behaviors for *all* the suggested “Look Fors” in a row.

This document was developed with input from a variety of sources and stakeholders, including university supervisors and members of the VARI-EPP Student Teaching Form Development Team. Because development of this form is ongoing, some rows are more fully developed with examples than others. It is anticipated this document will undergo further revisions moving forward, and your comments and suggestions are welcomed at: <https://osu.az1.qualtrics.com/SE/?SID=SV_5gqVD8pO9CSgmnb>

**Please take particular note of** “Look Fors” for the following rows: Pedagogy Rows [F](#PedF), [G](#PedG), [H](#PedH) and [I](#PedI), and Dispositions Row [G](#DispG) (marked with an \*). These rows received low Inter-Rater Reliability scores in the first round of data collection.

Resources:

[Boston Public Schools Teacher Rubric with Suggested Teacher and Student Look Fors](http://www.bostonpublicschools.org/cms/lib07/MA01906464/Centricity/Domain/147/PriorityElementsLookfors.pdf)

edTPA “Understanding the Rubric Progressions”

[InTASC Model Core Teaching Standards and Learning Progressions for Teachers](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

[Marzano Teacher Evaluation Model by Washington State Criteria](http://tpep-wa.org/wp-content/uploads/Marzano-Rubrics-by-criteria.pdf)

[NASSP Recognizing Rigorous and Engaging Teaching and Learning](http://www.nassp.org/Content.aspx?topic=Recognizing_Rigorous_and_Engaging_Teaching_and_Learning)

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
| --- | --- | --- | --- | --- |
| **Planning for Instruction and Assessment** | | | | |
| **A. Focus for Learning: Standards and Objectives /Targets** | Plans align to appropriate Ohio Learning **Standards**  AND  **Goals** are measureable  AND  Standards, **objectives/targets**, and learning tasks are consistently aligned with each other  AND  Articulates **objectives/targets** that are appropriate for learners and *attend to appropriate developmental progressions relative to age and content-area* | Plans align to appropriate Ohio Learning **Standards**  *AND*  **Goals** *are* measureable  *AND*  Standards, **objectives/ targets**, and learning tasks *are consistently aligned* with each other  *AND*  *Articulates* **objectives/targets** that are appropriate for learners | Plans *align* to appropriate Ohio Learning **Standards**  AND/OR  *Some* **goals** are measureable  AND/OR  Standards, **objectives/targets**, and learning tasks, are *loosely or are not consistently* aligned with each other  AND/OR  Articulates *some* **objectives/targets** that are appropriate for learners | Plans *do not align* to the appropriate Ohio Learning **Standards**  AND/OR  **Goals** are *absent or not measureable*  AND/OR  Standards, **objectives/targets**, and learning tasks *are not aligned* with each other  AND/OR  *Does not* articulate **objectives/targets** that are appropriate for learners |
| **Sources of Evidence:** | * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher * Cumulative lesson plans   + Student learning objectives   + Evidence of differentiation   + Use of Ohio Learning Standards * Posted learning objectives/ targets | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * Student teachers’ plans: appropriately “connect content to standard” (Marzano, p. 27). * “Goals are: specific, measurable and timebound; based on multiple sources of available data that reveal prior student learning; aligned to content standards; appropriate for the context, instructional interval and content standard(s); demonstrating a significant impact on student learning of content (transferable skills)” (Marzano, p. 36). | | * “Goals may be missing one or more of the following qualities: specific, measurable and timebound. Goals are not based on prior available student learning. Goals are partially aligned to content standards. Goals may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s). Goal is not connected to a significant impact on student learning of content” (Marzano, p. 36). | |

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
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| **Planning for Instruction and Assessment** | | | | |
| **B. Materials and Resources** | Uses a variety of **materials and resources** that  1. Align with all objectives/targets  2. Make content relevant to learners  3. *Encourage individualization of learning* | Uses a *variety* of **materials and resources** that  1. Align with *all* objectives/targets  2. *Make content relevant to learners* | *Uses* **materials and resources** that *align* with *some* of the objectives/targets | **Materials and resources** *do not align* with objectives/targets |
| **Sources of Evidence:** | * Observation of teaching * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher * Cumulative lesson plans   + Evidence of differentiation in lesson plan * Instructional materials   + Appropriate citations for resources | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * “The [student] teacher identifies the available materials that can enhance student understanding and the manner in which they will be used” (Marzano, p. 28). | | * “The [student] teacher identifies the available materials that can enhance learner understanding but does not clearly identify or describe the manner in which they will be used” (Marzano, p. 28). * Student teacher relies on lecture with no supporting materials * Does not allow for learner use of materials (all teacher demonstration) | |

