

**SUGGESTED INDICATORS OF STUDENT TEACHER  
PROGRESSIVE DEVELOPMENT**

**INITIAL STAGE**

**PROFESSIONALISM**

- Understands the Student Teaching Handbook
- Follows school procedures (arrival & departure)
- Meets assigned responsibilities promptly and effectively
- Shows a friendly personality, sense of humor, warm and accepting attitude
- Demonstrates initiative, tactfulness, and good judgment
- Respects diversity among students and staff
- Displays a professional appearance and attitude
- Accepts constructive criticism with a desire to improve
- Exhibits flexibility with change
- Attend professional meetings and school events

**INSTRUCTION**

- Uses appropriate/accurate verbal and written communication
- Displays a pleasing voice level, appropriate speed, and varied intonations (voice variations allow for emphasis of important points)
- Maintains eye contact and appropriate body language
- Is knowledgeable of subject matter
- Possesses enthusiasm for the content as well as the students
- Organizes: notebook, lesson plans, instructional materials (everything ready in advance)
- Demonstrates awareness of lesson components and thoroughly plans daily lessons

**MANAGEMENT**

- Knows students' names and classroom routines
- Begins moving around the room while teaching
- Is aware of basic rules and consequences for classroom management and the need to be consistent in enforcing them
- Establishes a non-threatening learning environment

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**GROWTH AND DEVELOPMENT STAGE**

**MANAGEMENT**

- Balances fairness and firmness in discipline
- Uses assertive, calm tone when necessary (telling tone vs. asking tone)
- Balances verbal and nonverbal attendance to discipline in order to bring students back in focus (signals, touches, body language, proximity, praise, clear directives)
- Follows through consistently with positive reward system and assertive discipline procedures
- Scans the room to encourage appropriate behaviors and to redirect off-task behaviors
- Uses varied and descriptive praise
- Makes students responsible for their actions (What are you doing? What are you supposed to be doing? What are you going to do about it?)
- Manages oral question/answer sessions eliminating “blurring out”
- Is aware of all students (non-volunteers, students off-task, student attention spans)
- Moves and monitors class throughout teaching time (provides opportunities for re-teaching and extension purposes, possesses global awareness of class, etc.)
- Anticipates problems and attends to them before they occur (proactive)
- Provides assistance to individual students while monitoring the rest of the class

**INSTRUCTION**

- States purpose and relates it to lesson objective(s)
- Involves all students in discussions
- Uses effective questioning techniques to check for understanding and extend students’ responses
- Uses appropriate wait time and prompting during questioning to insure student success
- Demonstrates effective modeling techniques
- Provides step-by-step directions for clear understanding of expectations
- Allows sufficient practice time to insure concept understanding
- Relates content to real life situations
- Maintains a smooth lesson pace eliminating “dead” time
- Demonstrates transitional techniques both within and between lessons
- Relates lesson to prior and future learning
- Provides for a consistent motivation and student-centered closure
- Incorporates a variety of teaching strategies and activities in lessons to address students' skills and interest levels
- Uses visual aides whenever possible
- Uses available technology appropriately and effectively

**PROFESSIONALISM**

- Begins to take more initiative in long-term planning and shows confidence in making instructional decisions
- Demonstrates effective time management for all teaching responsibilities
- Handles stress in a professional manner
- Uses reflective thinking to analyze instruction (videotaping, journal writing, etc.)

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**REFINEMENT STAGE**

**MANAGEMENT**

- By this stage, student teachers should be confident in their ability to manage most student behaviors so that refinement of instructional skills can take place.

**INSTRUCTION**

- Elicits students' ideas to develop lesson objectives
- Motivates consistently to insure students' active engagement in learning as a pleasurable experience
- Summarizes and provides adequate student-centered closures
- Develops an atmosphere of anticipation for future learning
- Demonstrates effective lesson sequencing/pacing by knowing what students can handle in allotted time period
- Integrates subject matter across several disciplines (if applicable)
- Raises and lowers students' levels of concern appropriately
- Designs assessments that are aligned with instruction and understood by the students
- Analyzes instruction and shows confidence in making adjustments
- Plans for special needs (modification, re-teach, extension)
- Takes advantage of teachable moments
- Evidences consistent higher-level questioning to produce critical thinking opportunities

**PROFESSIONALISM**

- Is aware of total teaching environment and meets responsibilities successfully
- Transfers effectively from the role of student to the role of teacher