

STUDENT TEACHING PROGRESSIVE LOG

How to use the *Progressive Log*:

Each cell in the *Progressive Log* represents a set of benchmarks (usually a page) in the *Framework*. Reflect on the planning and teaching that the student teacher is doing and try to determine which level of performance your student teacher displays for each category in the benchmark. Then record your assessments on the log page.

For example:

Framework

4b. Using questions and discussion techniques

Category	Level 1	Level 2	Level 3	Level 4
Quality of questions	Asks questions that do little to promote thinking or seeing possibilities.	<u>Asks a combination of low and high quality questions. Only some invite response and encourage expanded thinking.</u>	Encourages students to see, question, and interpret ideas from diverse perspectives. Asks high quality questions and allows adequate time for students to respond.	Asks uniformly high quality questions, with adequate time for students to respond. Students formulate many questions.
Reflection	Provides little or no time for reflection and ignores students' prior knowledge.	Occasionally provides time for reflection on prior knowledge and connections between new and familiar ideas.	<u>Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas.</u>	Gets students to take responsibility for reflecting on their own about what they know already that links to new ideas.

If you reflect on the quality of your student teachers' questioning, you might see a level 2 performance. Place the number 2 in the first box of the record. Continue on to the second category, "Reflection", and assess your student teachers' performance in this category. Put the level number in the next box of the record. Do this for each category.

Progressive Log

Using questions and discussion techniques

Midterm levels

2	2	3		
---	---	---	--	--

Final levels

--	--	--	--	--

Notes/Comments:

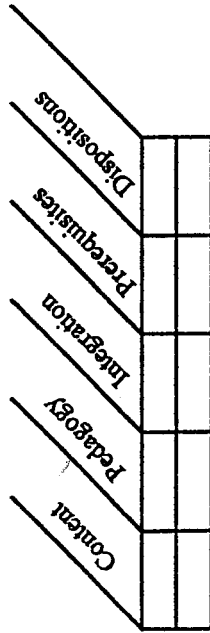
Best questioning is taking place during literature discussions.

Use the *Notes/Comments* space to write reminders about where you see successes, strengths, or weaknesses. You might make notes about constructive criticism you can offer or questions you want to discuss with the student teacher. In general, use this space to record insights and concerns that will help you to write the final narrative.

Domain 1: Curriculum Content and Planning

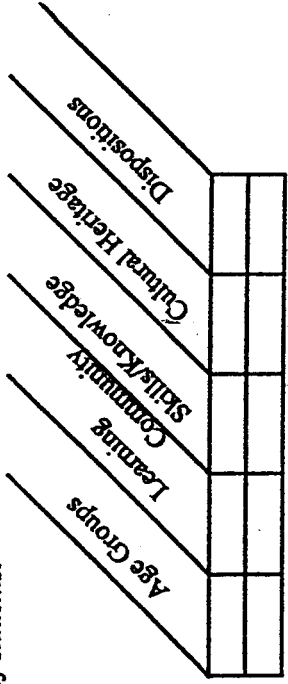
Use this page to reflect on student teacher's unit and lesson plans.
See Framework pages 1-5 for benchmark criteria.

1a. Knowledge of content and pedagogy



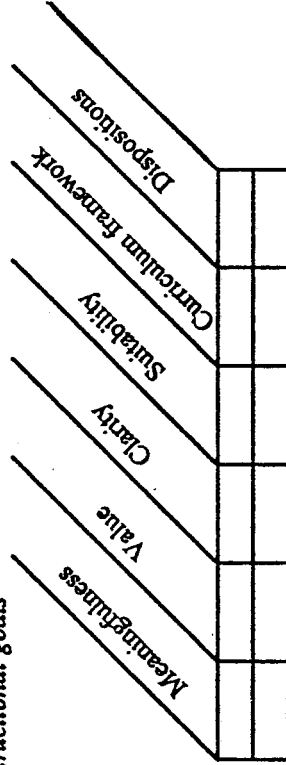
Midterm level
Final level
Notes/Comments:

1b. Knowledge of students.



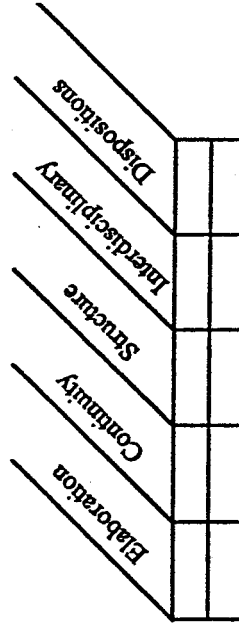
Midterm level
Final level
Notes/Comments:

1c. Selecting instructional goals



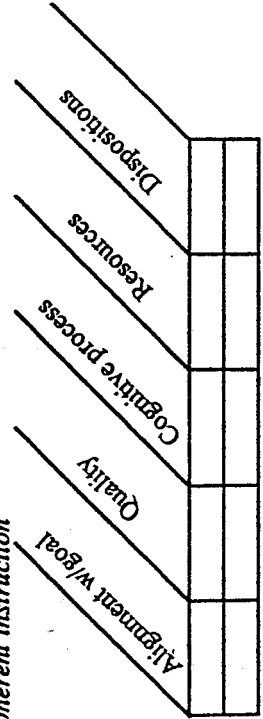
Midterm level
Final level
Notes/comments:

1d. Short-range and long-term planning



Midterm level
Final level
Notes/comments:

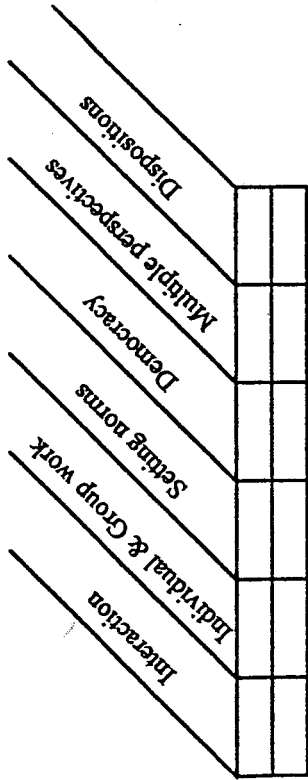
1e. Designing coherent instruction



Midterm level
Final level
Notes/Comments:

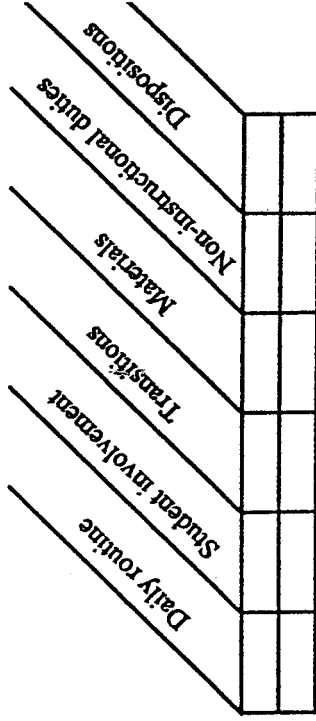
Domain 2: The Classroom Environment

2.a. Creating a learning community



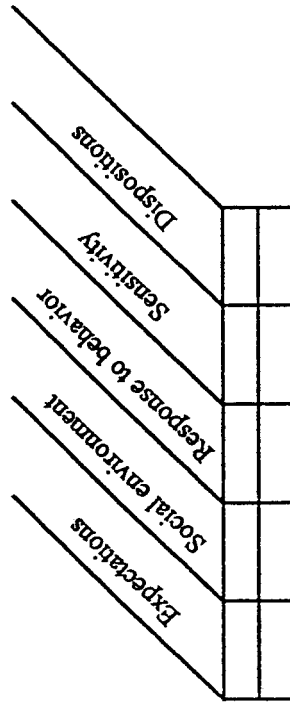
Midterm level
Final level
Notes/Comments:

2.b. Managing classroom procedures



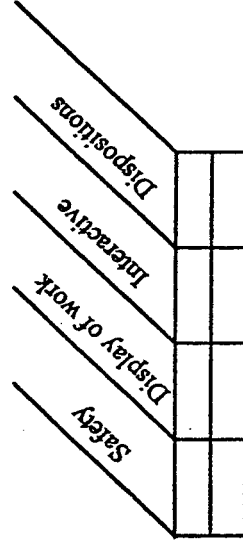
Midterm level
Final level
Notes/Comments:

2.c. Knowing individuals and motivating constructive behaviors



Midterm level
Final level
Notes/comments:

2.d. Creating the physical learning environment



Midterm level
Final level
Notes/comments:

Domain 3: Instruction/Assessment

3a. Communicating clearly and accurately

Directions				
Language				
Modeling				
Content				
Use of media				
Dispositions				

Midterm level
Final level
Notes/Comments:

3b. Using questioning and discussion techniques

Quality				
Techniques				
Monitoring comprehension				
Student reflection				
Dispositions				

Midterm level
Final level
Notes/Comments:

3c. Engaging students in learning

Equity				
Depth				
Strategies				
Resources				
Activities				
Pacing				
Disposition				

Midterm level
Final level
Notes/comments:

3d. Providing feedback to students

Self-assessment				
Performance criteria				
Variety				
Progress evaluation				
Dispositions				

Midterm level
Final level
Notes/comments:

Domain 4: Professional Responsibilities

4a. Reflecting on teaching

Accuracy					
Multiple sources					
Inquiry					
Roles					
Planning					
Dispositions					

Midterm level

Final level

Notes/comments:

4b. Growing and developing professionally

Knowledge & pedagogy					
Service to profession					
Communication w/families					
Advocacy					
Service to school					
Dispositions					

Midterm level

Final level

Notes/comments:

Developing a professional disposition

College relationships					
Respect					
Responsibility					
Initiative					
Organization					
Record keeping					
Appearance					
Dispositions					

Midterm level

Final level

Notes/comments: