

WATSON SCHOOL OF EDUCATION
EXIT CRITERIA FOR THE EVALUATION OF STUDENT INTERNS
Interpretation of Criteria¹

1.0 ACADEMIC KNOWLEDGE

Indicators and sources of information for this section will include: Long-and short-range plans; examples used in instruction; answers to student questions and papers; test items.

1.1 Subject matter knowledge

Criteria: Accuracy and validity; depth of knowledge (theories, concepts, facts); breadth of knowledge; coherence

1.2 Knowledge of curriculum expectations

Criteria: Understanding of curriculum requirements of state, system, and school; understanding of formal and tacit expectations of the school and the teacher

2.0 PEDAGOGICAL KNOWLEDGE

Indicators and sources of information for this section will include: Examination of instructional plans; observations of verbal and behavioral interactions during instruction; responses during interviews and evaluation conferences.

2.1 Knowledge of content-related pedagogy

Criteria: Knowledge of alternative methods and modes of presentation; validity for content; currency; developmental appropriateness; philosophical consistency.

2.2 Knowledge of resources & technology

Criteria: Currency; variety of types or media; understanding and application of selection criteria; understanding and application of principles of use

2.3 Knowledge of techniques for differentiating instruction

Criteria: (1) Adjusts content and introductory techniques for student prior knowledge; adjusts mode of presentation and pace to learner needs; uses sufficient and appropriate rehearsal and/or practice to teach for acquisition, fluency, and generalization; (2) Uses response techniques that are open-ended, or allow every pupil to respond, or allow individual pacing; (3) Uses organizational techniques to allow students to work at different level, pace, content, amount of support.

2.4 Knowledge of alternative approaches to learning

Criteria: (direct instruction; inquiry; cooperative learning; constructivist approaches; etc.) Is able to justify and defend instructional practices on the basis of literature of the field, nature and stage of learning, knowledge of learners and learning context.

3.0 KNOWLEDGE OF LEARNERS AND SCHOOLS

Indicators and sources of information for this section will include: Examination of instructional plans; analysis of assignments; patterns of interactions with individuals and groups; ability to discuss learners' learning profiles and needs.

3.1 Knowledge of developmental characteristics of learners

¹ * Listed criteria are representative of the types of qualities and behaviors that may be used to judge teaching knowledge, teaching performance, and attitudinal traits. These criteria should not be considered as a comprehensive set of relevant and valid criteria.

Criteria: Knows typical patterns of cognitive, affective, psychomotor development at age levels spanning school attendance; understands learning potentials compared to developmental limitations of learners at different age levels; knows implications for school curriculum of developmental patterns.

3.2 Knowledge of learners' academic skills and abilities

Criteria: Understands curriculum expectations; understands expected classroom range of abilities at specified grade levels; understands variant learning styles; analyzes individual profiles of strengths and weaknesses; knows the cognitive, psychomotor, and affective tolerance limits of age level.

3.3 Knowledge of learners' interests and cultural heritage

Criteria: Accuracy; depth of knowledge; sensitivity to and acceptance of cultural and linguistic diversity; understanding of appropriate level and content for instructional materials for class group.

3.4 Understanding of school organization and philosophy

Criteria: Accurate understanding and awareness of school philosophy, organization, rules, and procedures.

4.0 INTERACTIONS WITH LEARNERS AND CLASSROOM MANAGEMENT

Indicators and sources of information for this section will include: Room appearance; affective climate; patterns of interactions with individuals and groups; task orientation; behavioral expectations; consequences of behaviors; intern self-report and student report; selection of materials, literature and examples.

Learning Environment

4.1 Establishment of climate and culture for learning

Criteria: Appropriate scaffolding to support learning; friendly, positive interactions; comfortable; efficient; inclusive; inviting; task orientation; intellectual curiosity and negotiation of meaning encouraged; accommodation to and acceptance of student diversity; high but reasonable expectations.

4.2 Appropriate teacher interaction with learners

Criteria: Sincerity; mutual trust; positive affect; appropriateness of assistance; acknowledgment of partially correct responses and formative efforts; professionalism.

