"Look Fors"
For the VARI-EPP Candidate Preservice Assessment of Student Teaching Form (CPAST): 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 CPAST 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 <u>where</u> a supervisor may find evidence for a particular row of the rubrics ("Sources of Evidence"), as well as <u>how</u> a student teacher may achieve a particular rating (i.e., the qualities of their actions, found in "Possible Evidence").

- Supervisors and cooperating/mentor 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.
- The "Look Fors" may be useful to consult when developing goals at the midterm and final.
- The "Look Fors" are cumulative (i.e., sample behaviors listed under "Meets" should also be present for "Exceeds").

Resources:
Boston Public Schools Teacher Rubric with Suggested Teacher and Student Look Fors
Education Development Center
edTPA "Understanding the Rubric Progressions"
InTASC Model Core Teaching Standards and Learning Progressions for Teachers
ISTE Essential Conditions Rubric
Marzano Teacher Evaluation Model by Washington State Criteria
Rubric for Teacher Candidate During Clinical Experience
NASSP 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 *InTASC 7a CAEP R1.3*	Plans align to appropriate P-12 state learning **standards** AND **Goals** are measurable 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 P-12 state learning **standards** *AND* **Goals** *are* measurable *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 P-12 state learning **standards** AND/OR *Some* **goals** *are* measurable 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 P-12 state learning **standards** AND/OR **Goals** are *absent or not measurable* 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 appropriate P-12 State Learning Standards - Posted learning objectives/ targets - In a synchronous or asynchronous virtual environment, learning objectives/targets are displayed and/or reviewed at the beginning of the lesson, but may not posted for the entirety of the lesson. Targets may be listed in an online LMS or on a student-facing document.			
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)
Planning for Instruction and Assessment				
B. Materials and Resources *InTASC 7b* *CAEP R1.3*	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 (e.g., resources, technology, manipulatives, handouts) - 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)	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Planning for Instruction and Assessment				
C. Assessment of P-12 Learning *InTASC 6b* *CAEP R1.3*	Plans a variety of **assessments** that 1. Provide opportunities for learners of *varying abilities* to illustrate competence (whole class) 2. Align with the appropriate P-12 state 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 appropriate P-12 state 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 appropriate P-12 state learning standards	Planned **assessments** 1. *Are not included* OR 2. *Do not align with the appropriate P-12 state 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 (including the use of technological assessment tools and online systems) - Posted learning objectives/ targets - In a synchronous or asynchronous virtual environment, learning objectives/targets are displayed and/or reviewed at the beginning of the lesson, but may not posted for the entirety of the lesson. Targets may be listed in an online LMS or on a student-facing document.				

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 - Evidence of funds of knowledge include incorporation of students': home language, family values and traditions, family occupations, attitudes toward caregiving, friends and family, etc. (EDC, p. 2)		- 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	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Planning for Instruction and Assessment				
D. Differentiated Methods *InTASC 2c* *CAEP R1.1*	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 to 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).	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Instructional Delivery				
E. Learning Target and Directions *InTASC 7c* *CAEP R1.3*	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
• In a synchronous or asynchronous virtual environment, learning objectives/targets are displayed and/or reviewed at the beginning of the lesson, but may not posted for the entirety of the lesson. Targets may be listed in an online LMS or on a student-facing document.

Possible Evidence:	*Exceeds/Meets Expectations*	*Emerging/ Does Not Meet Expectations*

	Exceeds Expectations:
	 • Learning targets are written in learner-friendly language (e.g., "I can" statements)
	 Meets Expectations:
	 • Begins lesson by stating target and/or goals
	 • Targets are prominently and visibly posted in the classroom
	     o "Learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment" (Marzano, p.1).
	 • In a synchronous or asynchronous virtual learning environment, learning objectives/targets are displayed and reviewed during the lesson
	 • Directions are concise, systematic, and logical
	     o 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
		     o Learners seem confused or ask many questions to know what to do

