Support Provider/District/Site Support Provider Meeting Notes

The support provider must meet with the district/site support provider at least once every term to find ways to help support the candidate.

Support Provider Data Sheet

Candidate Name:          District:

School Site:                        Address:

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| --- | --- |
| University Field Supervisor: | District/Site Support Provider: |
| Phone: | Phone: |
| Email: | Email: |
| Date Met: | Date Met: |
|  | Current Position: |
| Signature:                                                                         Date: | Signature:                                                                        Date: |

Rubric for Assessing Candidates

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| Category I: The Learner & Learning | | | | | | |
| Standard 1: Learner Development - This Aligns with Program Learning Outcomes (**PLOs) 1, 2, & 4:** (The teacher candidate…) | | | | | | |
|  | **Refer Immediately to SERC** | **Ineffective**  **1 Point** | **Developing**  **2 Points** | **Effective**  **3 Points** |  | **Highly Effective**  **4 Points** |
| 1. Implements instruction based on theories of learning and development that furthers students’ abilities and interests. | **Did Not Demonstrate** | **Identifies** ways instruction is based on theories of learning and development. | **Demonstrates** instruction based on theories of learning and development that furthers students’ abilities and interests. | **Consistently implements** instruction based on theories of learning and development that furthers students’ abilities and interests. |  | **Consistently personalizes** instruction using developmentally-appropriate and interesting approaches as evidenced by students’ ability to engage in learning tasks and their choice to do so. |
| Standard 2: Learning Differences, **PLO 2:**  (The teacher candidate…) | | | | | | |
| 2. Adjusts instruction and assessments through accommodations and modifications that address the diverse needs of students. | **Did Not Demonstrate** | **Identifies** accommodations and modifications to instruction and assessment that address the diverse needs of students. | **Demonstrates** the ability to use accommodations and modifications in instruction and assessment that address the diverse needs of students. | **Consistently adjusts** instruction and assessments through accommodations and modifications that address the diverse needs of students. |  | **Consistently personalizes** instruction as evidenced by students of all levels and differences who are engaged in learning and productive work. |
| 3. Implements a variety of instructional strategies to engage all students in learning activities. | **Did Not Demonstrate** | **Identifies** a variety of instructional strategies used to engage all students in the learning activities. | **Demonstrates** a variety of instructional strategies used to engage all students in the learning activities. | **Consistently implements** a variety of instructional strategies that engages all students in learning activities. |  | **Consistently uses** a variety of instructional strategies as evidenced by all students engaging in multiple activities aimed at the same instructional objectives. |
| Standard 3: Learning Environments- This Aligns with Program Learning Outcomes (**PLOs) 1, 2, & 4:** (The teacher candidate…) | | | | | | |
| 4. Implements classroom guidance/ management (rules, procedures, practices and dispositions) that ensure a safe and culturally-appropriate learning environment. | **Did Not Demonstrate** | **Identifies** classroom guidance/management (rules, procedures, practices and dispositions) that ensure a safe and culturally- appropriate learning environment. | **Demonstrates** classroom guidance/management (rules, procedures, practices and dispositions) for a safe and culturally-appropriate learning environment. | **Consistently implements** classroom guidance/ management (rules, procedures, practices, and dispositions) that ensure a safe and culturally-appropriate learning environment. |  | **Consistently implements** equitable classroom guidance/management practices (e.g., rules, procedures) and professional dispositions as evidenced by students who typically self-monitor, engage productively, and interact appropriately. |
| 5. Manages how time, space and physical resources are organized, allocated, and used in order to engage all students in learning for the entire class period. | **Did Not Demonstrate** | **Identifies** how time, space and physical resources are organized, allocated, and used to engage all students in learning. | **Demonstrates** how time, space and physical resources are organized, allocated, and used to engage all students in learning. | **Consistently manages** how time, space and physical resources are organized, allocated, and used in order to engage all students in learning for the entire class period. |  | **Consistently uses** time, space and physical resources in a manner that maximizes students’ potential for learning as evidenced by their on- task behavior, productivity ,and self- regulation. |
