

ACHIEVEMENT CHART FOR PRACTICUMS

Category	Level 4-Outstanding	Level 3-Successful	Level 2-Somewhat Successful	Level 1- Does Not Meet Expectations
Personal and Professional Qualities:				
Quality:	The Candidate:			
Demonstrates initiative and enthusiasm	Demonstrates a high degree of initiative and enthusiasm	Demonstrates a considerable degree of initiative and enthusiasm	Demonstrates some degree of initiative and enthusiasm	Demonstrates no initiative or enthusiasm
Demonstrates dependability and punctuality	Demonstrates a high degree of dependability and punctuality	Demonstrates a considerable degree of dependability and punctuality	Demonstrates some degree of dependability and punctuality	Is not dependable or punctual
Demonstrates self-evaluation and reflection	Demonstrates a high degree of self-evaluation and reflection	Demonstrates a considerable degree of self-evaluation and reflection	Demonstrates some degree of self-evaluation and reflection	Demonstrates no self-evaluation or reflection
Exhibits proper discretion and sound professional judgment	Exhibits a high degree of proper discretion and exercises sound professional judgment	Exhibits a considerable degree of proper discretion and sound professional judgment	Exhibits some degree of proper discretion and sound professional judgment	Exhibits indiscretion or unsound professional judgments
Incorporates constructive criticism/suggestions into daily teaching	Incorporates constructive criticism/suggestions into daily teaching to a high degree	Incorporates constructive criticism/suggestions into daily teaching to a considerable degree	Incorporates constructive criticism/suggestions into daily teaching to some degree	Does not incorporate constructive criticism/suggestions into daily teaching
Planning and Preparing:				
Action:	The Candidate:			
Selects appropriate learning expectations from relevant curriculum documents	Selects appropriate learning expectations from relevant curriculum documents with a high degree of effectiveness	Selects appropriate learning expectations from relevant curriculum documents with a considerable degree of effectiveness	Selects appropriate learning expectations from relevant curriculum documents with some degree of effectiveness	Does not select appropriate learning expectations
Prepares appropriate resources for lesson	Prepares appropriate resources for the lesson with a high degree of effectiveness	Prepares appropriate resources for the lesson with a considerable degree of effectiveness	Prepares appropriate resources for lesson with some degree of effectiveness	Does not prepare appropriate resources for lesson
Creates a lesson plan that encourages student participation and interaction	Creates a lesson plan that encourages student participation and interaction with a high degree of effectiveness	Creates a lesson plan that encourages student participation and interaction with a considerable degree of effectiveness	Creates a lesson plan that encourages student participation and interaction with some degree of effectiveness	Does not create a lesson plan that encourages student participation and interaction
Conducts lesson planning in proper sequence. (i.e. attention acquired, topic introduced, activities conducted, and lesson concluded)	Conducts a lesson plan that follows proper sequence with a high degree of effectiveness	Conducts a lesson plan that follows proper sequence with a considerable degree of effectiveness	Conducts a lesson plan that follows proper sequence with some degree of effectiveness	Does not conduct a lesson plan that follows proper sequences
Demonstrates respect for diversity and equity in lesson planning (i.e. special needs, etc.)	Demonstrates a high degree of respect for diversity/equity issues in lesson planning	Demonstrates a considerable degree of respect for diversity/equity issues in lesson planning	Demonstrates some degree of respect for diversity/equity issues in lesson planning	Does not demonstrate respect for diversity/equity issues in lesson planning
Chooses instructional	Chooses instructional	Chooses instructional	Chooses instructional	Does not choose

