ED 2 Pass/Fail Exiting Requirements for Teacher Candidates

End of EDPR3000　　　　　　　　　　　*End of* EDPR4000

A. Creating the Environment for Learning Engagements

A.1. Materials

a.1. materials are always prepared in advance

a.2. in general, materials are interesting

a.3. across evaluation cycle, materials increasingly represent social difference (e.g., race, class, gender)

a.4. across evaluation cycle materials increasingly allow for students of different abilities and language backgrounds to participate in the task(s) / activity

a.5. materials usually serve as a focal point or a point of departure for the knowledge to be learned

b.1. materials are always prepared in advance

b.2. in general, materials are interesting / generative of engagement

b.3. visual and print based materials are inclusive (e.g., race, class, gender)

b.4. materials allow for students of different abilities and language backgrounds to engage in the task(s)/ activity

b.5. materials serve as a focal point or a point of departure for the knowledge to be learned

A.2. Classroom Organization

a.1. an instructionally based plan underlies organization (eg., small group, whole group, pairs instruction)

a.2. physical settings / materials are arranged to complement the activity

b.1. an instructionally based plan underlies organization (eg., small group, whole group, pairs instruction)

b.2. physical settings / materials are arranged to complement the activity

A.3. Affective Climate

a.1. a climate of mutual respect is fostered between TC and students as well as among students

a.2. appreciates individual differences (backgrounds and dispositions)

a.3. occasionally TC may need support in judging what constitutes a safe environment

a.4. sometimes struggles with consistency in applying the established behavioral expectations or has difficulty reading the types of situations in which specific exceptions may be warranted

b.1. a climate of mutual respect exists between TC and students as well as among students

b.2. appreciates individual differences (backgrounds and dispositions)

b.3. provides a physically and emotionally safe environment

b.4. balances the tension between being consistent in setting behavioral expectations for students and allowing for exceptions based on contextual factors

B. Classroom Discourse

B.1. Teacher Talk

a.1. audible and clear for most learning engagements

a.2. vocal expressiveness meets many situational demands

b.1. always audible and clear

b.2. vocal expressiveness always meets situational demands

a.3. talk is limited to a small repertoire of strategies such as questioning and evaluating

a.4. talk is beginning to account for and encourages students to consider linguistic and social differences (e.g., race, class and gender)

b.3. talk reflects a variety of discourse strategies in relation to demands of learning engagements

b.4. talk accounts for and encourages students to consider linguistic and social differences (e.g., race, class and gender).

B.2. Student Talk

a.1 across a series of learning engagements, provides some opportunity for students to engage in lesson-related talk in a variety of group contexts (e.g., dyads, small groups, whole class)

a.2. demonstrates some elements in the valuing of student talk

a.3. attends to increasing participation rates of some; but shows some inconsistency in attaining goal

b.1. across different learning engagements always provides opportunity for students to engage in lesson-related talk in a variety of group contexts (e.g., dyads, small groups, whole class)

b.2. always values student talk that is related to the learning engagement

b.3. always ensures that different students are provided with the opportunity for lesson-related during learning engagements

C. Individual Learning Engagements

C.1. Curricular content

a.1. across some aspects of learning engagements (initiating, sustaining and culminating/closing) the TC demonstrates tentativeness or hesitancies with respect to the curricular concepts that are the focus of the learning engagement.

a.2. most of the time, instructional strategies are selected to relate to the curricular concepts of the learning engagement

a.3. is beginning to integrate respect for social difference throughout learning engagement

b.1. across all aspects of learning engagement (initiating, sustaining and culminating/closing) the TC demonstrates knowledge of and comfort with the curricular concepts that are the focus of the learning engagement.

b.2. in general, instructional strategies are selected to relate to the curricular concepts of the learning engagement

b.3. integrates respect for social difference throughout learning engagement in order to help students analyze and comprehend difference

C.2. Initiating

a.1. learning engagements build on the prior knowledge of some students OR about half of the learning engagements have built on the background knowledge of students

a.2. sometimes struggles with the number (may be too few or too many) of concepts or ideas to be developed within a learning engagementbut by the end of the evaluation cycle is successful, more often than not, in identifying the number of concepts or ideas to be developed within a single learning engagement

b.1. learning engagements always build on the prior knowledge of the students and draws students into the activity

b.2. a limited number of ideas or concepts are developed within any single learning engagement

a.3. sometimes struggles with the complexity (may be too difficult or too easy) of ideas or concepts to be developed within a learning engagement but by the end of the evaluation period is successful, more often than not, in matching complexity to student background and experience

a.4. sometimes falters in pacing of introductory portions of learning engagements, but by the end of the evaluation period is successful, more often than not, in maintaining an energetic and dynamic tempo

a.5. sometimes indicates flexibility in adjusting the initiating episode of the learning engagement in response to contextual demands; this flexibility is beginning to emerge, from time to time, towards the end of the evaluation period

b.3. the complexity of ideas or concepts within learning engagements is reasonably matched in difficulty level to the background knowledge, linguistic knowledge, and experience of the students

b.4. in general, begins learning engagements with an energetic and dynamic tempo

b.5. always is flexible in adjusting the initiating episode of the learning engagement in response to reactions and engagement level of students

