CARDINAL STRITCH UNIVERSITY
PATHWAY to Effective Teaching

FOR FIELD EXPERIENCES

The Pathway instrument helps Cooperating Teachers and Instructors and/or Field Supervisors determine the level of competence achieved by the teacher candidate according to the Danielson Framework for Effective Teaching. The levels of performance for initial certification and extended certification candidates are recorded as: Novice, Emerging, Proficient, or Advanced.

The Instructor or Field Supervisor(s) makes one or more observation visit(s). Both the Instructor/Field Supervisor and the Cooperating Teacher will provide written evaluations as well as confer with the student. Pathway evaluations become part of the student's permanent record in the College of Education and Leadership archives.

USE OF PATHWAY

The Pathway evaluation is designed as an ongoing evaluative guideline for meaningful and growth-producing discussion among supervisors, cooperating teachers and teacher candidates. The levels of performance listed here profile the developmental growth of the teacher candidate over time. We ask you to use this tool at the appropriate time in the semester course to assess the teacher candidate's increasing knowledge, skills and disposition under the Danielson Framework for Effective Teaching in alignment with the InTASC standards.

Levels of Performance: Definitions

Novice (1)	Emerging (2)	Proficient (3)	Advanced (4)
Teacher Candidate has awareness of the applicable knowledge and skills, but is ineffective in application of expected knowledge and skills.	Teacher Candidate applies expected knowledge and skills with minimal impact on student learning.	Teacher Candidate demonstrates consistent application of expected knowledge and skills with some impact on student learning.	Teacher Candidate demonstrates innovative ideas, indicating ability to apply expected knowledge and skills with great impact on student learning.

Scoring:

The Pathway evaluations in field experiences and clinical student teaching should serve as the beginning of a continuum to the Wisconsin Educator Effectiveness System utilized in P-12 school districts. Because this is a similar tool to that used for experienced In-service teachers, it is understood that Pre-service teacher candidates are unlikely to score at the Advanced level.

Instructors, Field Supervisors, and Cooperating Teachers should adhere to the following scoring recommendations:

Introduction to the Classroom	typical score will range from **Novice to Emerging**
Field Experience 1	
Field Experience 2	typical score will range from **Emerging to Proficient**
Field Experience 3	(a few components may be still at the Novice level, moving toward Emerging)

The expectation for the *Student Teaching* experience, the next step in the continuum, is a score ranging from Emerging to Proficient

- **N/A should be avoided when possible.**
- Please check only <u>one</u> box in any row of the Pathway.
- If a candidate meets the majority of the criteria in one level of a component, they should receive that score. For example, if they meet 2 criteria in "Emerging" but one in "Proficient," they should be scored "Emerging."
  - o **It is critical to leave comments to explain your score to the student to lead to their growth.**
- For more clarity on the criteria and components, see the long form.

PATHWAY to Effective Teaching

Student: _____ School:_____ Experience: Introduction to the Classroom

Cooperating Teacher: _____ Grade/Subj:_____ University Supervisor:_____

1b: Demonstrating knowledge of students (Reflection & Artifacts)	Teacher demonstrates a beginning understanding of how students learn and of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. Teacher may be hesitant to seek such understanding. Teacher demonstrates a beginning understanding of how students learn and of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. Teacher may be hesitant to seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language profic-iency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
N/A ☐	☐	☐	☐	☐
3a: Communicating with students (Observable Classroom Practice)	The instructional purpose of the lesson is not yet clear to students, and the directions and procedures may be confusing. The teacher's explanation of the content contains several errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary may not be appropriate to the student's level of understanding may be vague, or may be used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with little opportunity for students to intellectually engage. Teacher's spoken language is correct; however, his or her vocabulary is limited, or may not match the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds oppor-tunities to extend students' vocabu-laries.
N/A ☐	☐	☐	☐	☐
4a: Reflecting on Teaching	Teacher is beginning to understand how to judge the effectiveness of a lesson..	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the

N/A ☐	Teacher 's reflection on the lesson is mostly focused on what went well without making suggestions for improving the lesson. ☐	instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. ☐	achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. ☐	extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. ☐

Checklist for Basic Skills Required for Employability

1d: Demonstrating knowledge of resources (Reflection & Artifacts) N/A ☐	Teacher is not yet aware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. ☐	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. ☐	Teacher utilizes instructional resources provided by the school district and displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own know-ledge, and for students. ☐	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. ☐
3e: Demonstrating flexibility and responsiveness (Observable Classroom Practice) N/A ☐	Teacher is beginning to understand how to judge the effectiveness of an instructional plan but adheres to the plan in spite of evidence of poor student understanding or lack of interest. Teacher appears hesitant to answer student questions; when students experience difficulty, the teacher may blame the students or their home environment. ☐	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. ☐	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. ☐	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. ☐ Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
4d: Participating in a Professional Community (Observable Practice & External feedback)	Teacher builds few relationships with colleagues; relationships may be self-serving only. Teacher minimally participates in a professional culture of inquiry, resisting opportunities to become involved. Teacher is minimally	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry.

N/A ☐	involved in school events or school and district projects.	school events and school and district projects when specifically asked to do so. ☐	☐	Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. ☐
4e: Growing and Developing Professionally (Reflection & Artifacts) N/A ☐	Teacher is hesitant to engage in professional development activities to enhance knowledge or skill. Teacher may resist feedback on teaching performance from either supervisors or more experienced colleagues. Teacher is hesitant to share knowledge with others or to assume professional responsibilities. ☐	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession. ☐	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators. ☐	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. ☐
4f: Showing Professionalism (Reflection & Artifacts Observable Practice External Feedback) N/A ☐	Teacher has minimal awareness of the necessity of displaying honesty in interactions with colleagues, students, and the public. Teacher is not yet alert to students' needs and may contribute to school practices that result in some students' being ill served by the school. Teacher is at beginning stages of understanding the implications of decision-making and may make decisions and recommendations based on self-serving interests. Teacher has minimal awareness of the need to comply with school and district regulations. ☐	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. ☐	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations. ☐	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the high-est professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues. ☐