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| **Planning for Instruction and Assessment** | | | | |
| **C. Assessment of P-12 Learning** | Plans a variety of **assessments** that  1. Provide opportunities for learners of *varying abilities* to illustrate competence (whole class)  2. Align with the Ohio Learning Standards  3. Are culturally relevant and draw from learners’ funds of knowledge  4. *Promote learner growth* | Plans a *variety* of **assessments** that  1. Provide opportunities for *learners* to illustrate competence (whole class)  2. Align with the Ohio Learning Standards  3. *Are culturally relevant and draw from learners’ funds of knowledge* | Planned **assessments**  1. *Provide opportunities for some learners to illustrate competence (whole class)*  2. *Align* with the Ohio Learning Standards | Planned **assessments**  1. *Are not included*  OR  *2. Do not* *align* with the Ohio Learning Standards |
| **Sources of Evidence:** | * Observation of teaching * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher * Cumulative lesson plans * Variety of formative and summative assessments * Posted learning objectives/ targets | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * Student teacher is able to inform learners, and discuss learner progress, using formative data * Plans submitted include assessment/evaluation components * Assessments are clearly aligned to congruent standards * Assessment is included in the daily procedures * Student teacher uses a variety and balance of assessment techniques | | * Relies on learner self-grading/self-correcting * Plans include vague data collection techniques * Assessments are misaligned * Planned assessments are not aligned to procedures * Assessments are not developmentally appropriate or grade-level appropriate * Relies heavily on publisher generated tests | |

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| **Planning for Instruction and Assessment** | | | | |
| **D. Differentiated Methods** | Lessons make *meaningful* and *relevant* connections to  1. Learners’ prior knowledge  2. Previous lessons  3. Future learning  4. *Other disciplines and real-world experiences*  AND  **Differentiation of**instruction supports learner development  AND  Organizes instruction to ensure content is comprehensible, relevant, and *challenging* for learners | Lessons make *clear and coherent* connections to  1. Learners’ prior knowledge  2. Previous lessons  3. *Future learning*  AND  **Differentiation of**instruction *supports learner development*  AND  Organizes instruction to ensure content is comprehensible and *relevant* for learners | Lessons *make an attempt* t*o build on*, *but are not completely successful at* connecting to  1. Learners’ prior knowledge,  2. Previous lessons, OR future learning  *AND*  **Differentiation** of instruction is *minimal*  *AND*  *Organizes instruction to ensure content is comprehensible for learners* | Lessons *do not* *build* on or connect to learners’ prior knowledge  AND/OR  Explanations given *are illogical or inaccurate* as to how the content connects to previous and future learning  AND/OR  **Differentiation** of instruction is *absent* |
| **Sources of Evidence:** | * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher * Cumulative lesson plans   + Evidence of differentiation in planning and/or instruction (activities, responsiveness to prior knowledge – including proactively preparing for possible misconceptions)   + Description of connections between lessons | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * “[Student] teacher plans and delivers lessons that are logically structured, well-scaffolded, and reasonably paced, with differentiated content and timing as necessary” (BPS, p. 5). * “[Student] teacher frequently uses learners’ learning styles, interests, and needs to plan lesson and homework tasks, design assessments, group students, and differentiate the timing and content of assigned tasks” (BPS, p. 13). * “[Student] teacher divides students into groups that support student learning and build on learners’ strengths” (BPS, p.5). * “ The [student] teacher identifies and effectively employs interventions that meet the needs of specific subpopulations (e.g., ELL, special education, [gifted] and students who come from environments that offer little support for learning)” (Marzano, p. 24). | | * “[Student] teacher plans or delivers lessons with either too much or insufficient time allocated to activities, or timing and content that is not suitably differentiated” (BPS, p. 5). * “[Student] teacher inconsistently plans or delivers lessons or assessments designed to reach learners with diverse, learning styles, and needs” (BPS, p. 13). * “The [student] teacher identifies interventions that meet the needs of specific subpopulations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions” (Marzano, p. 24). | |