| 6. Uses instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another. | **Did Not Demonstrate** | **Identifies** instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another. | **Demonstrates** the ability to guide instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another. | **Consistently uses** instructional activities that provide students support and opportunities to participate in honest and positive social interactions that promote learning and respect for one another. |  | **Consistently reinforces** and **redirects** students seamlessly during instructional activities in a manner promoting honest, positive interactions between students as evidenced by their accurate, respectful, and relevant statements and behaviors. |
| 7. Uses statements and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn. | **Did Not Demonstrate** | **Identifies** statements and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn. | **Demonstrates** statements and actions indicative of respect for and responsiveness to all students, while communicating explicitly the belief all students can learn. | **Consistently uses** statements and actions that demonstrate respect for and responsiveness to all students, while communicating explicitly the belief all students can learn. |  | **Consistently uses** statements and actions that demonstrate respect for and responsiveness to all students as evidenced by students’ willingness to share their backgrounds and needs and to work hard to advance their current abilities. |
| Category II: Content | | | | | | |
| Standard 4: Content Knowledge- This Aligns with Program Learning Outcomes (**PLOs) 1, 2, 3, 5 & 6:** (The teacher candidate…) | | | | | | |
| 8. Uses learning experiences that activate students’ prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards. | **Did Not Demonstrate** | **Identifies** learning experiences that activate students’ prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards. | **Demonstrates** the ability to guide learning experiences that activate students’ prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards. | **Consistently uses** learning experiences that activate students’ prior knowledge, provide accurate and relevant explanations and modeling, and address predicted misconceptions for student mastery of content standards. |  | **Consistently uses** learning experiences that facilitate content mastery as evidenced by students expressing accurate ideas, concepts and applications of the material in relation to course expectations and their own lives. |
| 9. Involves all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards. | **Did Not Demonstrate** | **Identifies** approaches that involve all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards. | **Demonstrates** the ability to guide learning experiences involving all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards. | **Consistently involves** all students in inquiry, critical thinking, problem solving, reflection and/or metacognitive activities based on content standards. |  | **Consistently provides** rich learning experiences as evidenced by all students demonstrating inquiry, critical thinking, problem solving, reflection and/or metacognition. |
| Standard 5: Application of Knowledge- This Aligns with Program Learning Outcomes (**PLOs) 1, 2, 3, 5 & 6:**  (The teacher candidate…) | | | | | | |
| 10. Communicates and sequences instructional objectives/ activities based on approved content standards and related tasks, including methods of assessment. | **Did Not Demonstrate** | **Identifies** instructional objectives/activities, relevant tasks, sequencing of the objectives/tasks, and the methods of assessing the objectives. | **Demonstrates** the ability to communicate and sequence instructional objectives/ activities based on approved content standards and related tasks, including methods of assessment. | **Consistently communicates** and **sequences** instructional objectives/activities based on approved content standards and related tasks, including methods of assessment. |  | **Consistently communicates** and **sequences** instructional objectives/ activities, related tasks, and methods of assessment as evidenced by students knowing what academic knowledge or skill to use, when to use it, how to use it and why they are using it. |
| 11. Uses resources, including digital technologies as appropriate, that facilitate student mastery of the academic content. | **Did Not Demonstrate** | **Identifies** the appropriate selection and use of resources, including digital technologies, that facilitate student mastery of the academic content. | **Demonstrates** the use of resources, including digital technologies as appropriate, that facilitate student mastery of the academic content. | **Consistently Uses** resources, including digital technologies as appropriate, that facilitate student mastery of the academic content. |  | **Consistently Uses** resources, including digital technologies as appropriate, that facilitate student mastery of the academic of content as evidenced by students using these resources to apply and demonstrate knowledge and skill sets accurately. |
| Category III: Instructional Practice | | | | | | |
| Standard 6: Assessment- This Aligns with Program Learning Outcomes (**PLOs) 5:**  (The teacher candidate…) | | | | | | |
