

# Secondary Performance Assessment Standards

<p><b>KEY</b>  <b>cde=class and group work discussion evaluation</b>  <b>cpe=class presentation evaluation</b>  <b>ex=exam</b>  <b>fej=field experience journal</b>  <b>fte=field experience teaching evaluation</b>  <b>ftv=field experience teaching video</b></p>	<p><b>pj=project</b>  <b>lp=lesson plan</b>  <b>mte=micro-teaching evaluation</b>  <b>mtv=micro-teaching video</b>  <b>pa=paper</b>  <b>pe= peer evaluation</b></p>
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EDU 101 Educational Principles in a Pluralistic Society	EDU 210 Perspectives on Educational Issues	EDU 221 Educational Psychology	EDU 250 The Exceptional Child
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**Principle A--Student Learning:**

1. Summarizes and critiques key learning and development theories. (Note that the word theories is plural, and you must provide evidence for several learning and several development theories.)
2. Engages in classroom research and analyzes the principles of learning and development at work in classes in order to make judgments about what experiences best foster student learning.
3. Implements learning opportunities that are consistent with sound principles of learning and development and that support intellectual, career, social, and personal development.

		pa, ex, <b>FEJ, PJ</b>	<b>PJ</b> , pa
		<b>EX</b> , fej, <b>PJ</b>	<b>PJ</b> , pa

**Principle B--Diverse Learners:**

1. Articulates an awareness of the diversity of identities in the United States and understands the implication of that diversity for schooling.
2. Evaluates school structures to determine those that best acknowledge and value diversity.
3. Understands how schools reflect the historical, cultural, and socioeconomic forces at work within the communities in which they are embedded and how these forces may affect student learning.
4. Implements plans that make use of the diversity of students in the classroom in order to create equitable and powerful learning experiences for all students.
5. Implements plans that include necessary adaptations or modifications to meet the special needs of individual students.

<b>PA</b> , pj	pj, ex		pa, pj
<b>PA, PJ</b>	fte, ex		
pa, pj	<b>PA</b> , ex		
			pj

**Principle C--Planning Instruction:**

1. Plans instruction based on sound and accurate knowledge of the subject matter.
2. Plans instruction based on knowledge of students and their community.
3. Organizes instruction with clear objectives and consistent with district goals, state curriculum models, and relevant standards of national teacher organizations.
4. Plans instruction that is informed by student assessment data.

<b>PA</b>	fte		
			pj

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EDU	EDU	EDU	EDU
101	210	221	250

**Principle D--Instructional Strategies:**

1. Plans an appropriate variety of activities including direct instruction, cooperative learning, modeling, constructivist activities, small and large group instruction, questioning, and discussion. (Must show proficiency in all types of instruction.)
2. Implements instructional strategies according to standards of research-based practice and best practice.

	fte		
	fte		

**Principle E--Learning Environment:**

1. Understands theories of group and individual motivation and how they explain student behavior.
2. Demonstrates effective use of key principles of classroom management to develop effective and productive classrooms.
3. Creates a classroom environment where students and teacher are respected and respectful.

		PA	pj, pa

**Principle F--Communication:**

1. Demonstrates use of verbal and non-verbal skills and media techniques to communicate effectively and create a supportive environment.
2. Makes effective use of written communication.
3. Demonstrates effective listening skills and promotes effective listening skills by students to foster active inquiry, collaboration, and supportive interaction in the classroom.

CPE	CPE, PE	cpe	cpe
pa	pa	PA	PA
cde	cde	cde	

**Principle G-- Assessment:**

1. Understands the principles of effective and fair assessments.
2. Insures that assessments are based on the objectives and that students are fully informed about the performance that will be assessed and the criteria by which it will be evaluatetd.
3. Assesses only skills and performances that students have had sufficient oportunity to practice and receive feedback on.
4. Uses multiple kinds of assessment and designs assessments that mirror authentic experiences as nearly as possible.
5. Makes appropriate use of student input, student self-assessment, and peer assessment.

		P, PJ	

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EDU 101	EDU 210	EDU 221	EDU 250
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**Principle H--Reflection and Professional Development:**

1. Develops skills in reflection and research and is able to interpret results to confirm, refine, contextualize , or challenge existing principles, research, and theory.
2. Uses the skills of reflection and classroom research to improve own practice.
3. Addresses stakeholders with a persuasive argument for the efficacy of his/her practice, providing clear evidence tying teaching decisions to sound educational principles, theories, and research.
4. Actively seeks out feedback and guidance from peers, students, and other stakeholders in order to improve his/her practice.

pa	pa	<b>FEJ</b>	pj	
pa	pa, ex		<b>PJ</b>	
		fej	pj	

**Principle I--Collaboration, Ethics, and Relationship:**

1. Understands the laws and ethics related to students' and parents' rights and the practitioner's responsibility as researcher and teacher.
2. Establishes respectful, collaborative, productive, and ethical relationships in teaching and research.
3. Acts as an advocate for students.
4. Researches and uses community resources to promote student learning.

	<b>PA</b>		<b>EX, pj</b>	
	fte	fte	<b>FTE</b>	
			pj	

**Principle J--Technology Applied to Instruction:**

1. Develops skills in multi-media computer systems, terminology, operation, and troubleshooting including the use of word processing, databases and spreadsheets, presentation, publishing, and graphic representation programs, and accessing and evaluating electronic resources.
2. Selects and evaluates relevant software and designs instruction that makes meaningful use of technology.

cpe	cpe			