VARI-EPP Assessment

Term: _____

Supervisor: _____

Cooperating Teacher: _____

Student: _____

Mid-term or Summative: _____

Pedagogy Evaluation

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Planning for Instruction and Assessment

A. Focus for Learning: Standards and Objectives/Targets	Plans align to appropriate Ohio Learning **Standards** AND **Goals** are measureable AND Standards, **objectives/targets**, and learning tasks are consistently aligned with each other AND Articulates **objectives/targets** that are appropriate for learners and *attend to appropriate developmental progressions relative to age and content-area*	Plans align to appropriate Ohio Learning **Standards** *AND* **Goals** *are* measureable *AND* Standards, **objectives/targets**, and learning tasks *are consistently aligned* with each other *AND* *Articulates* **objectives/targets** that are appropriate for learners	Plans *align* to appropriate Ohio Learning **Standards** AND/OR *Some* **goals** are measureable AND/OR Standards, **objectives/targets**, and learning tasks, are *loosely or are not consistently aligned with each other* AND/OR Articulates *some* **objectives/targets** that are appropriate for learners	Plans *do not align* to the appropriate Ohio Learning **Standards** AND/OR **Goals** are *absent or not measureable* AND/OR Standards, **objectives/targets**, and learning tasks *are not aligned* with each other AND/OR *Does not* articulate **objectives/targets** that are appropriate for learners
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
B. Materials and Resources	Uses a variety of **materials and resources** that 1. Align with all objectives/targets 2. Make content relevant to learners	Uses a *variety* of **materials and resources** that 1. Align with *all* objectives/targets 2. *Make content relevant to learners*	*Uses* **materials and resources** that *align* with *some* of the objectives/targets	**Materials and resources** *do not align* with objectives/targets

	3. *Encourage individualization of learning*			
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
C. Assessment of P-12 Learning	Plans a variety of **assessments** that 1. Provide opportunities for learners of *varying abilities* to illustrate competence (whole class) 2. Align with the Ohio Learning Standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. *Promote learner growth*	Plans a *variety* of **assessments** that 1. Provide opportunities for *learners* to illustrate competence (whole class) 2. Align with the Ohio Learning Standards 3. *Are culturally relevant and draw from learners' funds of knowledge*	Planned **assessments** 1. *Provide opportunities for some learners to illustrate competence (whole class)* 2. *Align* with the Ohio Learning Standards	Planned **assessments** 1. *Are not included* OR 2. *Do not align* with the Ohio Learning Standards
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
D. Differentiated Methods	Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND **Differentiation of**	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND **Differentiation of** instruction supports learner development AND	Lessons *make an attempt to build on, but are not completely successful at* connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND **Differentiation** of instruction is minimal	Lessons *do not build* on or connect to learners' prior knowledge AND/OR Explanations given are *illogical or inaccurate* as to how the content connects to previous and future learning AND/OR **Differentiation** of instruction is absent

instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners	Organizes instruction to ensure content is comprehensible and relevant for learners	AND *Organizes instruction to ensure content is comprehensible for learners*	
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				

Instructional Delivery

E. Learning Target and Directions	Articulates accurate and *coherent* **learning targets** AND Articulates accurate **directions/**explanations *throughout the lesson* AND Sequences learning experiences appropriately	Articulates an *accurate* **learning target** AND Articulates *accurate* **directions/**explanations AND *Sequences learning experiences appropriately*	*Articulates an inaccurate* **learning target** *AND/OR* *Articulates inaccurate* **directions**/explanations	*Does not articulate* the **learning target** OR *Does not articulate* **directions/**explanations
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
F. Critical Thinking	*Engages learners* in **critical thinking** *in local and/or global contexts* that 1. Fosters problem solving 2. Encourages conceptual connections 3. *Challenges assumptions*	*Engages learners* in **critical thinking** that 1. Fosters problem solving 2. Encourages conceptual connections	*Introduces AND/OR* models **critical thinking** that 1. Fosters problem solving 2. Encourages conceptual connections	*Does not introduce AND/OR model* **critical thinking** that 1. Fosters problem solving 2. Encourages conceptual connections
Cooperating	Exceeds	Meets Expectations	Emerging (1 pt)	Does Not Meet