4.3 Development of relationships with individual learners

Criteria: Engages learners appropriately in conversation; listens to learners' affective, and cognitive communications; takes action to introduce topics and items of interest to students and to establish communications; establishes trust and mutual comfort between intern and students

4.4 Promotion of positive interactions with peers and other adults

Criteria: Respectful; considerate; friendly; helpful; open; learning-focused

4.5 Sensitivity to learners' needs, interests, and capabilities

Criteria: Respect; awareness and sensitivity to student cognitive, physical, and social/behavioral differences; acceptance; inclusiveness.

4.6 Respect for learners of all races, cultures, and special needs

Criteria: Respect; awareness and sensitivity; acceptance; inclusiveness

Classroom Management

Indicators and sources of information for this section will include: Student attitudes toward authority; Patterns of interactions with individuals and groups; Communication and compliance with behavioral expectations; consequences of behaviors; intern self-report and student report.

4.7 Establishment of classroom rules and routines

Criteria: Efficiency; simplicity; clarity; sufficient explanation; appropriateness for age level; consistency.

4.8 Development of student independence and self-regulation

Criteria: Fosters understanding of rationales for rules and behavior, awareness of consequences, and implications of actions; allows latitude for student independence and self-regulation; encourages planning, problem-solving, reflection and self-evaluation by students; holds learners accountable for consequences. Teaches and encourages metacognitive strategies.

4.9 Response to appropriate and inappropriate behavior

Criteria: Responds when appropriate; considers individual differences and special needs; times response appropriately for situation; bases response on underlying student motivation as well as literal interpretation of rules; responds in a largely positive manner, using negatives only when necessary; works to prevent misbehavior and disruptions.

4.10 Development and implementation of management plans

Criteria: Development of plans consistent with accepted principles of behavior management, based upon goals of positive and collaborative interaction. Consistency in communicating and implementing plans. Awareness of appropriate and inappropriate learner behaviors. Use of eye contact, body language, and oral communication effectively to gain attention and compliance and to develop acceptance of teacher's authority and role.

4.11 Organization of resources including physical space

Criteria: Efficient movement patterns. Displays of materials invite and facilitate learning. Organization prevents behavior problems and directs attention appropriately. Environment is neat and attractive.

5.0 ASSESSMENT

Indicators and sources of information for this section will include: Unit, long-range, and instructional plans; pre-tests, tests, and assignments; questioning and verbal interaction patterns; response to interviews; self-report; records of student learning profiles and performance.

5.1 Assessment of prior knowledge and entry-level abilities

Criteria: Understands essential prior knowledge; uses varied means to elicit entry-level abilities; uses appropriate means to uncover prior knowledge.

5.2 Observation and analysis of behaviors and interactions

Criteria: Systematic observation: use of formal and informal measures; accurate interpretation of student performance; awareness of partially correct responses; clarifies observations by seeking additional information.

5.3 Evaluation of learning outcomes

Criteria: Constructs or selects valid and reliable measures and/or performances; plans assessments prior to instruction; evaluates on a regular basis; interprets data objectively; constructs appropriate rubrics or rating scales.

5.4 Analysis of learning differences of individuals and groups

Criteria: Awareness of student 'outliers' from the group; determines functional level of learners having difficulty; observes and interprets how the student processes information and solves problems; identifies strengths and partial knowledge, as well as weaknesses.

5.5 Use and interpretation of assessment instruments

Criteria: Administers assessments appropriately; interprets teacher made and standardized test results; communicates assessment data to learners, parents, and colleagues.

6.0 PLANNING

Indicators and sources of information for this section will include: Examination of unit plans, long-range plans, and instructional plans; Analysis of assignments; Patterns of daily activity and interaction; Ability to discuss and explain planning and pacing.

6.1 Development of long-range plans consistent with curriculum expectations

Criteria: Completeness; consistent with expectations, feasibility, clarity

6.2 Development of instructional plans for class, for groups, and for individuals

Criteria: Coherence; validity for type of learning; defensible sequence; adequacy for intended outcome

6.3 Identification of goals and specific learning objectives

Criteria for Goals: Importance, value, clarity, balance, inclusiveness.

Criteria for Specific learning objectives: Clear statements of performance; use of appropriate learning verb; consistent with type of learning implied by goal; sequenced appropriately for learning

6.4 Analysis of learner capabilities

Criteria: Ability and use of techniques to observe and identify strengths, accomplishments, partial knowledge, misconceptions, attitudes, styles, and limitations

6.5 Identification of essential prior learnings

Criteria: Knows curricular sequence of subject matter; demonstrates ability to conduct task analysis of skills and logical analysis of concepts; determines starting points of student knowledge.

