Assessment / Self Assessment of the MN Standards of Effective Practice
Gustavus Adolphus College
Department of Education

Check time of Assessment:
_____ Admission     _____ Completion of methods courses     _____ Completion of student teaching

Student: _______________________________________________________ Date: _______________

Students completing the teacher education program at Gustavus Adolphus College must demonstrate competence with respect to the Minnesota Standards of Effective Practice. Please rate the student using the following scale:

<table>
<thead>
<tr>
<th>4 = Proficient</th>
<th>3 = Accomplished</th>
<th>2 = Developing</th>
<th>1 = Attempted</th>
<th>N/A = Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Depth And Very Insightful Understanding And Competence Related To The Standard</td>
<td>Strong Understanding And Competence Related To The Standard</td>
<td>An Adequate Understanding And Competence Related To The Standard</td>
<td>Superficial Understanding And Competence Related To The Standard</td>
<td>Not Attempted Or Unable To Attempt</td>
</tr>
</tbody>
</table>

1. Subject Matter
   ____ Selects teaching methods, activities and materials appropriate for students and the discipline.
   ____ Demonstrates subject mastery and general teaching knowledge
   ____ Understands and teaches the connections of the discipline with other disciplines and with everyday life

   Evidence:

2. Student Learning
   ____ Demonstrates familiarity with relevant aspects of students’ base knowledge and experiences
   ____ Demonstrates familiarity with how students learn and develop
   ____ Provides learning opportunities that support a student’s intellectual, social, and personal growth

   Evidence:

3. Diverse Learners
   ____ Demonstrates familiarity with students’ cultural, ethnic, and experiential backgrounds
   ____ Demonstrates familiarity with student difference in learning capabilities and approaches
   ____ Provides learning opportunities that are modified or adapted for students with diverse backgrounds and exceptionalities

   Evidence:
4. **Instructional Strategies**
   - Makes the learning goals and instructional procedures clear to students
   - Makes content comprehensive to students
   - Encourages students to extend their thinking to include critical thinking, problem solving and performance skills

*Evidence:*

5. **Learning Environment**
   - Creates a climate that promotes fairness and positive social interaction
   - Communicates behavioral expectations to students and establishes consistent standards of classroom behavior
   - attends to make the physical environment safe and conducive to learning

*Evidence:*

6. **Communication**
   - Uses knowledge of effective verbal, nonverbal and media communication techniques to foster learning
   - Assists students to communicate effectively about their learning needs and accomplishments
   - Effectively formulates and asks questions and stimulates discussion

*Evidence:*

7. **Planning Instruction**
   - Articulates clear learning goals for the lesson that are appropriate for the students and the content
   - Selects teaching methods, activities and materials appropriate for students and the content
   - Aligns goals, instruction and evaluation

*Evidence:*

8. **Assessment**
   - Demonstrates knowledge of and employs a variety of formal and informal assessment tools, including self-assessment strategies
   - Uses assessment information to adapt instruction and support student learning
   - Accurately and appropriately reports information regarding student learning

*Evidence:*

9. **Reflection and Professional Development**
   - Reflects on the extent to which the learning goals were met
   - Demonstrates professional responsibility and integrity
   - Uses research, colleagues, and professional development opportunities to become a better teacher
   
   *Evidence:

10. **Collaboration, Ethics, and Relationships**
    - Builds professional relationships with colleagues
    - Communicates with parents and guardians about student learning
    - Collaborates with colleagues, families and the community to foster a healthy and productive learning environment
    
    *Evidence:

11. **Other**
    - Uses technology to enhance student learning
    - Plans and uses instructional skills to help students meet the MN Academic Standards
    
    *Evidence:

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Signature of Assessor  
Date

School Name  
Grade/Subject

Circle position:

- Student
- Methods Teacher
- Cooperating Teacher
- Supervising Teacher