| 12. Uses technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning. | **Did Not Demonstrate** | **Identifies** ethical use of technology to collect, manage and analyze student performance data in order to improve teaching and learning. | **Demonstrates** the use of technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning. . | **Consistently uses** technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning. |  | **Consistently uses** technology in an ethical and legal manner to collect, manage and analyze student performance data in order to improve teaching and learning as evidenced by students using data to make improvements. |
| 13. Uses valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning. | **Did Not Demonstrate** | **Identifies** how assessments are used to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning. | **Demonstrates** the use of valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning. | **Consistently uses** valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies to advance their learning. |  | **Consistently uses** valid formative and summative assessments to provide students with timely performance feedback and cognitive, affective and behavioral strategies as evidenced by students using feedback to improve. |
| 14. Adapts instruction by reflecting on formative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest. | **Did Not Demonstrate** | **Identifies** how instruction may be adapted by reflecting on formative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest. | **Demonstrates** how to adapt instruction by reflecting on formative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest. | **Consistently adapts** instruction by reflecting on formative and summative assessment data, including students’ prior knowledge, misconceptions, mastery and interest. |  | **Consistently adapts** instruction by reflecting on multiple forms of formative and summative assessment data, including prior knowledge, misconceptions, mastery and interest as evidenced by students’ opportunities to resolve gaps in these areas and improve performance. |
| Standard 7: Planning for Instruction- This Aligns with Program Learning Outcomes (**PLOs) 1, 2, 3, 5 & 6:**  (The teacher candidate…) | | | | | | |
| 15. Develops and uses lesson plans that include specific references to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities. | **Did Not Demonstrate** | **Identifies** elements of professional lesson plans including specific references to approved content standards and a logical sequence of instructional and assessment activities. | **Demonstrates** the ability to develop a lesson plan that is aligned to approved content standards and demonstrates a logical sequence of instructional and assessment activities. | **Consistently develops** and **uses** lesson plans that are aligned to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities. |  | **Consistently develops** and **uses** lesson plans that are aligned to approved content standards and that provide a logical and fluid sequence of instructional and assessment activities as evidenced by students’ focus on academic work and efficient transition from one activity to another. |
| 16. Provides the relevance of instructional objectives/activities and how the content transfers to other subject areas, including real-world applications. | **Did Not Demonstrate** | **Identifies** the relevance of instructional objectives/ activities and how the content transfers to other areas, including real- world applications. | **Demonstrates** the relevance of instructional objectives/ activities and how the content transfers to other areas, including real-world applications. | **Consistently** provides the relevance of instructional objectives/activities and how the content transfers to other areas, including real-world applications. |  | **Consistently** provides the relevance of instructional objectives/activities and how the content transfers to other areas, including real-world applications as evidenced by students expressing connections across content areas and life experiences. |
| Standard 8: Instructional Strategies- This Aligns with Program Learning Outcomes (**PLOs) 1, 2, 3, 5 & 6:**  (The teacher candidate…) | | | | | | |
| 17. Integrates technology to encourage students’ digital literacy and the connection of academic content to real-world applications. | **Did Not Demonstrate** | **Identifies** how technology is used, as appropriate, to encourage students’ digital literacy and their connection of academic content to real-world applications. | **Demonstrates** how to use technology, as appropriate, to encourage students’ digital literacy and their connection of academic content to real-world applications. | **Consistently integrates** technology, as appropriate, to encourage students’ digital literacy and their connection of academic content to real-world applications. |  | **Consistently integrates** technology, as appropriate, to encourage students’ digital literacy and the connection of academic content to real-world applications as evidenced by students’ use of technology to create relevant content related responses through digital means. |