C.3. *Sustaining*

a.1. transition times between the initiation of learning engagements and sustained activity within them are often minimized as a result of TC organization, planning, and clarity of instructions; occasionally instructions are not clear and/or organization and planning have not accounted for relatively routine elements such as materials distribution

a.2. the initiation of learning engagements and the activities that follow them are usually conceptually linked, although sometimes the link is not immediately transparent

a.3. by the end of the evaluation cycle, the learning engagements planned for are, more often than not, reasonably matched to the time available for them.

a.4. throughout the evaluation cycle there is gradual movement toward routinely designing group and individual student activities to accommodate students of varying ability levels

a.5. is responsive to students throughout the learning engagement, but occasionally may make mistakes in reasoning

a.6. more often than not, TC demonstrates a general sense of whole class engagement and attentiveness of students to academic tasks

b.1. in general, transition times between the initiation of learning engagements and sustained activity within them are minimized as a result of TC organization, planning, and clarity of instructions

b.2. initiation of learning engagements and the activities that follow them are conceptually linked.

b.3. learning engagements planned for are always reasonably matched to the time available for them.

b.4. group and individual student activities accommodate students of varying abilities (including language abilities)

b.5. is responsive to students throughout the learning engagement

b.6. most of the time, TC demonstrates a general sense of whole class engagement and attentiveness of students to academic tasks

C.4. Culminating/Closing

a.1. usually monitors time so that there is opportunity for some type of closure of individual or group learning engagements

a.2. often identifies thematics (or has students identify) issues/thematics that emerge in the learning engagement and, by the end of the evaluation cycle, involves students in relating these to the concepts/ideas introduced at the onset

b.1. always monitors time so that there is opportunity for some type of closure of individual or group learning engagements

b.2. identifies (or has students identify) issues/thematics that emerge in the learning engagement; involves students in relating these to the concepts/ideas introduced at the onset

C.5. Assessing

a.1. by the end of the evaluation cycle, routinely has protocols developed to describe and evaluate the learning students demonstrate in a learning engagement

a.2. more often than not, TC is clear as to the basis of evaluation and grading

a.3. more often than not, basis of evaluation is made clear to students prior to the task/activity

b.1. always has protocols developed to describe and evaluate the learning students demonstrate in a learning engagement

b.2. TC is generally clear as to the basis of evaluation and grading

b.3. basis of evaluation is made clear to students prior to the task/activity

D. Learning Engagements Within Units

D.1. Content

a.1. usually builds on student response from learning engagement to learning engagement

a.2. begins to connect concepts from learning engagement to learning engagement

a.3. experiments with various instructional strategies throughout the unit

a.4. begins to implement assessment strategies throughout the unit

a.5. culminating tasks bring together the unit as a whole

b.1. builds on student response from learning engagement to learning engagement

b.2. connects concepts from learning engagement to learning engagement

b.3. uses a variety of instructional strategies throughout the unit

b.4. uses a variety of assessment strategies and devices throughout the unit

b.5. culminating tasks bring together the unit as a whole

E. Professionalism

E.1. Professional Curiosity

a.1. inquires about professional organizations and professional literature

a.2. occasionally attends invitations to hear about resources and participates in settings where educational dialogue takes place

a.3. explores contradictions in teaching practices

b.1. demonstrates interest in professional organizations and professional literature

b.2. usually takes advantage of invitations from colleagues with respect to the exchange of professional resources and ideas

b.3. explores and experiments with contradictions in teaching practices

E.2.Professional Conduct

a. 1. adheres to the routine administrative and professional protocols of the school

a. 2. respects the confidentiality of student information

a.3. is aware of and adheres to components of the ethical and legal obligations that govern the teaching profession

b. 1. adheres to the routine administrative and professional protocols of the school

b. 2. respects the confidentiality of student information

b.3. is aware of and adheres to the ethical and legal obligations that govern the teaching profession