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| **Instructional Delivery** | | | | |
| **E. Learning Target and Directions** | Articulates accurate and *coherent* **learning targets**  AND  Articulates accurate **directions/**explanations *throughout the lesson*  AND  Sequences learning experiences appropriately | Articulates an *accurate* **learning target**  AND  Articulates *accurate* **directions**/ explanations  AND  *Sequences learning experiences appropriately* | *Articulates* an *inaccurate* **learning target**  *AND/OR*  *Articulates inaccurate* **directions**/explanations | *Does not articulate* the **learning target**  OR  *Does not articulate* **directions**/ explanations |
| **Sources of Evidence:** | * Observation of teaching * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher * Posted learning objectives/targets | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * Targets are prominently and visibly posted in the classroom   + “Learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment” (Marzano, p.1). * Begins lesson by stating target and/or goals * Revisits targets and goals throughout the lesson * Summarizes the targets at the end of the lesson * Directions are concise, systematic, and logical   + Learners know what they should be doing in the classroom * Learning tasks align with targets | | * Targets/goals are NOT prominently and visibly posted * Begins lesson without discussing targets or goals * Sequence of lesson is not logical * Directions to learners are confusing and include too much/too little information   + Learners seem confused or ask many questions to know what to do | |

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| **Instructional Delivery** | | | | |
| **F. Critical Thinking**  **[[1]](#footnote-1)\*** | *Engages learners* in **critical thinking** *in local and/or global contexts* that  1. Fosters problem solving  2. Encourages conceptual connections  *3. Challenges assumptions* | *Engages learners* in **critical thinking** that  1. Fosters problem solving  2. Encourages conceptual connections | *Introduces AND/OR models* **critical thinking** that  1. Fosters problem solving  2. Encourages conceptual connections | *Does not introduce AND/OR model* **critical thinking** that  1. Fosters problem solving  2. Encourages conceptual connections |
| **Sources of Evidence:** | * Observation of teaching   + Classroom discourse: students questioning each other and discussing the content   + Higher-order questioning * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| The student teacher:   * Asks questions which probe learner thinking * Scaffolds and supports learners’ problem-solving * Encourages learners to support assertions with evidence * Encourages connections with learners’ previous knowledge and/or interdisciplinary connections * Allows learners to question/challenge peers’ ideas (edTPA, NASSP) | |  | |

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| **Instructional Delivery** | | | | | |
| **G. Checking for Understanding and Adjusting Instruction through Formative Assessment**  **[[2]](#footnote-2)\*** | | **Checks for understanding** (whole class/group *AND individual learners*) during lessons using **formative assessment**  AND  Differentiates through *planned and responsive* **adjustments** (whole class/group and *individual learners*) | ***Checks for understanding*** (whole class/group) during lessons using **formative assessment**  AND  Differentiates through **adjustments** to instruction (whole class/group) | *Inconsistently* ***checks for understanding***during lessons using **formative assessment**  *AND*  Adjusts instruction accordingly, but **adjustments** *may cause additional confusion* | *Does not* ***check for understanding*** during lessons using **formative assessment**  OR  *Does not make any* **adjustments** based on learners’ responses |
| **Sources of Evidence:** | | * Observation of teaching   + Frequent opportunities for student responses   + Modification of instruction based on student needs   + Implementation of interventions, remediation, reinforcement, and/or enrichment to provide differentation * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * Student teacher:   + asks questions of learners   + requies active learner responses through discussion, group work, asking questions, closely monitoring seat work   + attends to individuals, changes explanation, provides prompting or enrichement when appropriate   + “organizes content into small chunks, has learners interact about each chunk of content, provides guidance as to which information is most important, asks inferential and elaborative questions, has students summarize content” (Marzano, p.4) | |  | |

