

# PERFORMANCE ASSESSMENT TOOL for TEACHER CANDIDATES TEACHING SEXUALITY EDUCATION

For use with Middle School and High School Levels<sup>1</sup>

## **BACKGROUND: *National Teacher Preparation Standards for Sexuality Education***

The goal of the Future of Sex Education (FoSE) Initiative is to provide every young person in public school with high quality, comprehensive sexuality education that is developmentally-, culturally- and age-appropriate. As part of this ongoing Initiative, the *National Teacher Preparation Standards for Sexuality Education* were created to provide guidance to professional preparation programs within institutions of higher education that train health and physical education teachers. Programs that apply these *Standards* should be able to better prepare teachers to deliver sexuality education in middle and high schools, and to help meet the FoSE goal.

Seven standards comprise the *National Teacher Preparation Standards for Sexuality Education*.

### **Standard 1: Professional Disposition**

Teacher Candidates demonstrate comfort with, commitment to and self-efficacy in teaching sexuality education.

### **Standard 2: Diversity and Equity**

Teacher Candidates show respect for individual, family and cultural characteristics and experiences that may influence student learning about sexuality.

### **Standard 3: Content Knowledge**

Teacher Candidates have accurate and current knowledge of the biological, emotional, social and legal aspects of human sexuality.

### **Standard 4: Legal and Professional Ethics**

Teacher Candidates make decisions based on applicable federal, state and local laws, regulations and policies, as well as professional ethics.

### **Standard 5: Planning**

Teacher Candidates plan age- and developmentally-appropriate sexuality education that is aligned with standards, policies and laws and reflects the diversity of the community.

### **Standard 6: Implementation**

Teacher Candidates use a variety of effective strategies to teach sexuality education.

### **Standard 7: Assessment**

Teacher Candidates implement effective strategies to assess student knowledge, attitudes and skills in order to improve sexuality education instruction.

When applying the standards and indicators to the performance evaluation of teacher candidates in sexuality education, University/College Supervisors, Cooperating Teachers and Teacher Candidates should review, the *National Teacher Preparation Standards for Sexuality Education*. With each *Standard* is a brief rationale, set of indicators and examples of classroom examples specific to sexuality education instruction.

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<sup>1</sup> Secondary schools may provide education to children from ages 12 to 18 in grades nine through 12, including middle school, junior high school and high school.

# PERFORMANCE ASSESSMENT TOOL FOR TEACHER CANDIDATES TEACHING SEXUALITY EDUCATION

## INTRODUCTION

The *Performance Assessment Tool for Teacher Candidates Teaching Sexuality Education* was developed to assist College/University Supervisors, Cooperating Teachers<sup>2</sup> and Teacher Candidates in the formative and summative evaluation of the Candidates' proficiency in planning, implementing and assessing sexuality education instruction in the secondary school levels. The tool is comprised of two forms: (1) the *Teacher Candidate Performance Evaluation Form for Teaching Sexuality Education* (pgs. 1 – 8), and (2) the *Cumulative Mid-Term and Final Ratings: Teacher Candidate Performance Evaluation Form for Teaching Sexuality Education* (pgs. 9 – 10). The forms are intended for use with the evaluation of Teacher Candidates in student teaching, internship, practicum and clinical experiences. The forms provide comprehensive coverage of the seven categories of teaching ability aligned with the *National Teacher Preparation Standards for Sexuality Education*. The evaluation forms have been designed to: (1) complement the process of reflective conferencing by assisting College/University Supervisors, Cooperating Teachers and Teacher Candidates in specifying areas of teaching strengths and proficiencies, and those needing continued development or improvement in sexuality education, and (2) provide useful information to College/University Supervisors and Cooperating Teachers in preparing their final written evaluations of Teacher Candidates in their application of the *National Teacher Preparation Standards for Sexuality Education*.

The forms are intended for use at mid-term and final evaluation by the (1) College/University Supervisor, (2) the Cooperating Teacher at the school or the Clinical Experience Teacher, and (3) the Teacher Candidate, as a personal appraisal of teaching sexuality education. The cumulative rating form is to be used by the College/University Supervisor to summarize the ratings and feedback from each of the completed evaluation forms, at mid-term and at the conclusion of the student teaching experience.

The forms are expected to be used in conjunction with and in addition to other assessments and observations of teacher candidate candidates throughout the teacher professional preparation program in health education that apply criteria to measure candidates' proficiencies aligned with institutional, state, and national standards (e.g., the standards of InTASC<sup>3</sup>, NBPTS<sup>4</sup>, and CAEP<sup>5</sup>). Sources of information for the completion of this evaluation may include: observations of the Teacher Candidate with feedback from the Cooperating Teacher and/or the University/College Supervisor, conferencing with the Cooperating Teacher and/or Candidate University/College Supervisor and the Teacher Candidate, seminar discussions, and portfolio development.

