

Developmental Continuum of Student Teacher Abilities
UCSC Teacher Education Program – Student Teacher Copy *

Student Teacher _____ Cooperating Teacher _____

University Supervisor _____ School _____ Grade _____ Year _____

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Student teachers in the UCSC Teacher Education Program are encouraged to develop a working knowledge of performance-based assessment methods and models through coursework and classroom placements. This involves a process of reflection on your own evolving teaching practice and performance in pre-service settings, and observation and assessment of your students' progress. The Developmental Continuum of Student Teaching Abilities allows you, your supervisor and your cooperating teacher on going opportunities to document your growth over time. By using this developmental scale, all three people can see progressive changes in your thinking, skills, and performance, identify appropriate benchmarks of performance, and set goals for professional growth.

The Continuum is based on the six California Standards for the Teaching Profession. These standards represent a range of knowledge, skills, and behaviors that need to be developed in order to become an accomplished teacher. The Teacher Performance Expectancies that are addressed by each section are noted on the continuum. You might be at one level of performance in one category of a Standard and at another level in a different category, even within the same standard. It is possible for you to be at the “novice” level in some areas and in the “applying” level in other areas. The idea of the continuum as a developmental scale is to show you the range of teaching practice and to demonstrate the ways which an individual teacher develops many skills and abilities at the same time, but at different levels of proficiency.

The Continuum is to be used **three (3) times** during the year of student teaching.

- You will complete the first or baseline assessment in November. You should read through the scales and place yourself on the Continuum by marking the appropriate indicators in each Standard that most represents your **current** practice. Feedback from the supervisor follows your first self-assessment.
- The second assessment occurs at the end of the winter quarter in February. You should read through the scales again and place yourself on the continuum using a different color of ink that is recorded along with the date on the key above. The supervisor and the cooperating teacher will also assess your practice on his or her own copies of the Continuum. The three of you will meet to compare and discuss the Continuums.
- The third assessment occurs at the end of the spring quarter in May. Using a third color of ink that is recorded on the key above, you should complete your final assessment of your practice. The supervisor and cooperating teacher will also assess your practice on the Continuum and three of you will meet again to compare and discuss the Continuums.

*This continuum is an adaptation of the Developmental Continuum of Teacher Abilities- New Teacher Center / SCNTP 12/00

STANDARD ONE: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Element	Novice			Beginning			Emerging			Applying			Integrating		
1-1 Connecting students' prior knowledge, life experiences and interests with learning goals	Teacher is aware of the value of students' prior knowledge and life experiences.			Teacher recognizes the value of students' prior knowledge and life experiences. Opens lessons to capture students' attention and interest.			Ask questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning goals and objectives of the lesson. Uses anticipatory sets to open lessons.			Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives. Anticipatory set is engaging and relates to learning goals.			Raises critical thinking questions and uses activities to extend students' abilities to integrate what they know with the learning goals and objectives.		
TPE 5, 8															

Element	Novice			Beginning			Emerging			Applying			Integrating		
1-2 Using a variety of instructional strategies and resources to respond to students' diverse needs.	Teacher replicates observed instructional strategies. Teacher has limited knowledge of students' diverse needs.			Teacher uses a few instructional strategies. Delivers instruction with available resources and materials. Teacher has limited knowledge of students' diverse needs.			Varies instruction to increase student participation. Selects strategies, resources, visuals and realize with some consideration of students' academic and linguistic needs.			Elicits students' participation through a variety of instructional strategies intended to match their academic and linguistic needs. Checks for student understanding.			Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.		
TPE 4, 7, 9															

Element	Novice			Beginning			Emerging			Applying			Integrating		
1-3 Facilitating learning experiences that promote autonomy, interaction, and choice.	Teacher experiments with small group and individual activities.			Directs learning experiences through whole group and individual work with possibilities for interaction and choice.			Varies learning experiences to include individual work as well as work in large group and small groups. Allows some student choice within learning activities.			Provides learning experiences utilizing individual and groups structures to develop autonomy and group participation skills.			Uses a variety of learning experiences to assist students in developing independent working skills and group participation skills. Supports students in making appropriate choices for learning.		
TPE 11															

Element	Novice			Beginning			Emerging			Applying			Integrating		
1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	Teacher provides opportunities for students to learn and practice skills. Teacher is aware of various questioning strategies.			Focuses on questions on fact and key concepts to support students in learning the subject matter.			Asks critical thinking questions to relate facts and key concepts of subject matter. Teacher raises and identifies issues within or related to the subject matter.			Engages students through activities and questioning strategies that develop skills in identifying / understanding key concepts and issues. Supports all students in problem posing and problem solving, and encourages students to consider diverse perspectives.			Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving and inquiry.		
TPE 9															