| 18. Integrates a variety of questioning techniques to involve all students, to maximize student interest, and to assess the need to adjust or personalize instruction. | **Did Not Demonstrate** | **Identifies** how a variety of questioning techniques can be used to involve all students, to maximize student interest, and to assess the need to adjust instruction. | **Demonstrates** the ability to use a variety of questioning techniques to involve all students, to maximize student interest, and to assess the need to adjust instruction. | **Consistently integrates** a variety of questioning techniques to involve all students, to maximize student interest, and to assess the need to adjust instruction. |  | **Consistently integrates** a variety of questioning techniques to involve all students as evidenced by students’ engagement, interest and their ability to respond. |
| 19. Uses whole class and small group activities that engage students i learning. | **Did Not Demonstrate** n | **Identifies** whole class and small group activities that engage students in learning. | **Demonstrates** the ability to conduct whole class and small group activities that engage all students in learning. | **Consistently uses** whole class and small group activities that engage all students in learning. |  | **Consistently uses** whole class and small group activities to engage all students in learning as evidenced by all students participating in class activities, group roles and productive interactions. |
| Category IV: Professional Responsibility | | | | | | |
| Standard 9: Professional Learning & Ethical Practice- This Aligns with Program Learning Outcomes (**PLOs) 6:**  (The teacher candidate…) | | | | | | |
| 20. Responds appropriately to supervision and accepts responsibility for actions. | **Did Not Demonstrate** | **Identifies** professional expectations and practices professional behaviors. | **Demonstrates** professional behaviors and accepts feedback and responsibility for actions. | **Consistently demonstrates** professional behaviors, invites feedback and accepts responsibility for actions. |  | **Seeks** feedback from the principal, select colleagues, and students to improve practice as evidenced by their active participation in feedback processes. |
| 21. Establishes goals for professional growth and participates in activities to develop relevant professional knowledge and skill sets. | **Did Not Demonstrate** | **Identifies** professional growth opportunities expected of teachers. | **Establishes** goals for professional growth as expected of teachers. | **Establishes** goals for professional growth as expected of teachers and participates in activities to develop relevant professional knowledge and skill sets. |  | **Establishes** goals for professional growth as expected of teachers and participates in activities to develop relevant professional knowledge and skill sets as evidenced by students’ functionality, interest, enjoyment and/or success in the class. |
| 22. Follows ethical and legal practices of a professional educator. | **Did Not Demonstrate** | **Identifies** ethical and legal practices of a professional educator and follows these practices. | **Demonstrates** ethical and legal practices of a professional educator. | **Consistently follows** ethical and legal practices of a professional educator. |  | **Consistently follows** ethical and legal practices as evidenced by students’ perceptions of teacher fairness, confidentiality, and professionalism. |
| 23. Maintains organized, accurate, current, confidential, and secure educational records. | **Did Not Demonstrate** | **Identifies** effective and confidential practices for collecting and maintaining organized, accurate, current and secure educational records. | **Participates** in collecting and/or maintaining organized, accurate, current, confidential, and secure educational records. | **Consistently maintains** organized, accurate, current, confidential, and secure educational records. |  | **Consistently maintains** organized, accurate, current, confidential, and secure educational records as evidenced by students’ and parents’ access to reliable information regarding progress through protocols protecting privacy. |
| Standard 10: Leadership & Collaboration- This Aligns with Program Learning Outcomes (**PLOs) 6:**  (The teacher candidate…) | | | | | | |
| 24. Performs professional and instructional responsibilities appropriate to the level of professional practice. | **Did Not Demonstrate** | **Observes** and **assists** the mentor in the classroom based on the first two co- teaching strategies. | **Demonstrates** participation with the mentor in classroom and instructional responsibilities based on the appropriate co-teaching strategies. | **Shares** all professional and instructional responsibilities with the mentor teacher based on the student teaching handbook and the co-teaching strategies. |  | **Performs** all professional and instructional responsibilities and collaborates as a member of the department and school’s professional learning community. |
| 25. Communicates clearly, grammatically, timely, and professionally with all stakeholders. | **Did Not Demonstrate** | **Identifies** ways to communicate clearly, grammatically, timely, and professionally with appropriate stakeholders. | **Demonstrates** the ability to communicate clearly, grammatically, timely, and professionally with appropriate stakeholders. | **Consistently communicates** clearly, grammatically, timely, and professionally with all stakeholders. |  | **Consistently communicates** clearly, grammatically, timely, and professionally as evidenced by stakeholders’ ability and empowerment to respond and become engaged, as appropriate. |