

Teaching Behaviors Goal Setting Worksheet

Think about a *typical* teaching day - not the best, nor the worst. Circle the description for each standard that best describes your typical behavior. Identify the at least two standards that you would like your supervising teacher to observe and evaluate for this session, with a brief description of your concerns.

Standard	Advanced Student Teacher Skills (4 points)	Proficient Student Teacher (3 points)	Emerging Skills (2 points)	Struggling (1 point)
1 content knowledge	Can explain complex ideas from subject area in a way that students can understand. Answers questions and demonstrates inquiry skills appropriate to the subject area when unsure of an answer.	Understands but can't explain some complex ideas. Is willing to say, "I don't know."	Explains the basics, but gets stuck easily. Is flustered by not knowing.	Asserts incorrect information. Will make up something instead of not knowing.
2 individual development	Assesses individual development and connects learning tasks with student experiences in a way that encourages students to assume responsibility for their learning.	Assesses individual development, but does not always successfully connect learning tasks with student experiences.	Attempts to assess individual development and occasionally connects learning tasks with student experiences.	Does not assess individual development or connect learning tasks with student experiences.
3 approaches to learning	Makes appropriate provisions for students who have different approaches to learning, employing assistive technology as required.	Makes provisions for students who have different approaches to learning, but does not always adapt instruction successfully.	Understands appropriate provisions for individual students who have different approaches to learning, but seldom adapts instruction.	Does not make provisions for students who have different approaches to learning.
4 teaching strategies	Uses a variety of appropriate teaching methods effectively, including technology to create learning situations that stimulate all learners.	Varies methods somewhat, relying on one method the majority of the time.	Attempts several methods but doesn't adapt to situations.	Uses only one teaching method.
5 classroom management	Establishes and enforces clear expectations of student behavior.	Establishes but enforces expectations of student behavior inconsistently.	Adds rules after problems arise.	Neglects to state expectations, doesn't enforce them.
6 communication	Uses written, verbal, and nonverbal communication appropriate to the audience, complemented by technology.	Demonstrates regular weaknesses in one of the modes of communication.	Demonstrates regular weaknesses in two of the modes of communication.	Frequent grammatical errors in written and oral communications.
7 classroom planning	Able to make realistic long- and short-term plans and translate them into actual instruction.	Plans day to day instruction well, but struggles with long-range planning.	Planning is attempted, but requires several revisions.	Plans seldom fit the time allotted and often miss targeted goals.
8 assessment	Successfully uses multiple methods and technologies of assessment to measure student development and learning.	Attempts to use performance assessment, informal assessment, and technology in addition to traditional tests.	Uses commercial and teacher-made tests and quizzes.	Uses only commercial tests.
9 reflective practice	Shows active realistic self-evaluation, constantly monitoring and assessing student needs.	Occasionally self evaluates effectively, but not a routine.	Beginning to self evaluate, but either too critical or too generous.	Seems completely oblivious to personal impact on others.
10 connections with others	Actively seeks effective communication, utilizing technology when appropriate, with colleagues, parents and outside professionals. Works to establish collegial networks.	Works with the same peers, parents, and community members without adding new partners.	Beginning to work with others when asked. Friendly with parents and community.	Shuns opportunities for working with others, avoids parents, and community members.