Element	Novice			Beginning			Emerging			Applying			Integrating		
1-5 Promoting self-directed, reflective learning for all students	Teacher monitors student progress within a specific lesson.			Directs learning experiences and monitors student progress within a specific lesson. Assistance is provided as requested by students.			Provides some opportunities for students to monitor their own work and to reflect on progress or process.			Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on and discuss progress / process.			Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring and reflecting on progress / process.		
TPE 3															

COMMENTS:

STANDARD TWO: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Element	Novice	Beginning	Emerging	Applying	Integrating
2-1 Creating a physical environment that engages all students	Is aware room arrangements that restrict movement and accessibility to students.	Arranges room for teacher accessibility to/ or visibility of students. Room displays relate to the curriculum.	Arranges and manages room for easy movement and access to resources. Room displays represent current topics of study.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.

Element	Novice	Beginning	Emerging	Applying	Integrating
2-2 Establishing a climate that promotes fairness and respect.	Is aware of the need for rapport with individual students. Is aware of student diversity.	Establishes rapport with individual students. Teacher recognizes student diversity. Acknowledges some incidents of unfairness, disrespect, and prejudiced attitudes or behaviors among students.	Builds caring, friendly rapport with most students. Values student diversity and models equitable, respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages empathy for others and respect for differences.	Maintains caring, respectful and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.
TPE 11					

Element	Novice	Beginning	Emerging	Applying	Integrating
2-3 Promoting social development and group responsibility.	Relies on cooperating teacher to encourage students' responsibility for self and give individual students classroom responsibilities. Is aware of the importance of having students communicate and work together.	Encourages student responsibility for self. Creates opportunities for individual students to have classroom responsibilities.	Uses some strategies and activities to develop students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.
TPE 11					

Element	Novice	Beginning	Emerging	Applying	Integrating
2-4 Establishing and maintaining standards for student behavior.	Is aware of the need to establish rules and consequences.	Communicates rules and consequences. Responds to disruptive behavior. Focuses attention on presenting lessons.	Establishes expectations and consequences for student behavior. Responds appropriately to disruptive behavior and promotes some positive behaviors.	Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during work	Equitably reinforces expectations and consequences, and supports students in developing equitable rules for behavior. Students monitor their own behavior and each other's in a respectful way.
TPE 11					

Element	Novice	Beginning	Emerging	Applying	Integrating
2-5 Planning and implementing classroom procedures and routines that support student learning.	Is aware of the need to establish classroom procedures.	Establishes some procedures to support student learning. Students are aware of the procedure.	Develops and guides students to learn routines for most activities.	Identifies, supports and monitors students in the following routines and procedures that are appropriate and efficient for the learning activities.	Uses strategies to assist students in developing and maintaining equitable rules, routines and procedures.
TPE 10					

Element	Novice	Beginning	Emerging	Applying	Integrating
2-6 Using instructional time effectively.	Is aware of the importance of pacing and timing for learning activities.	Pacing reflects too much or too little time for learning activities, classroom business, and transitions.	Provides time for students to complete learning activities. Most transitions are timely. Uses strategies to pace and adjust instruction to insure continual engagement.	Provides adequate time for presentation and for completion of learning activities. Paces instruction to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Transitions are efficient and integrated into learning activities.
TPE 10					

COMMENTS:

STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Element	Novice	Beginning	Emerging	Applying	Integrating
3-1 Demonstrating knowledge of subject matter content and student development.	Has a limited knowledge of subject matter and student development.	Has a basic knowledge of subject matter and student development. Promotes an understanding of key concepts.	Uses knowledge of subject matter to identify key concepts and associated skills.	Communicates key concepts, skills, and themes in an accurate, clear and coherent manner. Builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.
TPE 1, 6					

Element	Novice	Beginning	Emerging	Applying	Integrating
3-2 Organizing curriculum to support student understanding of subject matter.	Relies on cooperating teacher's curriculum organization to support student understanding.	Demonstrates some knowledge of curriculum to support student understanding.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills and units/themes to facilitate student understanding and that reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.
TPE 1					

Element	Novice	Beginning	Emerging	Applying	Integrating
3-3 Interrelating ideas and information within and across subject matter areas.	Is aware of the core curriculum and skills within and across subject matter areas.	Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	Identifies key concepts and skills in core curriculum and standards that connect lessons to previous learning.	Connects key concepts, skills and themes within subject matter to the standards. Builds on prior lessons and students' background.	Integrates key concepts, skills and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.
TPE 9					