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Instructional Delivery				
F. Critical Thinking *InTASC 5d CAEP R1.2*	*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 - In an asynchronous learning environment evidence of higher-order questions or problem solving may be present in materials for the lesson - In an asynchronous learning environment critical thinking may be evidenced through the use of multiple and conflicting perspectives in the lesson materials or virtual class discussion - 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) "Models thinking activities and encourages students to share their own thinking" (Rubric for Teacher Candidate, p.11)		The student teacher: - Understands "how to generate goals that stretch student thinking" (Rubric for Teacher Candidate, p.11) "Knowledgeable of different types of questioning to generate…critical thinking and analysis" (Rubric for Teacher Candidate, p.11)	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
	Instructional Delivery			
G. Checking for Understanding and Adjusting Instruction through Formative Assessment *InTASC 8b* *CAEP R1.3*	**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 differentiation - Pre/post observation conferences - Conversations with and/or documentation from the mentor teacher - In an asynchronous virtual environment, candidate should explicitly note in lesson plans where instruction has been adjusted based on formative assessments. Evidence of adjusting instruction will be demonstrated over time. Explicit check points are evident within the lesson/activity and feedback is provided to appropriately direct the learner.			
Possible Evidence:	*Exceeds/Meets Expectations*		*Emerging/ Does Not Meet Expectations*	
	- Student teacher: - asks questions of learners - requires active learner responses through discussion, group work, asking questions, closely monitoring seat work - attends to individuals, changes explanation, provides prompting or enrichment 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)		- Student teacher: - Follows a written lesson plan without deviation, although student responses/interest may suggest a need to do so	

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Instructional Delivery				
H. Digital Tools and Resources *InTASC 5l* *InTASC 6i* *CAEP R1.2*	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)** to engage learners 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 - Student teacher uses and discusses the some of the following digital tools: computers, websites, blogs, mobile devices, interactive whiteboards, online media, online study tools - Cumulative lesson plans - Conversations with and/or documentation from the mentor teacher - In a synchronous or asynchronous virtual environment, an online LMS or class materials may be organized and shared with students - Note: This row not only evaluates the candidate, but also addresses possible limitations within schools that would need to be communicated to the EPP to meet CAEP requirements (i.e., CAEP expects candidates to be able to "model and apply" technology in their teaching settings and it is problematic if a placement does not have it available. A score of '1' makes that fact known.)				
Possible Evidence:	*Exceeds/Meets Expectations*		*Emerging/Does Not Meet Expectations*	
	Exceeds Expectations: Student teacher uses digitals tools in the following ways: - Extending- Learners are given independent assignments to use digital tools to continue exploring a topic (e.g., engage in a project using Education Minecraft) **Meets Expectations:** 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		Student teacher: - Uses technology "on stage" with little student interaction (ISTE Essential Conditions Rubric) "Uses technology for own productivity in relationship to teaching and learning" (ISTE Essential Conditions Rubric)	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Instructional Delivery				
I. Safe and Respectful Learning Environment *InTASC 3d CAEP R1.1*	*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 • In a synchronous or asynchronous learning environment, this indicator may be demonstrated by the candidate making routines explicit. • In an asynchronous learning environment, evidence of constructive relationships may need to be addressed by the candidate in discussion with the supervisor.			
Possible Evidence:	*Exceeds/Meets Expectations*		*Emerging/Does Not Meet Expectations*	
	Exceeds Expectations: • "The [student] teacher actively involves learners in managing the learning environment and making full use of instructional time. They employ strategies to build learner self-direction and ownership of learning" (INTASC). • Can maintain the environment independent of the cooperating teacher's involvement **Meets Expectations:** • "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). • The [student] teacher: o uses technology to expand learner options in order to maintain and increase student engagement. o Learning environment considers learner developmental level		**Emerging:** • Attempts to address the criteria in the "meets" level of performance (e.g., "is knowledgeable about the importance of managing transitions to protect essential learning time" and "understands the importance of appropriate pacing to effective teaching and learning" (Rubric for the Teacher Candidate, p. 16). **Does Not Meet:** • No attempt is made to address the criteria in the "Meets" level of performance	

	o provides evidence for how they have used findings from research to maintain learners' attention	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Assessment				
J. Data-Guided Instruction *InTASC 6l* *CAEP R1.3*	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 (including the use of technological assessment tools or online systems) • Records and analysis of data • 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*	
	Exceeds Expectations: • Data are communicated to students, other teachers, parents and/or administrators • Student growth measures discussed • Reminder: See glossary definition for contemporary tools • Reflection on data-informed decisions and setting learner goals **Meets Expectations:** • Evidence of consistent reflection on data • Discussions in data teams (Teacher Based Teams – TBTs) • Reflections on the use of formative and/or summative assessments to impact student learning.		• 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)
Assessment				
K. Feedback to Learners *InTASC 6d* *CAEP R1.3*	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 o 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 (including the use of technological assessment tools or online systems) • 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 • "Evidence exists that feedback provided to students results in a positive change in learning" (Rubric for the Teacher Candidate, p. 8)	**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

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Assessment				
L. Assessment Techniques *InTASC 7d CAEP R1.3*	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*
	Exceeds Expectations: • Consistently uses multiple assessment formats) • Performs pre-assessments to determine previous knowledge (NOTE: may be conducted in collaboration with mentor teacher) **Meets Expectations:** • Incorporates a balance of publisher and teacher-made assessments • 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

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Analysis of Teaching				
M. Connections to Research and Theory *CAEP R1.1*	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:	• Pre/post observation conferences • Reflections (written or oral) on lessons • Teaching journals • Cumulative planning documents • Appropriate citations for research and theory • Student learning objectives (in written lesson plans) • Connections between methodology and research/theory • Note: The candidate is not expected to mention/discuss/justify connections to research and theory while teaching (i.e., they are not expected to make those concepts explicit to K-12 learners).

