Scores of basic (2) or proficient (3) are considered appropriate for student teaching; Very possibly, you will leave some categories blank for certain lessons, but focus on those for the next lesson: Complete rubric: [https://www.montana.edu/dfpa/rubric](https://www.montana.edu/dfpa/rubric)

<table>
<thead>
<tr>
<th>DOMAIN 1: PLANNING AND PREPARATION</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Demonstrating Knowledge of Content &amp; Pedagogy; includes IEFA Essential Understanding and application</td>
<td>☐ Major content errors, inappropriate strategies</td>
<td>☐ Some content errors, limited strategies</td>
<td>☐ Solid content, current, consistent strategies</td>
</tr>
<tr>
<td>1b: Demonstrating Knowledge of Students (age, culture)</td>
<td>☐ Minimal student understanding</td>
<td>☐ Whole-class understanding</td>
<td>☐ Individual understanding</td>
</tr>
<tr>
<td>1c: Setting Instructional Outcomes (significant, appropriate)</td>
<td>☐ Low expectations, unclear goals</td>
<td>☐ Inconsistent expectations; general goals</td>
<td>☐ Consistently high expectations, rigorous goals</td>
</tr>
<tr>
<td>1d: Demonstrating Knowledge of Resources (tech, library, internet)</td>
<td>☐ Weak use of resources</td>
<td>☐ Adequate use of resources</td>
<td>☐ Extensive use of resources</td>
</tr>
<tr>
<td>1e: Designing Coherent Instruction (relevant, engaging, organized)</td>
<td>☐ Unengaging materials/activities</td>
<td>☐ Interesting materials/activities</td>
<td>☐ Highly engaging materials/activities</td>
</tr>
<tr>
<td>1f: Designing Student Assessments (fits goals, standards)</td>
<td>☐ Poor, inconsistent assessment</td>
<td>☐ Rudimentary assessment</td>
<td>☐ Responsive, ongoing assessment</td>
</tr>
</tbody>
</table>

Evidence from Danielson Lesson Plan

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Domain</th>
<th>Category</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a: Creating an Environment of Respect and Rapport</td>
<td>(student-teacher and student-student)</td>
<td>☐ Teacher/student disrespect; student/student disrespect</td>
<td>☐ Inconsistent teacher/student respect; inconsistent student/student respect</td>
<td>☐ Uniform teacher/student respect; uniform student/student respect</td>
</tr>
<tr>
<td>2b: Establishing a Culture for Learning</td>
<td>(relevance, expectations, persistence)</td>
<td>☐ Negative environment; minimal learning goals; low-level communication expectations</td>
<td>☐ Neutral environment; whole-class, shallow learning goals; casual communication expectations</td>
<td>☐ Warm, caring environment; group-specific, high-level learning goals; precise communication expectations</td>
</tr>
<tr>
<td>2c: Managing Classroom Procedures</td>
<td>(groups, routines, transitions, materials &amp; distribution, working with paraprofessionals)</td>
<td>☐ Procedures not established</td>
<td>☐ Procedures inconsistently implemented</td>
<td>☐ Procedures consistently implemented</td>
</tr>
<tr>
<td>2d: Managing Student Behavior</td>
<td>(expectations clear, aware of student behavior, productive response to negative behavior/student needs)</td>
<td>☐ Little-to-no behavior management</td>
<td>☐ Uneven behavior management</td>
<td>☐ Consistent behavior management</td>
</tr>
<tr>
<td>2e: Organizing Physical Space</td>
<td>(effective use, safe &amp; accessible)</td>
<td>☐ Poor or unsafe physical set-up; no technical resource use</td>
<td>☐ Safe physical set-up; limited technical resource use</td>
<td>☐ Supportive physical set-up; appropriate technical resource use</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence from Observation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain</td>
<td>Instruction</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>3a: Communication with Students</td>
<td>(expectations, clear directions, concepts &amp; strategies, precise/appropriate written &amp; oral language)</td>
</tr>
<tr>
<td>3b: Using Questioning and Discussion Techniques</td>
<td>(effective Qs &amp; prompts, high quality discussion, verbal &amp; nonverbal engagement)</td>
</tr>
<tr>
<td>3c: Engaging Students in Learning</td>
<td>(cognitively challenging, supports outcomes, effective grouping, interesting &amp; relevant materials/resources, effective pacing, includes reflection &amp; closure)</td>
</tr>
<tr>
<td>3d: Using Assessment in Instruction</td>
<td>(criteria understood by students, monitors learning, actionable feedback, opportunities for students to self-assess)</td>
</tr>
<tr>
<td>3e: Demonstrating Flexibility &amp; Responsiveness</td>
<td>(adjusts, based on student need and context, responds to impromptu learning opportunities)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence from Observation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DOMAIN 4: PROFESSIONAL RESPONSIBILITY</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>4a: Reflecting on Teaching</strong> (journals weekly with field supervisor, gives ideas on improving lessons)</td>
<td>□ Little-to-no self-reflection; static</td>
</tr>
<tr>
<td><strong>4b: Maintaining Accurate Records</strong> (keeps accurate student records and/or grade book)</td>
<td>□ No record-keeping system</td>
</tr>
<tr>
<td><strong>4e: Growing and Developing Professionally</strong> (participates in professional development, accepts supervision)</td>
<td>□ Poor relationships with colleagues; avoids input from others</td>
</tr>
<tr>
<td><strong>4f: Showing Professionalism</strong> (honest, ethical, well-intentioned)</td>
<td>□ Self-serving, dishonest, unethical</td>
</tr>
<tr>
<td><em>4c: Communicating with Families</em></td>
<td>□ Unaware of families</td>
</tr>
<tr>
<td><em>4d: Participating in a Professional Community</em></td>
<td>□ Low school involvement</td>
</tr>
</tbody>
</table>

*not graded*

<table>
<thead>
<tr>
<th>Evidence from Professional Conversations</th>
<th>Comments</th>
</tr>
</thead>
</table>

Teacher Candidate _____________________________  Field Supervisor _____________________________