Element	Novice	Beginning	Emerging	Applying	Integrating
3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter.	Is aware of instructional strategies that make the content accessible to students.	May use a few instructional strategies to make the content accessible to students.	Matches one or more appropriate strategies to subject matter to effectively communicate concepts.	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interest and backgrounds.	Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.
TPE 1, 9					

Element	Novice	Beginning	Emerging	Applying	Integrating
3-5 Using materials, resources, and technologies to make subject matter accessible to students.	Is aware of available instructional materials, resources and technologies that would make subject matter more accessible to students.	Uses available instructional materials, resources and technologies for specific lessons to support student learning.	Uses instructional materials, resources, and technologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.	Selects and utilizes appropriate relevant instructional materials, resources and technologies to present concepts and skills. Materials reflect linguistic diversity of students. Resources are made available to all students.	Selects, adapts and creates a range of relevant materials, resources and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access.
TPE 1, 7					

COMMENTS:

STANDARD FOUR: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Element	Novice	Beginning	Emerging	Applying	Integrating
4-1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs.	Is aware of available materials and resources for academic lessons. Attempts to draw on students' interests and learning.	Uses available materials and resources for academic lessons with some attention to students' interests and learning needs.	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional and linguistic learning needs.	Uses a wide range of materials to access and build upon student's prior knowledge, interests, instructional and linguistic needs to extend student understanding.
TPE 8 ,9					

Element	Novice	Beginning	Emerging	Applying	Integrating
4-2 Establishing and articulating goals for student learning.	Is aware of the need to identify the goals of lessons for students. Some activities for lessons are explained.	Goals for lessons may be identified for students. Activities for lessons are explained.	Communicates expectations for student learning in most lessons.	Articulates and links goals to instructional activities. Maintains high expectations when setting goals for students.	Ensures that students understand short and long-term learning goals. Goals reflect high expectations and challenge students at their level.
TPE 9					

Element	Novice	Beginning	Emerging	Applying	Integrating
4-3 Developing and sequencing instructional activities and materials for student learning.	Relies on the cooperating teacher for the development and sequencing of instructional activities and materials.	Develops lessons to address a particular concept or skill utilizing available resources.	Develops most concepts and skills through a series of lessons that are connected and considers student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills and considers linguistic and instructional needs.	Develops and sequences lessons appropriate to subject matter complexity and interrelatedness to insure student learning.
TPE 7, 8, 9					

Element	Novice	Beginning	Emerging	Applying	Integrating
4-4 Designing short-term and long-term plans to foster student learning.	Relies on cooperating teacher's plans for daily lessons and activities.	Plans for daily lessons and activities based on available materials, curriculum outlines and goals	Plans for daily and weekly lessons with attention to unit/short-term goals and standards.	Develops short and long-term plans that organize and link goals with learning activities and standards.	Designs and sequences short and long-term plans appropriate to the content. Plans integrate goals, standards, and learning activities.
TPE 9					

Element	Novice	Beginning	Emerging	Applying	Integrating
4-5 Modifying instructional plans to adjust for student needs	Follows cooperating teacher's lessons as planned.	Follows lessons as planned.	Adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusions.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lesson to address confusion and individual student performance.	Uses assessments to inform modification of lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.
TPE 2					

COMMENTS:

STANDARD FIVE: ASSESSING STUDENT LEARNING.

Element	Novice	Beginning	Emerging	Applying	Integrating
5-1 Establishing and communicating learning goals for all students.	Is aware of available curriculum guidelines and relies on cooperating teacher to develop learning goals.	Uses available curriculum guidelines to develop learning goals.	Identifies learning goals for lessons. Goals are communicated to students.	Articulates goals based on standards. Clearly communicates learning goals to student and families.	Establishes clear and appropriate goals based on standards with consideration of students' learning needs. Involves students and families in developing individual supporting goals.
TPE 3					

Element	Novice	Beginning	Emerging	Applying	Integrating
5-2 Collecting and using multiple sources of information to assess student learning.	Relies on cooperating teacher to assess student learning and monitor student progress.	Uses one or two sources of information to assess student learning and monitor student progress.	Utilizes several sources of information to assess student learning and monitor student progress.	Uses a variety of assessment sources of information to assess student progress. Organizes assessments for further reflection.	Develops strategies to use a variety of sources of information to assess student learning and monitor student progress. Collects, selects and reflects upon evidence to guide short and long-term plans and support student learning.
TPE 3					