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| **Instructional Delivery** | | | | |
| **H. Digital Tools and Resources**  **[[3]](#footnote-3)\*** | Discusses AND uses *a variety of* developmentally appropriate **technologies (digital tools and resources)** that  1. Are relevant to learning objectives/ targets of the lesson  2. Engage learners in the demonstration of knowledge or skills  3. *Extend learners’ understanding of concepts* | Discusses AND *uses* developmentally appropriate **technologies (digital tools and resources)** that  1. Are relevant to learning objectives/ targets of the lesson  2. *Engage learners in the demonstration of knowledge or skills* | *Discusses* *developmentally appropriate* **technologies** **(digital tools and resources)** *relevant to learning objectives/ targets of the lesson*  AND  **Technology** is *not available* | One of the following:  A. *Does not* *use* **technologies** **(digital tools and resources)**  AND  **Technology** *is available* in the setting  OR  B. Use of **technologies** is *not* *relevant* to the learning objectives/ targets of the lesson  OR  C. *Does not* *discuss* **technologies**  AND  Technology *is not available* in the setting |
| **Sources of Evidence:** | * Observation of teaching (Refer to VARI-EPP Student Teaching Form Glossary for definition of “Digital Tools”) * Pre/post observation conferences * Cumulative lesson plans * Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| Student teacher uses and discusses the some of the following digital tools:   * Computers * Websites * Blogs * Mobile devices * Interactive whiteboards * Online media * Online study tools   Student teacher uses digitals tools in the following ways:   * Relevant- Directly support access to the objectives for the lesson(s) * Engaging- Learners are actively using the digital tools instead of the teacher just using the tools and learners are passive * Extending- Learners are given independent assignments to use digital tools to continue exploring a topic | |  | |

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| **Instructional Delivery** | | | | | |
| **I. Safe and Respectful Learning Environment**  **[[4]](#footnote-4)\*** | *Actively involves learners to create and* manage a **safe and respectful learning environment** through the use of routines and transitions  AND  Establishes and promotes constructive relationships to equitably engage learners  AND  Uses research-based strategies to maintain learners’ attention (individual and whole group) | *Manages* a **safe and *respectful* learning environment** through the use of routines and transitions  *AND*  *Establishes and promotes* constructive relationships to *equitably* engage learners  *AND*  *Uses* *research-based* strategies to maintain learners’ attention (individual and whole group) | | *Attempts to manage a* safe **learning environment** *through the use of routines and transitions*  *AND/OR*  *Attempts to establish* constructive relationships to engage learners  *AND/OR*  *Attempts to use* constructive strategies to maintain learners’ attention (individual and whole group) | *Does not* *manage* a **safe learning environment**  OR  *Does not establish* constructive relationships to engage learners  OR  *Does not use* constructive strategies to maintain learners’ attention (individual and whole group) |
| **Sources of Evidence:** | * Observation of teaching * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher * Classroom ground rules implemented by teacher | | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | | |
| **Exceeds:**   * “The [student] teacher actively involves learners in managing the learning environment and making full use of instructional time. S/he employs strategies to build learner self-direction and ownership of learning” (INTASC).   **Meets:**   * “The [student] teacher manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time” (INTASC).   **Both**  The [student] teacher:   * uses technology to expand learner options in order to maintain and increase student engagement. * provides evidence for how they have used findings from research to maintain learners’ attention | | **Emerging:**   * Attempts to address the criteria in the “meets” level of performance   **Does Not Meet:**   * No attempt is made to address the criteria in the “Meets” level of performance | | |

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| **Assessment** | | | | |
| **J. Data-Guided Instruction** | Uses **data**-informed decisions *(trends and patterns) to set short and long term goals for future* instruction and assessment  AND  Uses contemporary tools for learner **data** record-keeping *and analysis* | Uses***data****-informed decisions* to design instruction and assessment  *AND*  *Uses contemporary tools for learner* ***data*** *record-keeping* | *Uses* *minimal* **data** to design instruction and assessment | *Does not* *use* **data** to design instruction and assessment |
| **Sources of Evidence:** | * Observation of teaching * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher * Cumulative planning documents * Formative and summative assessments * P-12 learner work samples * Student growth measures * Data from graphs, online gradebook, reflection * Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * Evidence of consistent reflection on data * Data are communicated to students, other teachers, parents and/or administrators * Discussions in data teams (Teacher Based Teams – TBTs) * Student growth measures discussed | | * Limited or no evidence of data collection and/or data usage/analysis * Limited or no discussion/communication of data to stakeholders (student – to monitor own growth) * Limited or no participating in TBTs * Student growth measures are not discussed | |