	Expectations (3 pts)	(2 pts)		Expectations (0 pts)
Teacher Score:	Expectations (3 pts)	(2 pts)		Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	**Checks for understanding** (whole class/group *AND individual learners*) during lessons using **formative assessment** AND Differentiates through *planned and responsive* **adjustments** (whole class/group and *individual learners*)	**Checks for understanding** (whole class/group) during lessons **using formative assessment** AND Differentiates through **adjustments** to instruction (whole class/group)	*Inconsistently* **checks for understanding** during lessons using **formative assessment** *AND* Adjusts instruction accordingly, but **adjustments** *may cause additional confusion*	*Does not* **check for understanding** during lessons using **formative assessment** OR *Does not make any* **adjustments** based on learners' responses
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
H. Digital Tools and Resources	Discusses AND uses *a variety of* developmentally appropriate **technologies (digital tools and resources)** that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. *Extend learners' understanding of concepts*	Discusses AND *uses* developmentally appropriate **technologies (digital tools and resources)** that 1. Are relevant to learning objectives/ targets of the lesson 2. *Engage learners in the demonstration of knowledge or skills*	*Discusses developmentally appropriate* **technologies (digital tools and resources)** *relevant to learning objectives/ targets of the lesson* AND **Technology** is *not available*	One of the following: A. *Does not use* **technologies (digital tools and resources)** AND **Technology** *is available* in the setting OR B. Use of **technologies** is *not relevant* to the learning objectives/ targets of the lesson OR C. *Does not discuss* **technologies** AND Technology *is not available* in the setting
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				

I. Safe and Respectful Learning Environment	*Actively involves learners to create and* manage a **safe and respectful learning environment** through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	*Manages* a **safe and respectful learning environment** through the use of routines and transitions *AND* *Establishes and promotes* constructive relationships to *equitably* engage learners *AND* *Uses research-based* strategies to maintain learners' attention (individual and whole group)	*Attempts to manage a* **safe learning environment** *through the use of routines and transitions* *AND/OR* *Attempts to establish* constructive relationships to engage learners *AND/OR* *Attempts to use* constructive strategies to maintain learners' attention (individual and whole group)	*Does not manage* a **safe learning environment** OR *Does not establish* constructive relationships to engage learners OR *Does not use* constructive strategies to maintain learners' attention (individual and whole group)
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				

Assessment

J. Data-Guided Instruction	Uses **data**-informed decisions *(trends and patterns) to set short and long term goals for future* instruction and assessment AND Uses contemporary tools for learner **data** record-keeping *and analysis*	Uses ***data**-informed decisions* to design instruction and assessment *AND* *Uses contemporary tools for learner **data** record-keeping*	*Uses minimal* **data** to design instruction and assessment	*Does not use* **data** to design instruction and assessment
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
K. Feedback to Learners	Provides **feedback** that	Provides **feedback** that	*Provides minimal* **feedback** that	*Does not provide* **feedback**

	1. Enables learners to recognize strengths *AND* areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized AND Provides timely **feedback**, *guiding learners on how to use feedback to monitor their own progress*	1. Enables learners to recognize strengths OR areas for improvement 2. Is *comprehensible* 3. Is *descriptive* *AND* Provides *timely* **feedback**	1. *Enables* learners to recognize strengths OR areas for improvement OR **Feedback** is provided in a *somewhat* timely fashion	OR **Feedback** *does not enable* learners to recognize strengths OR areas for improvement OR **Feedback** is *not provided* in a timely fashion
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
L. Assessment Techniques	Evaluates and supports learning through **assessment techniques** that are 1. Developmentally appropriate 2. Formative AND summative 3. *Diagnostic* 4. *Varied*	*Evaluates and supports learning through* **assessment techniques** that are 1. Developmentally appropriate 2. Formative *AND summative*	**Assessment techniques** are 1. Developmentally *appropriate* 2. *Formative OR summative*	**Assessment techniques** are 1. Developmentally *inappropriate* OR *Not used*
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				

Analysis of Teaching

M. Connections to Research and Theory	Discusses, provides evidence of, *and justifies* connections to educational **research and/or theory** AND *Uses research and/or theory to explain their P-12 learners' progress*	*Discusses and provides evidence of* connections to educational **research and/or theory**	*Mentions* connections to educational **research and/or theory**	*No connections OR inaccurate connections* to educational **research and/or theory**

Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				

Professional Dispositions Evaluation

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Professional Commitment and Behaviors

