Pre-Student Teaching
University Supervisor Review

<table>
<thead>
<tr>
<th>Rating Descriptions</th>
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<tbody>
<tr>
<td>5 Distinguished</td>
<td>Exceeds Expectations of Pre-student Teachers</td>
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<tr>
<td>4 Very Good</td>
<td>Performed with ease, effective</td>
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<tr>
<td>3 Proficient</td>
<td>Performed well</td>
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<tr>
<td>2 Needs Improvement</td>
<td>Working toward independence, needs assistance.</td>
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<tr>
<td>1 Unsatisfactory</td>
<td>Dependent --Requires a great deal of support.</td>
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<tr>
<td>NA Not Observed</td>
<td>Not Observed/Applicable</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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### Instructional Planning and Design

1. This educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students. (CKS1) STANDARD 1

2. This educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. (CKS1) STANDARD 7

3. This educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development. (HDD1) ST 2

4. This educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (CTA1) STANDARD 5

### Instructional Implementation

5. This educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities. (CTA5) STANDARD 3

6. This educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading. (CTA5) STAND. 4

7. This educator demonstrates the ability to integrate across and within content fields to enrich the curriculum develop reading and thinking skills and facilitate all students' abilities to understand relationships between subject areas. (CKS1) STANDARD 11

8. This educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (C2) STANDARD 6

9. This educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners. (CTA4) STD 8

10. This educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. (T1) STANDARD 12

### Reflective Practitioner

11. This educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]). (PR5) STANDARD 9

12. This educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being. (C3) STANDARD 10

13. This educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices. (CTA3) STANDARD 13

14. This educator reflects the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. (C3) STANDARD 14

Comments:

Signature ___________________________ Date ____________
The Guiding Principles
From the
WSU Conceptual Framework

1. **Professionalism and Reflection (PR).** Uses a reflective model (e.g., What? Why? So What? Now what?) to improve professional practice. Knows and implements the legal and ethical practices of the profession.

2. **Human Development and Diversity (HDD).** Knows basic theories of human development and learning and understands diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area). Applies this knowledge to learning, teaching, guiding, and clinical situations.

3. **Connection of Teaching Experiences and Assessment (CTA).** Understands the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], adjustment). Applies this understanding to learning, teaching, guiding, and clinical situations.

4. **Technology (T).** Demonstrates skills in the use of technology appropriate to the respective disciplines. Uses technology to enhance professional productivity in planning, teaching, learning and assessment.

5. **Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS).** Knows the content and continues to build knowledge in the disciplinary field(s). Applies this knowledge to teaching within the structure of the standards.

6. **Collaboration (C).** Knows processes to work and advocate collectively and professionally with students/clients and colleagues from different positions and/or organizations toward mutual goals. Collectively plans, builds, and gathers resources to create innovative solutions to existing problems.