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
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| **Assessment** | | | | |
| **K. Feedback to Learners** | Provides **feedback** that  1. Enables learners to recognize strengths *AND* areas for improvement  2. Is comprehensible  3. Is descriptive  4. Is *individualized*  AND  Provides timely **feedback**, *guiding learners on how to use feedback to monitor their own progress* | Provides **feedback** that  1. Enables learners to recognize strengths OR areas for improvement  2. Is *comprehensible*  3. Is *descriptive*  *AND*  Provides *timely* **feedback** | *Provides minimal* **feedback** that  1. *Enables* learners to recognize strengths OR areas for improvement  OR  **Feedback** is provided in a *somewhat* timely fashion | *Does not* *provide* **feedback**  OR  **Feedback** *does not enable* learners to recognize strengths OR areas for improvement  OR  **Feedback** is *not* *provided* in a timely fashion |
| **Sources of Evidence:** | * Observation of teaching   + How student teacher gives feedback to learners (e.g., immediate, mini-conferences) * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher * Formative and summative assessments * P-12 learner work samples * Student growth measures * Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * “[Student] teacher provides frequent assessment feedback that is specific and extends learner thinking” (BPS, p. 6). * “[Student] teacher answers learners’ questions accurately and provides feedback that extends their thinking. (BPS, p. 4). * Written feedback to learners is accurate and clearly understood | | **Emerging:**   * “[Student] teacher may offer assessment feedback, but feedback is general and does not further learner learning (BPS, p. 6).” (e.g., checkmarks, X’s, yes/no) * “[Student] teacher answers learners’ questions accurately, but does not provide feedback that furthers their learning” (BPS, p. 4). (e.g., “Good!” “Thank you.”)   **Does Not Meet:**   * Assessments/learner work marked incorrectly, or with score only (does not provide explanation/feedback) * Student teacher does not respond to learners’ questions | |

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| **Assessment** | | | | |
| **L. Assessment Techniques** | Evaluates and supports learning through **assessment techniques** that are  1. Developmentally appropriate  2. Formative AND summative  3. *Diagnostic*  4. *Varied* | *Evaluates and supports learning through* **assessment techniques** that are  1. Developmentally appropriate  2. Formative *AND* summative | **Assessment techniques** are  1. Developmentally *appropriate*  2. *Formative OR summative* | **Assessment techniques** are  1. Developmentally *inappropriate*  OR  *Not used* |
| **Sources of Evidence:** | * Observation of teaching * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher * Cumulative planning documents * Formative and summative assessments * P-12 learner work samples | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * Incorporates a balance of publisher and teacher-made assessments * Clearly states varied teacher performance * Pre-submitted assessments were aligned to lesson content * Assessments are referenced in daily procedures * Student teacher can inform learners the “hows and whys” of formative assessment, and where the class is in the learning process | | * Relies heavily on publisher generated test banks and assessments * Assessments are not aligned to what was taught * Assessments are not appropriate for age and/or grade level * Inadequate data collected to discern student growth | |

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| **Analysis of Teaching** | | | | |
| **M. Connections to Research and Theory** | Discusses, provides evidence of, *and justifies* connections to educational **research and/or theory**  AND  *Uses research and/or theory to explain their P-12 learners’ progress* | *Discusses* and *provides evidence of* connections to educational **research and/or theory** | *Mentions* connections to educational **research and/or theory** | *No connections* *OR* *inaccurate connections* to educational **research and/or theory** |
| **Sources of Evidence:** | * Observation of teaching * Pre/post observation conferences * Reflections (written or oral) on lessons * Teaching journals * Cumulative planning documents * Appropriate citations for research and theory * Student learning objectives * Connections between methodology and research/theory | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| **Exceeds:**  The student teacher:   * makes multiple and specific references to theory and research to support why a task was chosen, how an assessment is appropriate/aligns to instruction, etc. * is able to go “in-depth” about the relationship between research/theory and their teaching (i.e., they are able to discuss applications and rationales in depth)   **Meets:**  The student teacher can:   * use theory and research to support why a task was chosen, how an assessment is appropriate/aligns to instruction * elaborate on their teaching/assessment practices referring to specific research-based strategies/methods (e.g., “When I was doing X in the classroom, it was based on Y’s research-based method.”) | | **Emerging:**   * Connections are grade/developmental level appropriate   The student teacher:   * consistently refers to only one general connection, or s/he relays the same connection within multiple lessons * is a “name dropper” of theorists and researchers, but cannot articulate how his/her teaching integrates concepts from research and theory   **Does not Meet:**   * Student teacher makes no attempt to draw connections to research and theory | |