materials and techniques carefully to support the lesson	materials and techniques to support the lesson with a high degree of effectiveness	materials and techniques to support the lesson with a considerable degree of effectiveness	materials and techniques to support the lesson with some degree of effectiveness	instructional materials and techniques to support the lesson
Implementation:				
Action:	The Candidate:			
Leads a lesson that matches the plan	Leads a lesson that matches the plan with a high degree of effectiveness	Leads a lesson that matches the plan with a considerable degree of effectiveness	Leads a lesson that matches the plan with some degree of effectiveness	Leads a lesson that does not match the plan
Demonstrates knowledge of subject matter/child development	Demonstrates thorough knowledge of subject matter/child development	Demonstrates considerable knowledge of subject matter/child development	Demonstrates some knowledge of subject matter/child development	Demonstrates no knowledge of subject matter/child development
Uses instructional resources	Uses instructional resources with a high degree of effectiveness	Uses instructional resources with a considerable degree of effectiveness	Uses instructional resources with some degree of effectiveness	Does not use instructional resources effectively
Uses teaching strategies that are varied, appropriate, and engaging	Makes thorough use of teaching strategies that are varied, appropriate, and engaging	Makes considerable use of teaching strategies that are varied, appropriate, and engaging	Makes some use of teaching strategies that are varied, appropriate, and engaging	Does not use teaching strategies that are varied, appropriate, and engaging
Develops effective strategies for assessment and evaluation	Develops highly effective strategies for assessment and evaluation	Develops considerably effective strategies for assessment and evaluation	Develops somewhat effective strategies for assessment and evaluation	Does not develop strategies for assessment and evaluation
Delivers lesson in a manner which demonstrates respect for diversity and equity	Delivers lesson in a manner which demonstrates a high degree of respect for diversity and equity	Delivers lesson in a manner which demonstrates a considerable respect for diversity and equity	Delivers lesson in a manner which demonstrates some respect for diversity and equity	Delivers a lesson which demonstrates no respect for diversity or equity
Concludes lesson appropriately and gives clear instructions for follow up	Concludes lesson and gives clear instructions for follow up with a high degree of effectiveness	Concludes lesson and gives clear instructions for follow up with a considerable degree of effectiveness	Concludes lesson and gives clear instructions for follow up with some degree of effectiveness	Does not conclude lesson and/or give clear instruction for follow up
Communication:				
Action:	The Candidate:			
Speaks clearly and audibly	Speaks in a manner that is clear and audible to a high degree	Speaks in a manner that is clear and audible to a considerable degree	Speaks in a manner that is clear and audible to some degree	Does not speak in a manner that is clear and/or audible
Gains student attention at the beginning of the lesson and states main expectations clearly	Gains student attention and states main expectations with a high degree of effectiveness	Gains student attention and states main expectations with considerable degree of effectiveness	Gains student attentions and states main expectations with some degree of effectiveness	Does not gain student attention and/or state main expectations
Models correct/appropriate oral/written language	Models correct/appropriate oral/written language to a high degree	Models correct/appropriate oral/written language to a considerable degree	Models correct/appropriate oral/written language to some degree	Models incorrect or inappropriate oral/written language
Constructs and delivers appropriate questions and responses	Constructs and delivers appropriate questions and responses with a high degree of effectiveness	Constructs and delivers appropriate questions and responses with a considerable degree of effectiveness	Constructs and delivers appropriate questions and responses with some degree of effectiveness	Constructs and delivers inappropriate questions and/or responses

Employs active listening	Employs active listening with a high degree of effectiveness	Employs active listening with a considerable degree of effectiveness	Employs active listening with some degree of effectiveness	Does not employ active listening
Classroom Management:				
Action:	The Candidate:			
Maintains, classroom routines and expectations within a safe learning environment	Maintains, to a high degree, classroom routines and expectations within a safe learning environment	Maintains, to a considerable degree, classroom routines and expectations within a safe learning environment	Maintains, to some degree, classroom routines and expectations within a safe learning environment	Does not maintain classroom routines and expectations within a safe learning environment
Arranges the physical environment to suit the lesson	Arranges physical environment with a high degree of effectiveness	Arranges physical environment with a considerable degree of effectiveness	Arranges physical environment with some degree of effectiveness	Does not arrange physical environment effectively
Uses instructional time effectively	Uses instructional time in a highly effective manner	Uses instructional time in a considerably effective manner	Uses instructional time in a somewhat effective manner	Does not use instructional time in an effective manner
Employs appropriate discipline strategies (i.e. awareness of off-task behavior and positive reinforcement of productive behavior)	Employs appropriate discipline strategies that are highly effective	Employs appropriate discipline strategies that are considerably effective	Employs appropriate discipline strategies that are somewhat effective	Does not employ appropriate discipline strategies
Adjusts to unpredicted situations	Adjusts to unpredicted situations with a high degree of effectiveness	Adjusts to unpredicted situations with a considerable degree of effectiveness	Adjusts to unpredicted situations with some degree of effectiveness	Does not adjust to unpredicted situations