6.6 Provision for motivational aspects of learning

Criteria: Selects content to match student interests; links new knowledge to known; uses attention-gaining devices; facilitates successful responding and problem-solving.

6.7 Sequencing of instruction

Criteria: Learnings appropriately sequenced for learning purposes; learnings logically sequenced; provision for second-chance opportunities and review; alternate sequencing considered for learners with learning difficulties.

6.8 Congruence of evaluation with instructional objectives

Criteria: Assessment corresponds to stated objectives in lesson and unit plans.

6.9 Provision for physical setting to accommodate learning

Criteria: Content and examples clearly presented; distractions minimized; seating facilitates desired interactions; space and resources facilitate intended learning activity; space is inviting to learners.

6.10 Development of strategies appropriate for types and phases of learning

Criteria: (1) Demonstrates knowledge of types and conditions of learning; plans instructional events consistent with type of learning; (2) For acquisition phase of learning, plans linkages of new learning to prior knowledge; plans new learning within learner's instructional range (ZPD); plans appropriate learning guidance; (3) for development of fluency plans opportunities for repetitive practice, and for revisiting prior learnings; (4) for generalization and transfer, plans opportunities to practice skills in new contexts; plans opportunities to point out analogous relationships.

7.0 INSTRUCTION

Indicators and sources of information for this section will include: Examination of lesson plans; analysis of instructional interactions, activities, and assignments; student verbal interactions; student interest, engagement and attention; student work products.

7.1 Use of strategies appropriate for types and phases of learning

Criteria: (1) Consistent match between instructional activities and necessary conditions for intended type of learning (discrimination, concept-development, problem-solving, etc.) (2) Acquisition: helps learners link new learning to prior knowledge; presents new learning within instructional range (ZPD); provides appropriate learning guidance; (3) Fluency: Provides opportunities for repetitive practice and spaced revisiting of prior learnings; (4) Generalization and transfer: Provides opportunities to practice skills in new contexts; fosters awareness and discovery of analogous relationships

7.2 Communication of tasks, activities, examples, expectations

Criteria: Clarity; efficiency of communication; appropriateness and sequence of examples; communicative match to learners; voice quality

7.3 Presentation of content

Criteria: Accuracy; developmentally appropriate form and mode of presentation; clarity of communication; provision for student actions or activity with content

7.4 Learning guidance and assistance

Criteria: Appropriateness for type of learning and for targeted learners; builds upon and evokes learners' knowledge and strengths; fosters and sustains attention

7.5 Use of models and demonstrations for new learnings

Criteria: Uses model/demonstration only when needed; gains and sustains attention to model; Engages student in assisted or independent performance following demonstration

7.6 Reinforcement and corrective feedback

Criteria: Acknowledges learners' achievement, strategies, and partially correct responses; informs learners of deficiencies in understanding and performance; models correct performance

7.7 Use of questioning and discussion

Criteria: Uses questions to assess student knowledge; uses questions as prompts to use knowledge, apply strategies, and attend to salient features; uses divergent questions to foster discussion and student expression. Helps and encourages learners to frame questions about what they are learning

7.8 Use of groups to meet learning goals and objectives

Criteria: Grouping appropriate for activity; directions given before moving to groups; responsibilities and roles clear; provision for debriefing and evaluation of group work; group composition flexible and varied

7.9 Allocation and use of time

Criteria: Time on task; curriculum coverage; adequate time for planned activities; smooth transitions

7.10 Adjustment of conditions to meet needs of diverse learners

Criteria: Revises plans, sequence and/or pace of activities on the basis of in-progress evaluation; makes provision for individuals who need enrichment or supplemental support.

7.11 Use of material, human and technological resources

Criteria: Varied resources and media; computer integration; human models and expertise, including parents and other community members

7.12 Level of student engagement

Criteria: On-task behavior; understanding of task purposes and procedures, physical orientation to instruction; mental involvement; self-regulation in beginning and returning to learning tasks

7.13 Evidence of student learning

Criteria: Depth, confidence, fluency, quality, retention, transfer

8.0 COMMUNICATION

Indicators and sources of information for this section will include: Oral and written communications to parents and professionals; conferences with parents and learners; grade books; portfolios; checklists; assessment records.

8.1 Oral and written communication

Criteria: Clarity of communication; mainstream oral usage and pronunciation in appropriate contexts; relevance; effective transmission, form, length, content and timeliness.