A. Participates in Professional Development (PD)	Participates in at least one **professional development** opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND *Reflects on own professional practice with evidence of application of the knowledge acquired from* **PD** *during student teaching*	Participates in at least one **professional development** opportunity (e.g. workshop, seminar, attending a professional conference) *AND* *Provides evidence of an increased understanding of the teaching profession as a result of the PD*	*Participates* in *at least one* **professional development** opportunity (e.g. workshop, seminar, attending a professional conference)	*Does not participate* in any **professional development** opportunity (e.g. workshop, seminar, attending a professional conference)
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
B. Demonstrates Effective Communication with Parents or Legal Guardians	Provides evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends	Provides evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends	*Provides* evidence of **communication with parents or legal guardians** in accordance with district policies (e.g., letter of introduction, attends	*Does not provide* evidence of **communication with parents or legal guardians**

	parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to **parents or legal guardians** to promote understanding and academic progress *AND* *Interacts with **parents or legal guardians** in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)*	parent-teacher conferences, communication via email or online) *AND* *Provides information about P-12 learning to **parents or legal guardians** to promote understanding and academic progress*	parent-teacher conferences, communication via email or online)	
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
C. Demonstrates Punctuality	Reports on time *or early* for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	*Reports on time* for daily student teaching *AND* Additional teacher engagements (e.g., IEPs, teacher committees)	*Inconsistently reports* on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	*Does not report* on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
D. Meets Deadlines and Obligations	Meets **deadlines and obligations** established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher,	*Meets* **deadlines and obligations** established by the cooperating teacher and/or supervisor AND Informs *all* stakeholders (cooperating teacher,	*Most of the time meets* **deadlines and obligations** established by the cooperating teacher and/or supervisor *AND* *Informs some*	*Frequently misses* **deadlines or obligations** established by the cooperating teacher and/or supervisor AND/OR *Does not inform* stakeholders (cooperating

supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes *without reminders*	supervisor, and/or faculty members) of absences prior to the absence AND Provides *clear and complete* directions and lessons for substitutes	stakeholders (cooperating teacher, supervisor, and/or faculty members) *of absences prior to the absence* *AND* *Provides incomplete* directions and lessons for substitutes	teacher, supervisor, and/or faculty members) *of absences prior to the absence* AND/OR *Does not provide* directions and lessons for substitutes

Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				

E. Preparation	**Prepared** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND *Prepared for the unexpected and flexible*	**Prepared** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) *AND* Materials are easily accessible *AND* organized	*Not consistently* **prepared** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) *AND/OR* Materials are easily accessible *OR* organized	*Not* **prepared** to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are *not* organized *NOR* easily accessible
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				

Professional Relationships

F. Collaboration	Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND *Works with* and learns from colleagues in	Demonstrates **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) *AND* *Attempts to work with and learn from colleagues in*	*Demonstrates* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	*Does not demonstrate* **collaborative** relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)

	planning and implementing instruction *to meet diverse needs of learners*	*planning and implementing instruction*		
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				
G. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Recognizes and articulates specific areas in need of **advocacy,** including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)) *AND* *Takes action(s) based upon identified needs, while following district protocols*	Recognizes and *articulates specific* areas in need of **advocacy,** including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)	*Recognizes* areas in need of **advocacy,** *but cannot articulate* the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)	*Does not recognize* areas in need of **advocacy,** including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the **teaching profession** (e.g. technology integration, research-based practices)
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				

Critical Thinking and Reflective Practice

H. Responds Positively to Feedback and Constructive Criticism	Is receptive to **feedback, constructive criticism,** supervision, and responds professionally	Is receptive to **feedback, constructive criticism,** supervision, and *responds professionally*	*Is* receptive to **feedback, constructive criticism,** and supervision AND/OR	*Is not* receptive to **feedback, constructive criticism,** and supervision AND/OR

	AND Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) to improve practice AND *Proactively seeks opportunities for* **feedback** *from other professionals*	AND Incorporates **feedback** (e.g., from cooperating teacher, university supervisor) *to improve practice*	*Incorporates* **feedback** *inconsistently*	*Does not incorporate* **feedback**
Cooperating Teacher Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Supervisor Score:	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)
Evidence:				

What went well? Areas of strength?	
Possible oppertunities for growth	

Comments	Cooperating Teacher Comments	Supervisor Comments