

Final Performance Standards Checklist
 (Rev 08/05/2004)

Student	<u>Cooperating Teacher/School</u>	
Semester	Grade	Date

These teaching outcomes are based on the MNTASC standards for preservice teachers.

A = Competency Demonstrated/Attained N = Competency Not Demonstrated/Attained
 (Please indicate the date observed)

Standard 4, Instructional Strategies	A	N
G. designs teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;		
H. uses 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;		
I. monitors and adjusts strategies in response to learner feedback.		
Standard 5, Learning Environment	A	N
C. knows how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;		
D. knows how to help people work productively and cooperatively with each other in complex social settings;		
E. understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.		
F. knows factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;		
R. organizes, prepares students for, and monitors independent and group work that allows for full, varied, and effective participation of all individuals.		
Standard 6, Communication	A	N
H. uses effective communication strategies in conveying ideas and information and in asking questions;		
Standard 7, Planning instruction	A	N
G. implements learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction;		
H. evaluates plans in relation to short-range and long-range goals, and systematically adjusts plans to meet student needs and enhance learning;		
Standard 9, Reflection & Prof. Development	A	N
E. understands the role of reflection and self-assessment on continual learning;		
H. uses 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.		

Comments: (Please continue comments on another sheet of paper.)

Cooperating Teacher Signature: _____

White - College Supervisor Yellow - Cooperating Teacher Pink - Student