***“Look Fors”***

**For the Advanced Field Experience Form (Pre-CPAST[[1]](#footnote-1)/Pre-Student Teaching): Pedagogy and Dispositions**

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**Introduction**: This document is a resource guide for supervisors, cooperating teachers, and candidates to use in conjunction with the Pre-CPAST Form. It includes a suggested, **non-exhaustive** list of examples of qualities that may be useful in defining a candidate’s level of performance. It describes where a supervisor may find evidence for a particular row of the rubrics (“Sources of Evidence”), as well as how a candidate may achieve a particular rating (i.e., the qualities of their actions, found in “Possible Evidence”).

* Supervisors and cooperating 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 candidate.
* It is not expected that candidates will demonstrate evidence/behaviors for *all* the suggested “Look Fors” in a row.
* In an advanced field placement, students may complete these actions in collaboration with the cooperating teacher.

This document was developed with input from a variety of sources and stakeholders, including university supervisors and members of the CPAST Development Team and the UTEC Forms Subcommittee. Because development of this form is ongoing, some rows are more fully developed with examples than others.

Resources:

[Boston Public Schools Teacher Rubric with Suggested Teacher and Student Look Fors](http://www.bostonpublicschools.org/cms/lib07/MA01906464/Centricity/Domain/147/PriorityElementsLookfors.pdf)

edTPA “Understanding the Rubric Progressions”

[InTASC Model Core Teaching Standards and Learning Progressions for Teachers](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

[ISTE Essential Conditions Rubric](http://electronicportfolios.com/reflect/EssenCondRubric.pdf)

[Marzano Teacher Evaluation Model by Washington State Criteria](http://tpep-wa.org/wp-content/uploads/Marzano-Rubrics-by-criteria.pdf)

[Rubric for Teacher Candidate During Clinical Experience](http://www.slu.edu/Documents/public_service/Teacher%20Candidate%20Performance%20Rubric-Spring2015.pdf)

[NASSP Recognizing Rigorous and Engaging Teaching and Learning](http://www.nassp.org/Content.aspx?topic=Recognizing_Rigorous_and_Engaging_Teaching_and_Learning)

| **Item** | **Meets Expectations** | **Emerging** | **Does Not Meet Expectations** |
| --- | --- | --- | --- |
| **Planning for Instruction and Assessment** | | | |
| **A. Focus for Learning: Standards and Objectives/ Targets** | Plans align to appropriate P-12 State Learning **Standards**  *AND*  **Goals** *are* measureable  *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 measureable  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 measureable*  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 | | |
| **Possible Evidence:** | ***Meets Expectations*** | ***Emerging/ Does Not Meet Expectations*** | |
| * Candidates’ 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). | |

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| **Planning for Instruction and Assessment** | | | |
| **B. Assessment of P-12 Learning** | Plans a *variety* of **assessments** that  1. Provide opportunities for *learners* to illustrate competence (whole class)  2. Align with 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 appropriate P-12 State Learning Standards | Planned **assessments**  1. *Are not included*  OR  *2. Do not* *align* with 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 * Posted learning objectives/ targets | | |
| **Possible Evidence:** | ***Meets Expectations*** | ***Emerging*** | ***Does Not Meet Expectations*** |
| * Plans submitted include assessment/evaluation components * Assessment is included in the daily procedures | * Relies on learner self-grading/self-correcting * Plans include vague data collection techniques * Relies heavily on publisher generated tests | * Assessments are misaligned * Planned assessments are not aligned to procedures * Assessments are not developmentally appropriate or grade-level appropriate |

| **Item** | **Meets Expectations** | **Emerging** | **Does Not Meet Expectations** |
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| **Instructional Delivery** | | | |
| **C. Learning Target and Directions** | 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 | | |
| **Possible Evidence:** | ***Meets Expectations*** | ***Emerging*** | ***Does Not Meet Expectations*** |
| * Targets are prominently and visibly posted in the classroom   + “Learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment” (Marzano, p.1). * Begins lesson by stating target and/or goals * Directions are concise, systematic, and logical   + Learners know what they should be doing in the classroom * Learning tasks align with targets | * Sequence of lesson is not logical * Directions to learners are confusing and include too much/too little information   + Learners seem confused or ask many questions to know what to do | * Targets/goals are NOT prominently and visibly posted * DN Begins lesson without discussing targets or goals |

