

ELEMENTARY & SECONDARY EDUCATION – COMPETENT LEVEL 3 (STUDENT TEACHING) DDP

Student Instructions for Competent Level 3

As part of the Field Experience Binder in Student Teaching, you should submit an essay of no less than 200 words that addresses all 10 of the Dispositions and Diversity Proficiencies. This essay should be completed before the end of your first placement. Your mentor teacher(s) and your University Supervisor will use this essay and their observations of your classroom teaching to assess your DDPs on Form D.

Instructor Directions for Competent Level 3

During student teaching, candidates are required to submit 1 or 2 pieces of evidence reflecting progress toward proficiency of each DDP for evaluation by the mentor teacher and/or university supervisor. During student teaching, the mentor teacher and/or university supervisor will evaluate the candidate based on observation and the evidence using the rubric.

Rubric for Competent Level 3 (Part of Form D)

	Rarely (Unsatisfactory) 1	Sometimes (Exhibits Progress) 2	Consistently (Proficient) 3
1. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)	Exhibits limited awareness of or commitment to professional growth and instruction.	Exhibits progress towards an attitude of reflection and thoughtfulness about professional growth and instruction.	Clearly demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.
2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)	Exhibits limited commitment to technology use.	Exhibits progress towards a commitment to use technology.	Clearly demonstrates a strong, consistent commitment to use of technology.
3. Practices ethical behavior and intellectual honesty. (CF 3)	Exhibits limited commitment to ethical behavior and intellectual honesty.	Exhibits progress towards demonstrating ethical behavior and intellectual honesty.	Clearly demonstrates ethical behavior and intellectual honesty.

4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)	Exhibits limited thoughtfulness in communication or awareness and appreciation of varying voices.	Exhibits progress towards demonstrating thoughtfulness in communication and an awareness and appreciation of varying voices.	Clearly demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)	Exhibits limited commitment to learners' individual needs.	Exhibits progress towards demonstrating knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	Clearly demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)	Exhibits limited awareness of or commitment to understanding and exhibiting respect for diverse populations.	Exhibits progress and growing dedication to understanding and exhibiting respect for diverse populations.	Clearly demonstrates a strong, consistent commitment to understanding and exhibiting respect for diverse populations.
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)	Exhibits limited awareness of the purpose of assessment.	Exhibits progress towards demonstration that assessment is viewed as a tool to evaluate learning and improve instruction.	Clearly demonstrates, through documentation, that assessment is viewed as a tool to evaluate learning and improve instruction.
8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)	Exhibits limited commitment to literacy, inquiry, and reflection.	Exhibits progress towards demonstrating a commitment to literacy, inquiry, and reflection.	Clearly demonstrates a commitment to literacy, inquiry, and reflection.
9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)	Exhibits limited awareness of or commitment to leading students to higher level thinking in cognitive, affective and psychomotor domains.	Exhibits progress towards a belief in leading students to higher level thinking in cognitive, affective and/or psychomotor domains.	Clearly demonstrates a belief in leading students to higher level thinking in cognitive, affective and psychomotor domains.
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)	Exhibits limited commitment to learners' individual needs.	Exhibits progress towards a commitment to adapting instruction or programs to	Clearly demonstrates a commitment to adapting instruction or programs to

		meet the needs of diverse learners.	meet the needs of diverse learners.
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