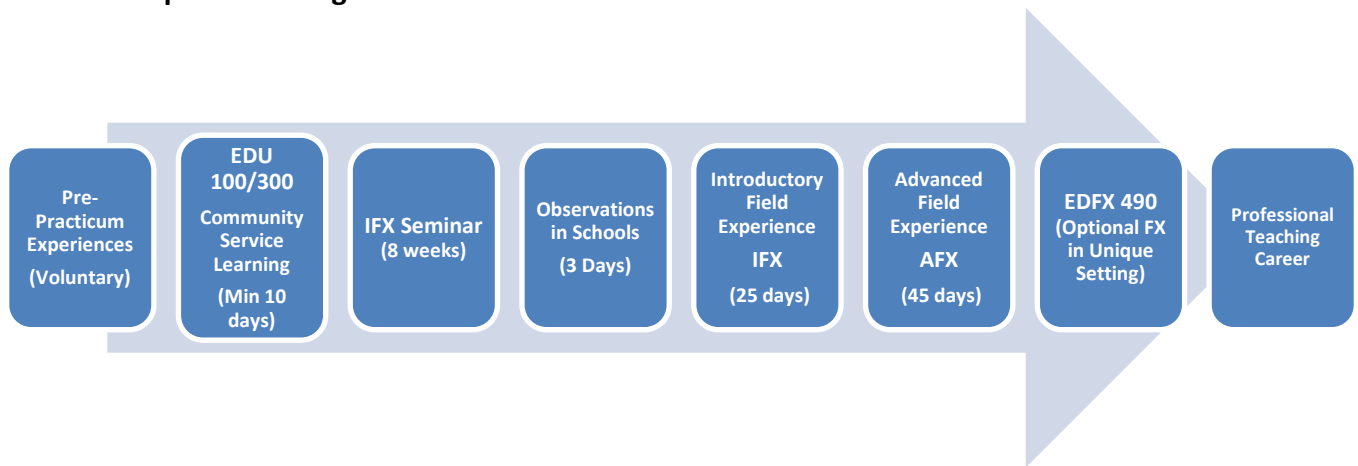




Suggested Language to Support Student Teacher Development

This resource is intended to be used by Mentor Teachers, University Facilitators, and Field Experience Associates in the guidance and mentoring of Student Teachers.

The Field Experience Progression



Philosophy of Student Teacher Development

Ongoing mentoring serves to:

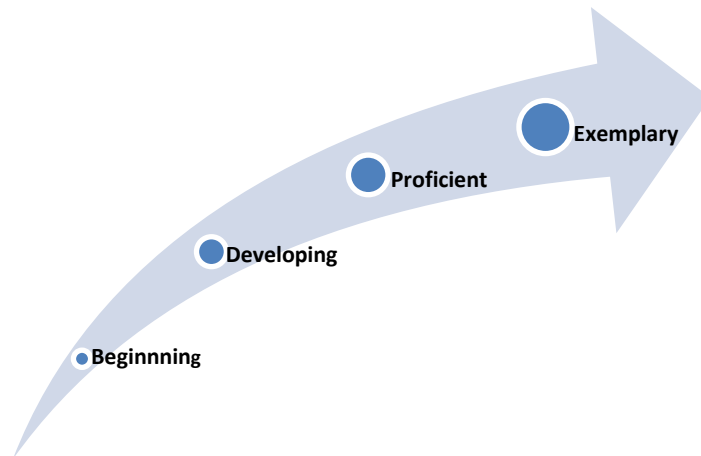
- Delineate the diversity of knowledge and skills needed to meet the varied and evolving needs of student teachers
- Support the reflective practice and ongoing learning of student teachers
- Support an ongoing process of formative assessment of a student teacher's practice based on standards/core capabilities, criteria, and evidence
- Help student teachers set goals for professional development over time
- Describe teaching practice and development throughout a teacher's career
- Support a vision of ongoing learning and teacher development

(Adapted from *New Teacher Center's Continuum of Teaching Practice*, 2013)

Our Beliefs

- Assessment of student teachers should be based on expectations for "pre-service" teachers rather than on those for practicing teachers holding a permanent certificate.
- Student teachers are on a complex journey of growth towards becoming a professional teacher. It is common for student teachers to be at different points on the continuum for different areas of their growth. This reality can be reflected in their growth plans, assessments and evaluations, as these are meant to be a snapshot of student teachers' abilities at this given point and not at a finite endpoint.