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| **Professional Commitment and Behaviors** | | | | |
| **A. Participates in Professional Development (PD**) | Participates in at least one**professional development** opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)  AND  Provides evidence of an increased understanding of the teaching profession as a result of the PD  AND  *Reflects on own professional practice with evidence of application of the knowledge acquired from* ***PD*** *during student teaching* | Participates in at least one**professional development** opportunity (e.g. workshop, seminar, attending a professional conference)  *AND*  *Provides* *evidence of an increased understanding of the teaching profession as a result of the PD* | *Participates* in *at least one* **professional development** opportunity (e.g. workshop, seminar, attending a professional conference) | *Does not participate* in any **professional development** opportunity (e.g. workshop, seminar, attending a professional conference) |
| **Sources of Evidence:** | * Certificates of attendance * Materials from conference/meeting * Feedback on learner work samples * Post-conference written reflection/logs   *Examples of professional development activities may include: school/district workshops to address individual teacher growth and/or classroom practices and student development; self-assessment and analysis of student learning evidence; webinars; modules (e.g., Battelle for Kids, OLAC, Iris), programs offered by college/university career services office, etc.* | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| **Exceeds:**   * Student teacher articulates ideas/relevance of professional development and demonstrates how themes from professional development were *implemented* in practice   **Meets:**   * Articulates main idea/relevance from professional development. Describes how the knowledge acquired *applies to his/her own practice* | | **Emerging:**   * Student teacher is unable to articulate learning relevance of PD * Professional development opportunity is not connected to field or grade band   **Does not Meet:**   * Does not participate in PD | |

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
| --- | --- | --- | --- | --- |
| **Professional Commitment and Behaviors** | | | | |
| **B. Demonstrates Effective Communication with Parents or Legal Guardians** | Provides evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)  AND  Provides information about P-12 learning to **parents or legal guardians** to promote understanding and academic progress  *AND*  *Interacts with* ***parents or legal guardians*** *in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)* | Provides evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)  *AND*  *Provides information* about P-12 *learning to* ***parents or legal guardians*** *to promote understanding and academic progress* | *Provides* evidence of **communication** **with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) | *Does not provide* evidence of **communication** **with parents or legal guardians** |
| **Sources of Evidence:** | * Introductory letters to parents and families at the beginning of the year * Communication through school website or portal * Communication notebook * School Events and functions (e.g. Math Night, Science Fair, Pi Day, Band Performance) * Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * Invites two-way communication * Connects communication to the learning of content and promotes connection to the curriculum * Takes initiative to communicate with parents/legal guardians * Uses face to face and written communication * Ongoing in nature * Balanced communication (positives and negatives presented) * Timely response to parent/guardian initiated communication | | * One-way (singular) informative communications * Communications are principally negative in focus (i.e., only when problems arise) * Allows cooperating teacher to take initiative to communicate * Relies more on written communication * Completes only required communications (e.g., monthly newsletters, permission slips) * Does not respond in a timely manner to parent/guardian inquiries | |

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
| --- | --- | --- | --- | --- |
| **Professional Commitment and Behaviors** | | | | |
| **C. Demonstrates Punctuality** | Reports on time *or early* for daily student teaching AND  Additional teacher engagements (e.g., IEPs, teacher committees) | *Reports on time* for daily student teaching  *AND*  Additional teacher engagements (e.g., IEPs, teacher committees) | *Inconsistently reports* on time for daily student teaching  AND/OR  Additional teacher engagements (e.g., IEPs, teacher committees) | *Does not* *report* on time for student teaching  AND/OR  Additional teacher engagements (e.g., IEPs, teacher committees) |
| **Sources of Evidence:** | * School placement sign-in sheet (in office) * Student teacher time log * Email/correspondence to stakeholders * School video * Timeliness of submission of documents (lesson plans, grades, reports, IEP documentation, etc.) * Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * Consistent school and student teacher time logs * Timely communication with stakeholders * Timely and orderly submission of documents | | * Gaps in sign-in data, or lacking confirmation * Fails to communicate with stakeholders * Fails to complete or submit documents | |

