



Final Performance Standards Checklist

(Rev 08/05/2004)

Student	Cooperating Teacher/School	
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 date)

Standard 1, Subject matter standards, Subp. 3, elementary education	A	N
A1. understand and apply the research base for and the best practices of kindergarten, elementary, and preprimary or middle level education		
A2. understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children through young adolescents		
A6. applies the standards of effective practice in teaching students in kindergarten through grade 6 and in either preprimary or middle level through a variety of early and ongoing clinical experiences with kindergarten or primary and intermediate students.		
Standard 3, Diverse learners	A	N
L. uses teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;		
O. uses information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;		
Standard 4, Instructional strategies	A	N
A: understand Minnesota's graduation standards and how to implement them;		
F. demonstrates flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.		
I. monitors and adjusts strategies in response to learner feedback;		
Standard 5, Learning environment	A	N
H. establishes a positive climate in the classroom and participates in maintaining a positive climate in the school as a whole;		
I. establishes peer relationships to promote learning;		
K. uses different motivational strategies that are likely to encourage continuous development of individual learner abilities;		
L. designs and manages learning communities in which students assume responsibility for themselves and one another, participates in decision making, work both collaboratively and independently, and engages in purposeful learning activities;		
M. engages students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;		
N. organizes, allocates, and manages the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;		
O. maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;		
Q. analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.		

Standard 6, Communication	A	N
G. fosters sensitive communication by and among all students in the class;		
Standard 7, Planning instruction	A	N
B. plans instruction using contextual considerations that bridge curriculum and student experiences;		
D. creates short-range and long-range plans that are linked to students' needs and performance;		
E. plans instructional programs that accommodate individual student learning styles and performance modes;		
G. implements learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;		
H. evaluates plans in relation to short-range and long-range goals, and systematically adjusts plans to meet student needs and enhance learning;		
Standard 8, Assessment	A	N
G. uses varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;		
H. uses assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;		
J. evaluates the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;		
K. monitors teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;		
L. establishes and maintains student records of work and performance;		
M. responsibly communicates student progress based on appropriate indicators to students, parents or guardians, and other colleagues.		
Standard 9, Reflection and professional development	A	N
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;		
I. uses professional literature, colleagues, and other resources to support development as both a student and a teacher.		
Standard 10, Collaboration, ethics, and relationships	A	N
G. collaborates with other professionals to improve the overall learning environment for students;		
H. collaborates in activities designed to make the entire school a productive learning environment;		
I. consults with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;		
J. identifies and uses community resources to foster student learning;		
K. establishes productive relationships with parents and guardians in support of student learning and well-being		

Comments: (Please continue comments on the back.)

Observer Signature: _____

White - College Supervisor

Yellow - Cooperating Teacher

Pink - Student