8.2 Communication to families and others about learner progress and instructional programs

Criteria: Explicitness; accuracy; clarity; understanding of data; tact & sensitivity

8.3 Involvement of families in school programs and activities

Criteria: Invitation; inclusion; resourcefulness; sensitivity; participation in parent activities.

8.4 Consultations to support student learning and well-being

Criteria: Resourceful; inclusive; professional confidence of information

9.0 RECORD KEEPING

Indicators and sources of information for this section will include: Grade books; portfolios; checklists; assessment records; and records of communications.

9.1 Maintenance and transmission of records of student learning and progress

Criteria: Accuracy; completeness; cumulative; consistent with school policy & practice

9.2 Management of documentation for learners with special needs

Criteria: Explicit; clear; dated; inclusive, complete documentation; informative

10.0 PROFESSIONAL ATTITUDES

Indicators and sources of information for this section will include: Patterns of behavior, performance, and communications; response to learners and other educators; interviews and self-reports.

10.1 Commitment to teaching and learning

Criteria: Responsive to feedback; generates own resources; engages in dialogue with other teachers about effective instruction; willing to make time to attend to student concerns or issues of student learning

10.2 Respect for others and other cultures

Criteria: Includes other cultures in planning, selecting literature, etc.; presents accurate information; avoids use of stereotypes; interacts positively with learners, teachers and parents of different cultural backgrounds; challenges learners' stereotypes

10.3 Respect for learning in other disciplines

Criteria: Positive attitudes to discipline specific teachers; integrates knowledge from different disciplines; seeks information or ideas in other disciplines

10.4 Commitment to growth and development of learners

Criteria: Analyzes learners' individual needs; identifies appropriate learning environments; utilizes appropriate resource personnel; enlists the support of parents or caretakers to assist student learning; analyzes student outcomes to reflect on instruction; dedicates time to special learning needs of individual learners.

10.5 Sensitivity to physical and emotional needs of learners

Criteria: Aware and responsive to exceptional physical, emotional, and academic needs; shows interest in student's lives; makes appropriate adjustments in planning and instruction to match student needs; treats all students respectfully; utilizes appropriate resource personnel; considers physical and psychological vulnerability of students in planning

10.6 Collaboration and cooperation with others

Criteria: Seeks out other colleagues to engage in professional dialogue; supports reciprocal learning; values contributions of colleagues; listens to others and gives their ideas genuine consideration

10.7 Adherence to professional norms of dress and conduct

Criteria: Dresses appropriately to meet professional norms; interacts with students, teachers, and parents in a respectful manner; models responsible behavior; follows school policies; anticipates deadlines and prepares appropriately; is prompt and prepared for responsibilities

10.8 Contribution to the development of a school culture for learning

Criteria: Engages and collaborates in projects that support teacher and student learning; interacts personally with others in the work environment; contributes ideas and information that address concerns of the school community

10.9 Participation in school and district events and projects

Criteria: Attends school and district wide meetings; assists with projects (e.g. fairs, awards night) that support and promote student learning

11.0 PERSONAL/PROFESSIONAL GROWTH

Indicators and sources of information for this section will include: participation in learning opportunities; evidence of improvement over time; responsiveness to suggestions; patterns of behavior, performance, and communications; journals; portfolios; interviews, self-reports.

11.1 Concern for self-improvement

Criteria: Attends workshops and conferences; utilizes resources and colleagues to improve practice; identifies areas for self-growth.

11.2 Ability to reflect on and critique own performance

Criteria: Initiates assessment of own teaching performance; accurately assesses effectiveness of individual lessons; accurately identifies strengths and weaknesses in teaching.

11.3 Openness to suggestions and ideas of others

Criteria: Openness to critique and suggestions of supervisors and colleagues; reflective about own performance; comprehends and addresses critiques; avoids defensiveness.

11.4 Participation in professional development opportunities

Criteria: Participates in events that contribute to professional development; collects and analyzes data to assess effectiveness of instruction; seeks ideas in professional literature; learns collaboratively and cooperatively with others.

11.5 Use of formal and informal means of inquiry to improve practice

Criteria: Solicits feedback from mentors and peers; engages in various forms of reflective behavior; uses video-taping, observation of other teachers, or other means to gain insight; collects and analyzes data to guide teaching decisions and practices