Possible Evidence:	*Exceeds/Meets Expectations*	*Emerging/Does Not Meet Expectations*
	Exceeds Expectations: 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 Expectations:** 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 they relay the same connection within multiple lessons • is a "name dropper" of theorists and researchers, but cannot articulate how their teaching integrates concepts from research and theory **Does not Meet:** • Student teacher makes no attempt to draw connections to research and theory

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Commitment and Behaviors				
N. Participates in Professional Development (PD) *InTASC 9b* *CAEP R1.4*	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., OLAC, Iris), programs offered by college/university career services office, etc.*			
Possible Evidence:	*Exceeds/Meets Expectations*		*Emerging/Does Not Meet Expectations*	
	Exceeds Expectations: • Student teacher articulates ideas/relevance of professional development and demonstrates how themes from professional development were *implemented* in practice **Meets Expectations:** • Articulates main idea/relevance from professional development. Describes how the knowledge acquired *applies to their 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				
O. Demonstrates Effective Communication with Parents or Legal Guardians *InTASC 10d* *CAEP R1.4*	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   • Note: Not all school districts allow student teachers to communicate directly with parents. Acceptable evidence includes communications the student teacher drafts, but are sent by the cooperating teacher/mentor.

Possible Evidence:	*Exceeds/Meets Expectations*	*Emerging/Does Not Meet Expectations*
	Exceeds Expectations: • Uses face to face and written communication • Ongoing in nature • Connects communication to the learning of content and promotes connection to the curriculum **Meets Expectations:** • Invites two-way communication • 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 all 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)
	• Suggests content/opportunities for communication to cooperating teacher			

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Commitment and Behaviors				
P. Demonstrates Punctuality *InTASC 9o* *CAEP R1.4*	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 • Note: "Reports on time" includes daily attendance. If a candidate has excessive absences, it is at the discretion of the supervisor or the program policy if the candidate has met expectations for this row.			
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				
Q. Meets Deadlines and Obligations *InTASC 9o* *CAEP R1.4*	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/cooperating teacher *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/cooperating teacher	*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/ cooperating teacher	*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/cooperating teacher

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*
	Exceeds Expectations: • Evidence of preparation in place for unpredicted absence days (e.g., a sub folder ready for unexpected absences) **Meets 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)	• 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)
	• Sub plans include detailed explanations about dates/assignments			

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Commitment and Behaviors				
R. Preparation *InTASC 3d* *CAEP R1.1*	**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*
	Exceeds Expectations: • Has a "Plan B" – additional activities are prepared and ready if lesson ends early **Meets Expectations** • Materials are easily accessible • Agenda/advanced organizer on the board • Classroom is organized and orderly • Materials are prepared and easily located	• Student teacher searches for materials • Limited directions posted for teacher/learners (advanced organizers) • Classroom is disorganized and chaotic • Excess time during 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)
	• All materials distributed/shown to students are free from spelling and/or grammatical errors			

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Relationships				
S. Collaboration InTASC 10b CAEP R1.4	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 o 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 Expectations:
	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 Expectations:
	The student teacher:
	• is able to name specific individuals with whom they have 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.:
		    o Rolling of eyes
		    o Disregarding cooperating teacher feedback
		    o Complaining

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Relationships				
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession *InTASC 10j* *CAEP R1.4*	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) *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) - Equitable opportunities - Emotional needs (e.g. mental health) - Social needs (e.g. skill deficits, bullying) - Cultural needs - Adequate Resources (e.g. technology) 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*	
	Exceeds Expectations: • Evidence of proactive (*instead* of reactive) thinking and actions • Works with/through mentor to advocate for needs of students/the teaching profession **Meets Expectations:** • Reactive thinking and actions • 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.)		• There is an obvious need for a learner and candidate does not recognize or discuss it with others • 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)
	• 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)			

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Critical Thinking and Reflective Practice				
U. Responds Positively to Feedback and Constructive Criticism InTASC 9n CAEP R1.4	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 Expectations: • Seeks opportunities for feedback from others • Incorporates feedback in a timely manner (next opportunity) without reminders. **Meets Expectations:** • 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	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
			• No effort is made to incorporate feedback	

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We thank the supervisors at Cedarville University, Malone University, University of Dayton, and University of Mount Union, for their feedback to improve the "Look Fors."