Element	Novice	Beginning	Emerging	Applying	Integrating
5-3 Involving and guiding all students in assessing their own learning.	Is aware of ways to check and monitor work in progress. Relies on the cooperating teacher to communicate student progress through school mandated procedures.	Checks and monitors work in progress. Communicates student progress through school mandated procedures.	Provides student with feedback on work in progress, as well as completed tasks. Some student involvement in correcting work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self-assessment and reflection into the learning activities. Students engage in some peer assessment of work.
TPE 3					

Element	Novice	Beginning	Emerging	Applying	Integrating
5-4 Using the results of assessment to guide instruction.	Is aware of required assessments. Is aware of student confusion.	Administers required assessments. Recognizes student confusion and re-teaches materials primarily using the same technique.	Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students' needs and modify instruction.	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.
TPE 2					

Element	Novice	Beginning	Emerging	Applying	Integrating
5-5 Communicating with students, and families and other audiences about student progress	Is aware of school mandated procedures for providing students and families with information about their progress.	Provides students and families with information about their progress through school mandated procedures.	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as needed.	Provides students with information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families and support personnel.
TPE 3, 11					

COMMENTS:

STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

Element	Novice	Beginning	Emerging	Applying	Integrating
6-1 Reflecting on teaching practice and planning professional development.	Is aware of elements of teaching (i.e., pacing, procedures, classroom management, movement, materials, etc.).	Reflects on elements of teaching (i.e., pacing, procedures, classroom management, movement, materials, etc.).	Reflects on instructional successes and dilemmas. Plans professional development to add to instructional strategies and knowledge of student learning.	Reflects on the relationship of teaching practice and student learning. Plans professional development based on reflections.	Analyzes and reflects on teaching and learning based on evidence gathered regularly. Plans professional development based on reflections and other resources.
TPE 13					

Element	Novice	Beginning	Emerging	Applying	Integrating
6-2 Establishing professional goals and pursuing opportunities to grow professionally.	Develops goals through university required processes with coaching. Attends required seminars and courses.	Develops goals through required processes. Attends required seminars and courses, placement trainings.	Sets goals considering self-assessment and other feedback. Expands knowledge and skills through available professional development opportunities.	Sets short-term professional goals based on self-assessment of effectiveness, student learning, and other feedback. Seeks out opportunities to realize professional goals.	Sets and modifies short term and long term goals considering self-assessment and feedback from a variety of sources. Actively engages in and contributes to professional development.
TPE 13					

Element	Novice	Beginning	Emerging	Applying	Integrating
6-3 Working with communities to improve professional practice.	Is aware of students' communities.	Learns about students' communities.	Increases understanding of the role of community in students' lives. Uses some district resources and community resources available through the school.	Expands knowledge of and connections with community resources. Identifies and uses appropriate district resources in support of families and student learning.	Uses knowledge of local community's culture, services and resources to support student learning.
TPE 11					

Element	Novice	Beginning	Emerging	Applying	Integrating
6-4 Working with families to improve professional practice.	Is aware of reporting periods and school events for communicating with families. Relies on the cooperating teacher to advise families of problems. Is aware of the role of the families in student learning.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning.	Shares student progress and classroom activities. Invites families to contribute in the classroom. Values family background and their role in student learning.	Engages families in conversations about student progress in positive ways, taking into account the diversity of families. Encourages families to contribute to the classroom and the school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.
TPE 8					

Element	Novice	Beginning	Emerging	Applying	Integrating
6-5 Working with colleagues to improve professional practice.	Establishes a positive working relationship with a few colleagues.	Establishes a positive working relationship with a few colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems. Attends school activities.	Expands positive working relationships with colleagues and support staff. Engages in dialogue with colleagues to plan curriculum, coordinate resources, and meet student needs. Participates in school activities.	Collaborates with colleagues to support learning for all students, contributes to school-wide activities and promotes school goals.	Engages colleagues in dialogue and reflection to support student learning and teacher growth in responsive ways. Contributes to school-wide and district-wide decision making, events and professional development.
TPE 13					

Element	Novice	Beginning	Emerging	Applying	Integrating
6-6 Balancing professional responsibilities and maintaining motivation.	Establishes a positive attitude in the classroom. Is aware of professional conduct. Is aware of professional responsibilities.	Has a positive attitude in the classroom. Demonstrates professional conduct. Develops an understanding of professional responsibilities. Has a positive attitude in the classroom.	Establish positive attitudes with students and school community. Demonstrates understanding of professional responsibilities. Seeks to balance professional and personal needs.	Maintains a positive attitude with students and school community. Demonstrates professional integrity, motivation and balances professional and personal needs.	Demonstrates integrity, motivation and commitment to students and school community. Maintains balance of professional and personal needs.
TPE 12					

COMMENTS: