



# Standards Attainment Checklist for Student Teaching

Student Teacher \_\_\_\_\_ Semester/Year \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ ISD & School \_\_\_\_\_

University Supervisor \_\_\_\_\_ Grade/Subject \_\_\_\_\_

**STUDENT TEACHERS:** Use this checklist to document your attainment of the Standards of Effective Practice. These standards may be met through journal entries (JE), Lesson Plans (LP) or performance assessment (edTPA).

The date and the code are placed in the box by the standard indicators.

*Date Met/Code*

<b>Standard 2, Student Learning.</b> A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:	
2D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;	
2E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;	
2F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and	
<b>Standard 3, Diverse Learners:</b> A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:	
3M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;	
3O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;	
3Q. develop a learning community in which individual differences are respected.	
<b>Standard 4, Instructional Strategies:</b> A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:	
4A. understand Minnesota's graduation standards and how to implement them;	
4E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;	
4G. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;	
4H. monitor and adjust strategies in response to learner feedback;	
4I. vary the instructional process to address the content and purposes of instruction and the needs of students	
<b>Standard 5, Learning Environment.</b> A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.	

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The teacher must:	
5E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;	
5H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;	
5I. establish peer relationships to promote learning;	
5K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;	
5L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;	
5M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;	
5N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;	
5O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;	
5Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and	
5R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.	
<b>Standard 6, Communication.</b> A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:	
6D. know effective verbal, nonverbal, and media communication techniques;	
6F. use effective listening techniques;	
6G. foster sensitive communication by and among all students in the class;	
6H. use effective communication strategies in conveying ideas and information and in asking questions;	
6J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and	
<b>Standard 7, Planning Instruction.</b> A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:	
7B. plan instruction using contextual considerations that bridge curriculum and student experiences;	

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7F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and	
7G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.	
<b>Standard 8, Assessment.</b> A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:	
8A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;	
8F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;	
8G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;	
8H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;	
8I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;	
8J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;	
8K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;	
8L. establish and maintain student records of work and performance; and	
8M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.	
8N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning	
<b>Standard 9, Reflection and Professional Development.</b> A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:	
9H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;	
9I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;	
9J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback	



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<b>Standard 10, Collaboration, Ethics, and Relationships.</b> A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being. The teacher must	
10F. understand data practices;	
10G. collaborate with other professionals to improve the overall learning environment for students;	
10H. collaborate in activities designed to make the entire school a productive learning environment;	
10I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;	
10J. identify and use community resources to foster student learning;	
10K. establish productive relationships with parents and guardians in support of student learning and well-being,	

Additional Comments:

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Cooperating Teacher Signature

Date