Student Teaching Interview Questionnaire Planning Document

In order to help you prepare for student teaching and to provide information to the UMF supervisors, it is important that you take time to review the following document. Think about your experiences at UMF and identify evidence for each standard. Rank yourself as to where you are in meeting the teaching standard at this time in your program:

- Beginning, you describe or demonstrate strategies and resources relevant to the standard
- Developing, you explain or intentionally use strategies and resources relevant to the standard
- Proficient, you analyze and integrate appropriate strategies and resources relevant to the standard
- Identify two standards that you feel you need to work on

You will be asked to do this again at the end of your student teaching.

An example:

Standard	Artifact (Lesson Plan, Paper, Unit, Project)	Rationale: How does this artifact show your skills with the standard?	Beginning	Developing	Proficient
4. *Content Knowledge* *Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.*	*Unit plan Reduce, Reuse, Recycle*	*Shows my understanding of ecology, environmental science.*		*X*	

Standard	Artifact (Lesson Plan, Paper, Unit, Project)	Rationale: How does this artifact show your skills with the standard?	Beginning	Developing	Proficient
1. **Learner Development** The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.					
2. **Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his or her full potential.					
3. **Learning Environments** The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.					
4. **Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.					

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Standard	Artifact (Lesson Plan, Paper, Unit, Project)	Rationale: How does this artifact show your skills with the standard?	Developing	Basic	Proficient
5. **Innovative Applications of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking , and collaborative problem solving related to authentic local and global issues.					
6. **Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.					
7. **Planning for Instruction** The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.					
8. **Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.					
9. **Reflection and Continuous Growth** The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.					
10. **Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.					
11. **ISTE Standards for Teachers** **11.1 Learner** **11.2 Leader** **11.3 Citizen** **11.4 Collaborator** **11.5 Designer** **11.6 Facilitator** **11.7 Analyst** — Choose one from 11.1-11.3 and one from 11.4 to 11.7					

Part II addresses Teacher Candidate Dispositions and Professional Expectations. Complete the rubric remembering *Partially Meets* may be appropriate for some areas; you are not expected to be at *Meets Expectations* for all dispositions at this time. Identify two dispositions that you feel you need to work on.

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Dispositions and Associated Indicators	Does Not Meet Expectations 1	Partially Meets Expectations 2	Meets Expectations 3
1 Exhibits professionalism	1	2	3
- Responds to communications promptly - Exhibits regular punctuality and attendance, including open houses and faculty meetings when appropriate - Comes to class with clear plans and needed materials - Maintains professional boundaries with students - Keeps personal life at home - Acts as a team player - Completes work promptly - Is organized - Maintains confidentiality - Knows what to share and with whom - Models digital citizenship & responsible use of social media			
2 Demonstrates a constructive attitude	1	2	3
- Demonstrates positive interactions - Models desired behaviors - Builds appropriate relationships - Is willing to try new things			
3 Demonstrates effective oral communication skills	1	2	3
- Uses language confidently to express him or herself - Models Standard English - Varies oral communication to motivate students - Projects voice in clear and effective tones - Discusses sensitive issues tactfully - Communicates at an appropriate student level - Facilitates communication among all students - Speaks well spontaneously			
4 Demonstrates effective written communication skills	1	2	3
- Expresses ideas clearly - Discusses sensitive issues tactfully - Uses language appropriate to the situation (e.g., Standard English, refraining from profanity & derogatory language) - Positively focuses all written communications - Proofreads all written communications			
5 Respects and values diversity	1	2	3
- Demonstrates awareness of traditional and non-traditional family contexts including family status - Creates a "safe classroom" with zero tolerance of negativity to other cultures			

	1	2	3
• Differentiates instruction based on learners' needs • Incorporates lessons that target acceptance of diversity • Knows students' learning styles and backgrounds, and adjusts lessons accordingly • Understands the importance of a positive school experience			
6 Collaborates effectively	**1**	**2**	**3**
• Builds positive relationships with peers, supervisors, parents, and students • Takes responsibility for his/her choices and actions on others • Works cooperatively with others • Navigates calmly through human emotions • Shares successful teaching strategies with others			
7 Is a self-directed learner	**1**	**2**	**3**
• Takes initiative to find solutions and solve problems independently • Is able to recognize own weaknesses and asks for support • Interprets and uses data to inform instruction • Asks questions proactively • Researches different and most effective teaching styles • Takes responsibility for knowing one's own strengths and weaknesses • Is willing to take risks • Perseveres			
8 Reflects on one's own teaching and learning	**1**	**2**	**3**
• Reflects after every lesson • Reviews student data and modifies lessons and teaching strategies based on that data • Alters lessons in progress when needed • Uses evidence to continually evaluate best practice • Adjusts teaching in response to constructive criticism • Reflects on own experience and makes appropriate adjustments			
9 Exhibits respect	**1**	**2**	**3**
• Disagrees in a professional way • Is flexible • Responds to constructive criticism openly and respectfully • Listens attentively to students and parents • Maintains a respectful tone at all times • Does not use profanity			