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
| --- | --- | --- | --- | --- |
| **Professional Commitment and Behaviors** | | | | |
| **D. Meets Deadlines and Obligations** | Meets **deadlines and obligations** established by the cooperating teacher and/or supervisor  AND  Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  AND  Providesclear and complete directions and lessons for substitutes *without reminders* | *Meets* **deadlines and obligations** established by the cooperating teacher and/or supervisor  AND  Informs *all* stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  AND  Provides *clear and complete* directions and lessons for substitutes | *Most of the time* *meets* **deadlines and obligations** established by the cooperating teacher and/or supervisor  *AND*  *Informs* *some* stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence  *AND*  *Provides incomplete* directions and lessons for substitutes | *Frequently misses* **deadlines or obligations** established by the cooperating teacher and/or supervisor  AND/OR  *Does not* *inform* stakeholders (cooperating teacher, supervisor, and/or faculty members) *of absences prior to the absence*  AND/OR  *Does not**provide* directions and lessons for substitutes |
| **Sources of Evidence:** | • Lesson plans  • Substitute file  • Assignments/materials provided to cooperating teacher when requested  • Calls, emails, text messages to inform of absence  • Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * Teacher call log * Signs in at school front desk daily * Teacher candidate submits weekly plans to cooperating teacher by deadline * Follows university and district policy about absence notice (at minimum the district policy) * Sub plans include detailed explanations about dates/assignments | | * No or inadequate plans provided (e.g., plans tell sub to have students read) * Deadlines not met (grades turned in late, no notification of absences) * Notification of absence occurs at last minute, after school day starts, or at an untimely time | |

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
| --- | --- | --- | --- | --- |
| **Professional Commitment and Behaviors** | | | | |
| **E. Preparation** | **Prepared** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND  Materials are easily accessible AND organized  AND  *Prepared for the unexpected and flexible* | ***Prepared***to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  *AND*  Materials are easily accessible *AND* organized | *Not consistently* ***prepared*** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  *AND/OR*  Materials are easily accessible *OR* organized | *Not* ***prepared*** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)  AND/OR  Materials are *not* organized *NOR* easily accessible |
| **Sources of Evidence:** | * Lesson plans * Manipulatives * Handouts * Resources * Observations of teaching * Substitute file * Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * Materials are easily accessible * Agenda/advanced organizer on the board * Classroom is organized and orderly * Materials are prepared and easily located * Has a “Plan B” – additional activities are prepared and ready if lesson ends early | | * Student teacher searches for materials * Limited directions posted for teacher/learners (advanced organizers) * Classroom is disorganized and chaotic * Excess time at the beginning/end of class where learners are not engaged in productive, academic tasks * If resources/materials are not available or not functioning, teacher is unable to describe or proceed | |

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
| --- | --- | --- | --- | --- |
| **Professional Relationships** | | | | |
| **F. Collaboration** | Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  AND  *Works with* and learns from colleagues in planning and implementing instruction *to meet diverse needs of learners* | Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)  *AND*  *Attempts to work with and learn from colleagues in planning and implementing instruction* | *Demonstrates* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) | *Does not demonstrate* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) |
| **Sources of Evidence:** | * Observed behavior   + Interactions observed between teacher candidate and cooperating teacher * Reports of behavior from other teachers and/or principals * Conversations during post-observation and three-way conferences * Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| **Exceeds:**  The student teacher:   * plans for collaborations * can describe ways they have partnered with others * can articulate how and what they have learned from others   **Meets:**  The student teacher:   * is able to name specific individuals with whom s/he has collaborated * exemplifies behaviors of a “strong school citizen” * can appropriately describe the roles of other professionals | | **Emerging:**  • The student teacher responds to requests for collaborations (i.e., collaborations initiated by others)  **Does not meet:**  The student teacher:   * makes no effort to connect with other professionals * exhibits passive behaviors, e.g. does not follow through with establishing relationships * displays evidence of disrespect, e.g.:   + Rolling of eyes   + Disregarding cooperating teacher feedback   + Complaining | |

