

# Distributed Teacher and Leader Education

## Teacher Candidate Professional Development Form

Semester: Fall 20 \_\_\_\_\_ Spring 20 \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Candidate: \_\_\_\_\_ Stony Brook ID: \_\_\_\_\_

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

USB Instructor: \_\_\_\_\_

Assessment Period:  Methods I  Methods II  Student Teaching

### SCORING DIRECTIONS:

The scoring system employed on this form is designed to simultaneously monitor teacher candidate development as they progress through the teacher education program and to assess their proficiency at each stage in the program.

Please read the following directions before completing the form:

**Methods I:** 1-2-3-4. In this first course of the pedagogical sequence, Level 1 represents performance that is “**ineffective**” in regard to program standards, while Level 2 indicates that the teacher candidate is at the “**developing**” stage in meeting program standards. Levels 3 and 4 represent performance that is “**effective**” and “**highly effective**”, respectively, in meeting program standards for this stage of the program. Candidates must achieve minimum average score of at least **2.5**, and may have no more than three “**ineffective**” scores to advance to Methods II.

**Methods II:** 3-4-5-6. In this second course of the pedagogical sequence, Level 3 represents performance that is “**ineffective**” in regard to program standards, while Level 4 indicates that the teacher candidate is at the “**developing**” stage in meeting program standards. Level 5 represents performance that is “**effective**,” while Level 6 indicates that the student is “**highly effective**” in meeting program standards for students in the second methods course. Candidates must achieve minimum average score of at least **4.5**, and may have no more than two “**ineffective**” scores to advance to student teaching.

**Student Teaching:** 5-6-7-8. In this third course of the pedagogical sequence, Level 5 represents performance that is “**ineffective**” in regard to program standards, while Level 6 indicates that the teacher candidate is at the “**developing**” stage in meeting program standards. Level 7 represents performance that is “**effective**,” while Level 8 indicates student performance which is “**highly effective**” for this stage of the program. Candidates must achieve an average of 7.0 with no score below 6 in order to graduate from student teaching.

Candidates who fail to meet minimum requirements in any of these courses may be required to repeat the course, or will be allowed to proceed to the next course pending the satisfactory completion of additional remedial work.

## The Learner and Learning TCPDF #1 Learner Development:

To what extent does the teacher candidate:

5 6 7 8

**1. Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (*Knowledge and Performance*)**

\*The teacher candidate designs and implements developmentally appropriate instructional strategies that demonstrate knowledge of how different learners construct knowledge, acquire skills, and develop disciplined thinking processes.

\*The teacher candidate understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions that build on students' strengths and needs.

\*The teacher candidate identifies readiness for learning and understands how development in any one area may affect performance in others.

Comments: \_\_\_\_\_  
\_\_\_\_\_

## The Learner and Learning TCPDF #2 Learning Differences:

To what extent does the teacher candidate:

5 6 7 8

**2. Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (*Disposition*)**

\*The teacher candidate understands and identifies differences in approaches to learning and performance.

\*The teacher candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.

\*The teacher candidate uses instructional strategies that are sensitive to students' experiences including linguistic, social, and cultural backgrounds.

\*The teacher candidate connects instruction to each student's prior knowledge and experiences

\*The teacher candidate helps all students reach their full potential.

\*The teacher candidate makes students feel valued and helps them learn to value each other.

\*The teacher values diverse languages and dialects, knows about second language acquisition processes, and knows how to incorporate instructional planning, strategies, and resources to support language acquisition and the maintenance of native language and culture.

Comments: \_\_\_\_\_  
\_\_\_\_\_

### The Learner and Learning TCPDF #3 Learning Environments:

To what extent does the teacher candidate:

**5** **6** **7** **8**

**3. Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. (*Disposition*)**

\*The teacher candidate understands the relationship between motivation and engagement and knows how to design learning experiences that build learner self-direction and ownership of learning.

\*The teacher candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

\*The teacher candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

\*The teacher candidate is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

Comments: \_\_\_\_\_  
\_\_\_\_\_

### Content Knowledge TCPDF #4 Content Knowledge:

To what extent does the teacher candidate:

**5** **6** **7** **8**

**4. Understand the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (*Knowledge*)**

\*The teacher candidate’s instructional strategies demonstrate an understanding of the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

\*The teacher candidate builds on learners’ prior knowledge and experiences and uses culturally and developmentally relevant content.

