Indiana, Pennsylvania 15705

Teacher Education

Minimal Teaching Field Outcomes and Performance Indicators for Cooperating Teachers' and Student Teachers' Reference

ELEMENTARY EDUCATION

LEARNER:

Outcome 1: **Demonstrates the ability to implement appropriate instructional techniques.**

Performance Indicators:

- Demonstrates understanding of the pedagogical content knowledge needed to adapt instructional material to the abilities and needs of the learner.
- Designs and implements developmentally appropriate instruction
- Enriches the classroom to improve students' motivation, attention and involvement
- Uses multi-sensory, multi-media instructional approaches, including technology
- Uses a variety of methods to organize for learning including direct instruction, indirect instruction, cooperative grouping and independent learning
- Supplements workbook and worksheet materials with high quality, creative visuals and activities
- Stimulates student reflection on prior knowledge; helps students link new ideas to familiar ideas
- Helps students to utilize multiple perspectives: their own, those of others in the class and those of diverse cultures outside of classroom norms
- Assesses learning using multiple methods, such as observation, work samples, conferences, projects, tests and portfolios
- Selects, constructs and uses a variety of informal and formal assessment strategies to diagnose learning outcomes and plan appropriate instruction

Outcome 2: **Demonstrates the ability to adapt instruction and assessment**

Performance Indicators:

- Varies roles as instructor, facilitator, coach and audience
- Demonstrates flexibility in addressing the individual needs of students as they grow and change
- Provides for students who may need additional time or extra support to complete assignments
- Uses alternate explanations and demonstrations to assist student understanding
- Facilitates students' adaptations to familiar and unfamiliar cultures
- Identifies levels of prior knowledge and adapts instruction and assessment so students can successfully meet a common goal

Outcome 3: **Demonstrates the ability to empower students.**

Performance Indicators:

- Provides experiences that enable students to become independent learners
- Encourages students to reflect on issues, situations and their accomplishments
- Provides opportunities for students to become actively engaged in constructing and challenging knowledge
- Gives students opportunities to make decisions that affect their learning
- Provides opportunities for students to assume responsibility for their own learning
- Provides opportunities for students to work collaboratively
- Provides choice, when possible, in projects and assignments

COMMITMENT:

Outcome 1: **Demonstrates conduct which is characteristic of a professional educator.**

Performance Indicators:

- Shows a commitment to education and to students
- Articulates and demonstrates a philosophy consistent with the latest research in teaching and learning
- Seeks to establish respectful and productive relationships with parents and family members in support of student learning and well being
- Demonstrates ethical behavior and confidentiality in interacting with students, colleagues, school personnel, parents and family members
- Seeks out professional literature, research, colleagues, community members and other resources to support personal development as a learner and professional educator
- Self-assesses performance using indicators from the professional education and major knowledge base
- Reflects on professional practice in all aspects, from classroom experiences to professional and community contact, in order to make informed judgments, assess impacts, and modify strategies accordingly.
- Works cooperatively and positively, and appropriately with school colleagues and agencies in the larger community to support students' learning and well-being.
- Commits to ensuring equitable access to and participation in the best possible education for all students
- Shows regard for the policies and procedures in the school setting

CONTENT AND COMPETENCE:

Outcome 1: **Demonstrates the ability to plan and provide instruction appropriate to each discipline.**

Performance Indicators:

- Demonstrates knowledge of subject matter
- Provides meaningful experiences that conceptually develop vocabulary and enable students to determine meanings of words independently across the curriculum
- Uses literature across the curriculum to build background, develop understanding and provide enjoyment
- Provides writing experiences to enhance understanding and make connections within and between disciplines
- Provides opportunities for students to use multiple sources of information
- Uses manipulative materials and simulation games to teach, reinforce, and enhance concepts in all curricular areas
- Provides problem solving approach that connects the concepts, procedures and applications from content areas to real world issues.
- Provides opportunities to enhance literary skills
- Emphasizes critical thinking and inquiry skills such as observing, classifying, inferring, generalizing and evaluating data
- Engages students in critical thinking to generate knowledge and test hypotheses according to the methods of inquiry and standards used in the discipline.
- Creates interdisciplinary learning experiences that allow students to integrate knowledge across the curriculum.
- Demonstrates ability to plan and implement instruction based on an integrated knowledge of students, learning theory, subject matter, curricular goals and community.

Outcome 2: **Demonstrates effective communication strategies.**

Performance Indicators:

- Stimulates discussion in different ways for particular purposes; for example, probing for learner understanding, helping students articulate their ideas and thinking processes, encouraging divergent and convergent thinking, and stimulating curiosity
- Varies roles as instructor, facilitator and audience during discussion
- Uses school-appropriate language in speaking and writing
- Communicates in a professional, knowledgeable manner with parents and family members
- Communicates students' areas of strength and needs for improvement knowledgeably and responsibility
- Uses voice and nonverbal techniques effectively in accordance with group size and activity

COLLABORATION:

Outcome 1: **Demonstrates the ability to establish positive rapport with and among students.**

Performance Indicators:

- Assists students to feel valued for their potential as individuals
- Promotes students' respect for self and others in areas of gender, disability, socioeconomic status and culture
- Communicates high, positive expectations for learning
- Advocates for and accommodates students of diverse abilities, needs and cultural backgrounds, as well as gender differences
- Creates a learning community in which students assume responsibility to work collaboratively and independently, to participate in decision making, and to engage in purposeful learning activities
- Listens and responds to students; is sensitive and responsive to clues of distress; brings these to the attention of the cooperating teacher so the situation can be investigated and resolved

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