

Missouri State University

**Elementary Specialty Addendum**

Top of Form

**Student Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: 1 2 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School/District\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| **Trait Name** | **Trait Description** | **Ratings** |
| **High Level** | **Satisfactory** | **Needs Improvement** | **Not Observed** | **Not Applicable** |
| ELEM 1.1.0 | 1.1.0 prepares and presents thorough daily plans with emphasis on integration of the curriculum. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 1.2.0 | 1.2.0 locates and presents supplemental materials in addition to text. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 1.3.0 | 1.3.0 prepares a resource material file appropriate for student teaching. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 1.4.0 | 1.4.0 adjusts plans, lessons, and evaluations to accommodate exceptionalities, cultural diversity, and multiple intelligences. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 1.5.0 | 1.5.0 organizes classroom environment to optimize subsequent teaching. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 2.1.0 | 2.1.0 practices multiple teaching techniques. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 2.2.0 | 2.2.0 works with individuals and small groups. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 2.3.0 | 2.3.0 utilizes cooperative learning strategies. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 2.4.0 | 2.4.0 utilizes enrichment activities and materials. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 2.5.0 | 2.5.0 demonstrates ability to motivate students. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 2.6.0 | 2.6.0 reteaches concepts/skills when necessary. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 2.7.0 | 2.7.0 instills students with a sense of accomplishment and success. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 2.8.0 | 2.8.0 displays adequate skills in using teaching aids (chalkboard, dry erase board, charts, learning centers, file folder games, bulletin boards, etc.). | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 3.1.0 | 3.1.0 communicates and reinforces classroom rules and procedures (seating chart, roll, lunch count, etc.). | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 3.2.0 | 3.2.0 regulates physical aspects of the room. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 3.3.0 | 3.3.0 recognizes and redirects off-task behavior in a positive, appropriate manner. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 3.4.0 | 3.4.0 helps students develop self-management skills, work habits, behavior, and study skills. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 3.5.0 | 3.5.0 establishes clear lines of communication and interaction which are appropriate to content and grade level. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 3.6.0 | 3.6.0 maximizes time on task. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 3.7.0 | 3.7.0 manages transitional time effectively. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM 3.8.0 | 3.8.0 models appropriate behavior. | 3 | 2 | 1 |  (NO) |  (NA) |
| ELEM Influence Student Learning | The student teacher influences student learning to ensure high levels of achievement among all students. **Comment required.** | 3 | 2 | 1 |  (NO) |  (NA) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Impact on Student Learning (**Comment Required**):General Comments (optional): |  | 3 | 2 | 1 |  (NO) |  (NA) |
|  | 3 | 2 | 1 |  (NO) |  (NA) |

Bottom of Form