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| **Instructional Delivery** | | | | |
| **D. Checking for Understand-ing and Adjusting Instruction through Formative Assessment** | | ***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 P-12 learner responses   + Modification of instruction based on P-12 learner needs   + Implementation of interventions, remediation, reinforcement, and/or enrichment to provide differentation * Pre/post observation conferences * Conversations with and/or documentation from the mentor teacher | | |
| **Possible Evidence:** | | ***Meets Expectations/Emerging*** | | ***Does Not Meet Expectations*** |
| * Candidate:   + asks questions of learners   + requies active learner responses through discussion, group work, asking questions, closely monitoring seat work | | * Candidate:   + Follows a written lesson plan without deviation, although P-12 learner responses/interest may suggest a need to do so |

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| **Instructional Delivery** | | | |
| **E. Digital Tools and Resources** | 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 * Cumulative lesson plans * Conversations with and/or documentation from the mentor teacher | | |
| **Possible Evidence:** | ***Meets Expectations/Emerging*** | ***Does Not Meet Expectations*** | |
| Candidate uses and discusses the some of the following digital tools:   * Computers * Websites * Blogs * Mobile devices * Interactive whiteboards * Online media * Online study tools   Candidate 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 | Candidate:   * 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) | |

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| **Instructional Delivery** | | | | |
| **F. Safe and Respectful Learning Environ-ment** | *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 | | | |
| **Possible Evidence:** | ***Meets Expectations*** | ***Emerging*** | ***Does Not Meet Expectations*** | |
| * “The Candidate 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). * uses technology to expand learner options in order to maintain and increase student engagement. * provides evidence for how they have used findings from research to maintain learners’ attention | * 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). | * No attempt is made to address the criteria in the “Meets” level of performance | |

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| **Assessment** | | | |
| **G. Data-Guided Instruction** | Uses***data****-informed decisions* to design instruction and assessment | *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 * P-12 learner work samples * P-12 learner growth measures * Data from graphs, online gradebook, reflection * Conversations with and/or documentation from the mentor teacher | | |
| **Possible Evidence:** | ***Meets Expectations/Emerging*** | | ***Does Not Meet Expectations*** |
| * Evidence of consistent reflection on data * P-12 learner growth measures discussed | | * Limited or no evidence of data collection and/or data usage/analysis * P-12 learner growth measures are not discussed |

| **Item** | **Meets Expectations** | **Emerging** | | **Does Not Meet Expectations** |
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| **Assessment** | | | | |
| **H. Feedback to Learners** | Provides **feedback** that  1. Enables learners to recognize strengths OR areas for improvement  *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   + How candidate 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 * P-12 learner work samples * P-12 learner growth measures * Conversations with and/or documentation from the mentor teacher | | | |
| **Possible Evidence:** | ***Meets Expectations*** | | ***Emerging*** | ***Does Not Meet Expectations*** |
| * “[Candidate] answers learners’ questions accurately and provides feedback that extends their thinking. (BPS, p. 4). * Written feedback to learners is accurate and clearly understood. | | * “[Candidate] may offer assessment feedback, but feedback is general and does not further learner learning (BPS, p. 6).” (e.g., checkmarks, X’s, yes/no) * “[Candidate] answers learners’ questions accurately, but does not provide feedback that furthers their learning” (BPS, p. 4). (e.g., “Good!” “Thank you.”) | * Assessments/learner work marked incorrectly, or with score only (does not provide explanation/feedback) * Candidate does not respond to learners’ questions |