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
| --- | --- | --- | --- | --- |
| **Professional Relationships** | | | | |
| **G. Advocacy to Meet the Needs of Learners or for the Teaching Profession**  **[[5]](#footnote-5)\*** | Recognizes andarticulates specific areas in need of **advocacy,** including the  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)  OR  2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)  *AND*  *Takes action(s) based upon identified needs, while following district protocols* | Recognizes and *articulates* *specific* areas in need of **advocacy,** including the  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)  OR  2. Needs of the **teaching profession** (e.g. technology integration, research-based practices) | *Recognizes* areas in need of **advocacy**, *but cannot articulate* the  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)  OR  2. Needs of the **teaching profession** (e.g. technology integration, research-based practices) | *Does not recognize* areas in need of **advocacy**, including the  1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities)  OR  2. Needs of the **teaching profession** (e.g. technology integration, research-based practices) |
| **Sources of Evidence:** | Advocating for and advancing students’ best interests regarding:  - Academic needs - Physical needs (e.g. glasses, coats, lunch)  - Emotional needs (e.g. mental health) - Social needs (e.g. skill deficits, bullying)  - Cultural needs - Adequate Resources (e.g. technology)  - Equitable opportunities  Advocating for the profession by:  - Attending professional development (e.g. support for teacher’s use of technology) - Appropriate use of technology  - Documentation of sources - Respectful use of social media  - Social justice  - Communicating with mentor teacher, intervention specialist, or other community or school personnel (e.g. social worker, probation officer) | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| * Engages in discussions with other professionals in the building about the needs of the learners (i.e., speaking with the School Nurse about vision screening, School Counselor related to mental health needs, etc.) * Evidence of proactive (instead of reactive) thinking and actions * Collects information related to perceived areas of need (i.e., reading news articles/research studies to support actions for the area of need, referencing the applicable laws) | | * There is an obvious need for a learner and candidate does not recognize or discuss it with others * Reactive thinking and actions * Does not engage in fact-finding, readings related to areas of need, or does not know appropriate resources to consult | |

| **Item** | **Exceeds Expectations**  **(3 points)** | **Meets Expectations**  **(2 points)** | **Emerging**  **(1 point)** | **Does Not Meet Expectations**  **(0 points)** |
| --- | --- | --- | --- | --- |
| **Critical Thinking and Reflective Practice** | | | | |
| **H. Responds Positively to Feedback and Constructive Criticism** | Is receptive to **feedback, constructive criticism,** supervision, and responds professionally  AND  Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) to improve practice  AND  P*roactively seeks opportunities for* ***feedback*** *from other professionals* | Is receptive to **feedback, constructive criticism,** supervision, and *responds professionally*  *AND*  Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) *to improve practice* | *Is* receptive to **feedback, constructive criticism,** and supervision  AND/OR  *Incorporates* **feedback** *inconsistently* | *Is not* receptive to **feedback, constructive criticism,** and supervision  AND/OR  *Does not incorporate* **feedback** |
| **Sources of Evidence:** | * Observation of teaching * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | ***Exceeds/Meets Expectations*** | | ***Emerging/ Does Not Meet Expectations*** | |
| **Exceeds:**   * Seeks opportunities for feedback from others * Incorporates feedback in a timely manner (next opportunity) without reminders.   **Meets:**   * Welcoming of, and grateful for, feedback offered by others | | **Emerging:**   * May immediately incorporate feedback, but reverts to prior behavior/practice * Lacks timeliness (*incorporates* **feedback***inconsistently*)   **Does not Meet:**   * Student teacher demonstrates negative attitudes, resistance, and/or defensiveness toward feedback * No effort is made to incorporate feedback | |

**Look Fors developed by:**

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| --- | --- | --- | --- |
| The Ohio State University: Bendixen-Noe, M., Brownstein, E., Day, K., Kaplan, C., and Warner, C. | Bowling Green State University: Gallagher, D.  University of Toledo: Stewart, V.  University of Akron: Jewell, W.  Ohio University: C. Patterson | Cleveland State University: Price, A., Crell, A.  Wilmington College: Hendricks, M  Wright State University: Kahrig, T.  Kent State University: Arhar, J., Turner, S. | Wittenberg University: Brannan, S., Whitlock, T.  University of Dayton: Bowman, C. |

1. \* This row received low Inter-Rater Reliability scores in the first round of data collection. [↑](#footnote-ref-1)
2. \* This row received low Inter-Rater Reliability scores in the first round of data collection. [↑](#footnote-ref-2)
3. \* This row received low Inter-Rater Reliability scores in the first round of data collection. [↑](#footnote-ref-3)
4. \* This row received low Inter-Rater Reliability scores in the first round of data collection. [↑](#footnote-ref-4)
5. \* This row received low Inter-Rater Reliability scores in the first round of data collection. [↑](#footnote-ref-5)