\*Teacher candidate understands and anticipates common misconceptions in learning the discipline and knows how to guide learners to accurate understanding of the material.

\*Instructional strategies reflect an understanding that content knowledge is not a fixed body of facts but is complex, culturally situated, and constantly evolving.

Comments: \_\_\_\_\_

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### **Content Knowledge TCPDF #5 Application of Content:**

**To what extent does the teacher candidate:**



**5. Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (*Knowledge and Performance*)**

\*The teacher candidate understands critical thinking processes and employs high level questioning.

\*The teacher candidate explores the complexities of the instructional content and teaches students how to apply the appropriate conceptual tools from the relevant disciplines.

\*The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave these themes into meaningful learning experiences.

\*The teacher candidate uses authentic assessment to apply content knowledge to real world problems through the lens of interdisciplinary themes (such as financial or environmental literacy).

\*The teacher candidate incorporates learner literacy development in the content area.

The teacher candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

Comments: \_\_\_\_\_

## Instructional Practice TCPDF #6 Assessment:

To what extent does the teacher candidate:

5 6 7 8

### **6. Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (*Knowledge and Performance*)**

\*The teacher candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development.

\*The teacher candidate understands both the different types and multiple purposes of assessment and how to design, adapt or select appropriate assessments to address specific learning goals and individual differences.

\*The teacher candidate engages students in the assessment process and encourages them to review their own progress and learning.

Comments: \_\_\_\_\_

## Instructional Practice TCPDF #7 Planning for Instruction:

To what extent does the teacher candidate:

5 6 7 8

### **7. Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy as well as knowledge of learners and the community context. (*Performance*)**

\*The teacher candidate uses knowledge of content, content standards, and the curriculum to design appropriate learning experiences.

\*The teacher candidate demonstrates knowledge of a range of instructional strategies, resources, and technological tools and is capable of applying the latter effectively to meet diverse learning needs.

\*Instructional strategies demonstrate an understanding of learning theory, human development, cultural diversity, and individual differences.

\*The teacher candidate establishes appropriate short- and long-term goals.

\* Teacher candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

\* The teacher candidate knows when and how to access resources and collaborate with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations).

Comments: \_\_\_\_\_

### Instructional Practice TCPDF #8 Instructional Strategies:

To what extent does the teacher candidate:

**5** **6** **7** **8**

**8. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.(Performance)**

\*The teacher candidate understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization).

\* The teacher candidate applies a range of developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction.

\*The teacher candidate asks questions that stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, and stimulate curiosity.

\*The teacher candidate understands how content and skills can be developed through the use of technology and media and effectively employs these to access, interpret, evaluate, and apply information.

\*The teacher candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience).

Comments: \_\_\_\_\_

### Professional Responsibility TCPDF #9 Professional Learning, Reflection and Ethical Practice:

To what extent does the teacher candidate:

**5** **6** **7** **8**

**9. Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the learning community), and adapt practice to meet the needs of each learner. (Disposition)**

\*The teacher candidate continuously seeks opportunities for professional growth both within the university, and through engagement with the professional community.

\*\*The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

The teacher candidate demonstrates an appropriate work ethic; arrives on time; is prepared; is professionally dressed, and communicates appropriately with students and colleagues.

\*The teacher candidate understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

\*The teacher candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Professional Responsibility TCPDF #10 Leadership and Collaboration:**

**To what extent does the teacher candidate:** 5 6 7 8

**10. Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession. (*Disposition*)**

\*The teacher candidate understands that alignment of family, school and community spheres of influence enhances student learning.

\*The teacher candidate knows how to work with other adults and has developed skills appropriate for both face-to-face and virtual contexts.

\*The teacher candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

Comments: \_\_\_\_\_  
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Further Comments by person completing this assessment:

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Signature of person completing this assessment: \_\_\_\_\_

Title: \_\_\_\_\_

Teacher Candidate's Reflection and Response: \_\_\_\_\_

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Signature of Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_