

Scenario	Rubric Indicators Addressed	How would you rate each of these fictional candidates?
1	1, 3, 4,12	A cooperating teacher reports or observes that despite three opportunities to discuss student needs with parents, Jack, who is known as particularly shy, shows reluctance to speaking to parents beyond initial greetings. He does, however, assist in managing the class website and sending out the mass text message announcements to parents. He is also very prepared for every lesson he teaches and develops and implements lesson plans that engage students in standards-based and academically challenging learning opportunities.
2	8, 9	Deb is a single mom of two small children and works part-time even though it is advised for candidates not to work during clinical practice. Each time you have observed, she has worn clothes that you would consider unprofessional or might violate the placement's dress code. She, however, acts professionally in all other regards.
3	7	Jose asks his cooperating teacher for permission to design an interactive bulletin board for the next unit of study. He takes full ownership of the bulletin board, completes it in time for the beginning of the unit, and expresses pride in his work. Other teachers in the school positively comment on the appearance and content of the bulletin board.
4	2, 9, 13	Upon arriving to observe Ashley she directed you to sit at the desk set up for her by the cooperating teacher. Once behind the desk, you could not help but notice sitting on top were stacks of graded papers as well as notes about a student's specific disability with the student's name visible. Within the lesson you observe her calling on a variety of learners, implementing instructional support for ELLs within the class, and utilizing culturally relevant pedagogy. Ashley is known for having a kind and caring attitude toward all students and often explains how much she loves teaching.

5	12, 13, 14	<p>You have observed Cheri conclude several lessons with exit tickets by providing the assessment on the interactive white board. Each exit ticket required recall as well as one problem solving or open-ended task. You asked her what happens to the results from the exit tickets. She explains that sometimes nothing happens because she glances at the responses to gauge whether or not students need a review and does not see any glaring needs. Other times though, she has returned the students' work to them with feedback and a couple of minutes to discuss with their partners and/or make improvements. And while her lesson plans are well-developed and include her assessment strategies, Cheri always submits them one to three days after they are due (even if that is after the day she is supposed to teach).</p>
6	6, 7	<p>Maria has a great rapport with students. She is always looking forward to working with the students. They love her too. She seems to know one or two sentences in the language of all her students. That makes students feel really valued and she encourages them to learn a few words or something new each week from someone else's culture.</p>
7	1, 2, 3, 4, 7, 13	<p>Antoine has more students than seats in his class. Three desks and chairs are broken and packed together at one corner in the classroom. The same appears to be true in many other classrooms. With the principal's permission, Antoine and one teacher candidate he persuaded to work with him, solicit for handymen and women at a PTA meeting and invite them to a workday at school over one weekend. The volunteers repaired 20-30 chairs, tables and desks! You visited Antoine's class early the following Monday when his students came in and were jumping for joy that everyone had a chair and desk.</p>
8	10, 12	<p>Each time you have observed Mary, you have seen that her Social Studies lessons are very lively, with all students engaged in group work, excitedly searching the internet for information and data on countries they never heard of and creating a presentation. On a world map in her class, students have used colored pins to proudly identify countries of origin of families represented in her class. Sometimes veteran teachers stop by just to observe how learning is taking place. Nevertheless, her cooperating teacher is worried that Mary rarely starts a lesson on time or ends a lesson on time. She is late a few times a week and has called in once or twice about not having a ride to school or her child being sick.</p>

9	11	<p>You stopped by one day to observe James in an 11th grade World Literature class. A student was arguing with James for speaking disrespectfully about a Central African author whose story plot he apparently did not understand or appreciate. The student had done some research on the author before class and read various comments and background information on the author. James appeared to feel embarrassed and was pulling out the forms to send the student to the principal's office when the cooperating teacher intervened. She asked the student to share his findings about the author and other students joined in a lively discussion on how political and cultural experience can flavor one's writing.</p>
10	3, 6, 9	<p>Julia played basketball in college and readily volunteered to help Ms. Wayne, the coach for the girls' Junior Varsity basketball team. Julia quickly found out that some students pretend they are staying back after school to play, but then they sneak off into the neighborhood and return just in time for the afterschool activity to end. Ms. Wayne was aware of this behavior but never said anything. Julia questioned the students on their where-about, talked to Ms. Wayne on the ethical and legal liability she was placing on the school by allowing the students leave and return to the gym as they please. In addition, she reported the issue to the assistant principal.</p>

Scenario	Rubric Indicator Addressed	My Rating	Notes/ Comments
1	1		
	3		
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	12		
2	8		
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