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| **Assessment** | | | |
| **I. Assessment Techniques** | *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:** | ***Meets Expectations*** | ***Emerging*** | ***Does Not Meet Expectations*** |
| * Incorporates a balance of publisher and teacher-made assessments * Pre-submitted assessments were aligned to lesson content * Assessments are referenced in daily procedures | * 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** | **Meets Expectations** | **Emerging** | **Does Not Meet Expectations** |
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| **Analysis of Teaching** | | | |
| **J. Connections to Research and Theory** | *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:** | * Observation of teaching * Pre/post observation conferences * Reflections (written or oral) on lessons * Teaching journals * Cumulative planning documents * Appropriate citations for research and theory * Student learning objectives * Connections between methodology and research/theory | | |
| **Possible Evidence:** | ***Meets Expectations*** | ***Emerging*** | ***Does Not Meet Expectations*** |
| The candidate 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.”) | * Connections are grade/developmental level appropriate   The candidate:   * consistently refers to only one general connection, or s/he relays the same connection within multiple lessons * is a “name dropper” of theorists and researchers, but cannot articulate how his/her teaching integrates concepts from research and theory | * Candidate makes no attempt to draw connections to research and theory |

| **Item** | **Meets Expectations** | **Emerging** | | **Does Not Meet Expectations** |
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| **Professional Commitment and Behaviors** | | | | |
| **K. Demonstrates Punctuality** | *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 | | | |
| **Possible Evidence:** | ***Meets Expectations*** | ***Emerging*** | ***Does Not Meet Expectations*** | |
| * Consistent school and candidate time logs * Timely communication with mentors/supervisors * Timely and orderly submission of documents | * Gaps in sign-in data, or lacking confirmation * Inconsistently communicates with mentors/supervisors * Inconsistently completes or submits documents | * Fails to communicate with Mentors/Supervisors * Fails to complete or submit documents | |

| **Item** | **Meets Expectations** | **Emerging** | **Does Not Meet Expectations** |
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| **Professional Commitment and Behaviors** | | | |
| **L. Meets Deadlines and Obligations** | *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 | *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 | *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 |
| **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:** | ***Meets Expectations*** | ***Emerging/ Does Not Meet Expectations*** | |
| * Teacher call log * Signs in at school front desk daily * Teacher candidate submits plans to cooperating teacher by deadline * Follows university and district policy about absence notice (at minimum the district policy) | * Deadlines are not met (lesson not prepared by deadline, no notification of absences) * Notification of absence occurs at last minute, after school day starts, or at an untimely time | |

| **Item** | **Meets Expectations** | **Emerging** | | **Does Not Meet Expectations** |
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| **Professional Relationships** | | | | |
| **M. Collaboration** | 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   + 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:** | ***Meets Expectations*** | | ***Emerging*** | ***Does Not Meet Expectations*** |
| The candidate:   * is able to name specific individuals with whom s/he has collaborated * exemplifies behaviors of a “strong school citizen” * can appropriately describe the roles of other professionals | | The candidate responds to requests for collaborations (i.e., collaborations initiated by others) | The candidate:   * 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.:   + Rolling of eyes   + Disregarding cooperating teacher feedback   + Complaining |

| **Item** | **Meets Expectations** | **Emerging** | **Does Not Meet Expectations** |
| --- | --- | --- | --- |
| **Critical Thinking and Reflective Practice** | | | |
| **N. Responds Positively to Feedback and Constructive Criticism** | 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:** | ***Meets Expectations*** | ***Emerging*** | ***Does Not Meet Expectations*** |
| * Welcoming of, and grateful for, feedback offered by others | * May immediately incorporate feedback, but reverts to prior behavior/practice * Lacks timeliness (*incorporates* **feedback***inconsistently*) | * Candidate demonstrates negative attitudes, resistance, and/or defensiveness toward feedback * No effort is made to incorporate feedback |

**Look Fors developed by:**

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| --- | --- | --- | --- |
| The Ohio State University: Bendixen-Noe, M., Brownstein, E., Day, K., Kaplan, C., and Warner, C. | Bowling Green State University: Gallagher, D.  University of Toledo: Stewart, V.  University of Akron: Jewell, W.  Ohio University: C. Patterson | Cleveland State University: Price, A., Crell, A.  Wilmington College: Hendricks, M  Wright State University: Kahrig, T.  Kent State University: Arhar, J., Turner, S. | Wittenberg University: Brannan, S., Whitlock, T.  University of Dayton: Bowman, C. |

1. CPAST is the Candidate Preservice Assessment of Student Teaching (used as a formative and summative evaluation in student teaching experiences). [↑](#footnote-ref-1)