The Assessment Continuum of Growth



Some things to consider:

- A Growth Plan (IFX), Assessment (IFX), or Evaluation (AFX) might use descriptors from more than one category.
- A student who is receiving Credit for a practicum should fall primarily within the Developing, Proficient and Exemplary categories.
- Students at the Beginning level should receive intensive modeling and assistance until they achieve at least a Developing level of competence. A “Notice of Concern” could be issued to support students in this growth.

Categories

BEGINNING	DEVELOPING	PROFICIENT	EXEMPLARY
Needs improvement (Significant guidance needed)	Satisfactory	Very good	Excellent

Growth Language of Assessment

Following are some suggestions of words that might be used in student teacher growth plans, assessments or evaluations. Again, it is quite common for these to contain descriptors from different categories, depending on the area that is being assessed and the student teacher’s respective strengths or challenges within that area. These are suggestions only; you may choose to use them or not.

Possible Descriptors (Adapted from the University of Calgary)

Beginning	Developing	Proficient	Exemplary
Superficial	Lacks some detail	Substantial	Comprehensive
Little or no	Partially fulfills	Complete	In-Depth
Not well defined	Partially defined	Well defined	Deep insight regarding...
Weakly	Partially	Reasonably	Effectively
Incorrect	Generally correct	Correct	In-depth
Vague	Requires some clarification	Clear	Detailed, insightful
Lacking	Simplistic	Well-articulated	Expressively communicated
Inconsistently	Generally consistent	Consistently	Systematically
Unfocused	Includes some extraneous detail	Concise	Concise and effective
Inaccurate	Repeats or restates	Elaborates, expands on	Depth of understanding
Ineffective	Somewhat effective	Effective	Highly effective
Little relevance	Related	Relevant	Highly relevant, perceptive
Demonstrates little	Reports	Summarizes	Synthesizes
Questionable	Reasonable	Logical	Astute
Ambiguous	Related examples	Useful examples	Specific and meaningful examples
Minimal contribution	Generally sufficient contribution	Substantial contribution	Outstanding contribution
Lacks attention to detail	Requires some attention to detail	Thorough attention to detail	No detail overlooked
Basic	Good	Comprehensive	Exceptional
Minimally supported	Generally supported	Well supported	Thoroughly supported
Disagreeable	Somewhat appealing	Appealing	Captivating
Makes vague connections	Shows credible relationship	Makes connections	Demonstrates clear connections
Minimal	Predictable	Relevant	Compelling
Makes content errors	Displays basic content knowledge	Displays solid content knowledge	Seeks out new ideas and understanding
Disorganized	Generally organized	Well organized	Organized effectively
Confusing design	Clearly designed	Well designed	Elegantly designed

Suggested Wording for identifying areas requiring growth:

Attempts, developing, learning, requires

For example:

..... **attempts** to implement.....

.....is **developing** strategies that will.....

.....is **learning** to address themselves in a more proactive manner.....

.....**requires** careful examination...

Suggested Action Indicators for areas requiring growth:

Not consistently applied

Beginning to experience some success; however.....

Needs to take more responsibility for independent decision making

Needs to make a more consistent attempt to...

Continues to struggle with...

Suggested Wording for identifying strengths:

Accommodates, achieves, acquires, adjusts, advises, anticipates, attains, clarifies, collaborates, completes, continues, contributes, coordinates, demonstrates, develops, directs, documents, establishes, executes, exhibits, expands, explores, facilitates, follows-up, highlights, illustrates, manages, mastered, motivates, negotiates, obtains, organizes, outlines, performs, persuades, predicts, prevents, processes, produces, proposes, recognizes, reflects, reinforces, resolves, revises, selects, simplifies, specifies, secures, strategizes, strengthens, supervises, supports, validates, verifies

Suggested Action Indicators for identifying strengths:

Establishes a pattern of...

Demonstrates professional growth

Resolves student issues by...

Contributes to the overall success of...

Has **mastered** the skill of...

Makes insightful **reflections** that are **developed** in subsequent lessons