These evaluation forms are not to be completed in one observation, but collected over multiple observations over time (i.e., mid-semester, final; middle school and high school) as the teacher candidate assumes more instructional responsibilities, implements lessons, and is observed and assessed during planning periods. Some indicators may not be observed, even over multiple observations. However, the observations and evaluations may be used as a point of reference to determine teacher candidate's growth as a new teacher.

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<sup>2</sup> The term "Cooperating Teacher" is used as a synonym for the "Clinical Experience Teacher."

<sup>3</sup> InTASC — The Interstate Teacher Assessment and Support Consortium. Retrieved from:

[http://www.ccsso.org/Resources/Programs/Interstate\\_Teacher\\_Assessment\\_Consortium\\_\(InTASC\).html#sthash.tjC9VfL9.dpuf](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html#sthash.tjC9VfL9.dpuf)

<sup>4</sup> NBPTS — National Board for Professional Teaching Standards. Retrieved from <http://www.nbpts.org/>

<sup>5</sup> CAEP — Council for the Accreditation of Educator Preparation. For the de facto description of the consolidation of NCATE and TEAC into CAEP. Retrieved from <http://caepnet.org>.

## PERFORMANCE ASSESSMENT TOOL FOR TEACHER CANDIDATES TEACHING SEXUALITY EDUCATION

### Procedures for use by the College/University Supervisor

1. Distribute one copy of the *Teacher Candidate Performance Evaluation Form for Teaching Sexuality Education* to each evaluator, College/University Supervisor, Cooperating Teacher and Student. Ask the evaluators to complete Section 1 of the form: Write the name of the Teacher Candidate being evaluated and date, and circle the “evaluator” completing the form: College/University Supervisor (C/US), Cooperating Teacher (CT) or Teacher Candidate (TC); fill in the name of the C/US and CT, and the name of the school, the class, and the grade level being taught.
2. For each indicator within each Standard, the evaluator is to determine the level of proficiency (expertise, mastery, skill) of the Teacher Candidate using the corresponding Scoring Rubric for all Standards (pg. 1).
  - Place a check in the corresponding box that matches the assessment of the teacher candidate’s performance for that indicator – Not Proficient = 0–1; Developing Proficiency = 2–3; Proficient = 4–5, or N/A (Not applicable; not observed; no evidence). Note that some indicators may not be observed in a classroom or clinical experience setting. For such an indicator, check the category “N/A” to acknowledge the unobserved indicator, knowledge, skill, demeanor or behavior. Do not apply a zero in place of a N/A rating unless appropriate, when summing the columns. For some standards, even over multiple observations it may be difficult to observe all of the content knowledge (i.e., Standard 3).
3. Use the Comments column to provide constructive remarks and feedback, observations and notes related to each indicator, as well as comments related to a rating of not proficient or developing proficiency (needs improvement) and for a N/A rating. Write overall comments for the Teacher Candidate’s growth as a teacher.
4. Sum the findings of all indicators to make a determination of the Teacher Candidate’s level of proficiency for each Standard.
5. At the mid-term and the final evaluation, the College/University Supervisor should conference individually with each of the other two evaluators, the Cooperating Teacher and the Teacher Candidate, to compare and contrast ratings, comments and discuss overall evaluation of the Teacher Candidate’s proficiency for sexuality education instruction for each Standard.
6. At the mid-term and at the final evaluation, the College/University Supervisor should enter the ratings of all evaluators (C/US, CT and TC) on the *Cumulative Mid-Term and Final Ratings: Teacher Candidate Performance Evaluation Form for Teaching Sexuality Education* (pgs. 9 – 10).

## Teacher Candidate Performance Evaluation Form for Teaching Sexuality Education

Fill in the information requested in the spaces provided.

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator (circle):      College/University Supervisor      Cooperating Teacher      Teacher Candidate

College/University Supervisor: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_ Grade level: \_\_\_\_\_

**Guidance for completion of Form:** *Examine* all sources of evidence provided by the teacher candidate (e.g., Lesson or Unit Plans, resources, materials, technology, assessment tools, Teacher Candidate Interviews, Classroom Observations, resource documents, etc.). For each Standard, *read* the **Target** description of the teacher candidate’s performance in sexuality education in preparation for rating the teacher candidate.

For each Standard, *assign* a rating of the teacher candidate’s performance proficiency for each indicator using the **Scoring Rubric** (Not Proficient [NP] 0–1, Developing Proficiency [DP] 2–3, Proficient [P] 4–5, or N/A\*); *write* comments for each indicator; *sum* the ratings to assign an overall evaluation score on performance on the Standard; and *write* overall comments for the teacher candidate’s proficiency and growth toward mastery of the Standard. When summing the Overall evaluation score for each standard, only sum those scores of the indicators that are not marked N/A.

**Additional guidance for the Teacher Candidate:** For each of the seven Standards, consider your preparation for teaching the sexuality education lessons, including knowledge and skill preparation, implementation and assessment. Then, check the corresponding score for each indicator (as appropriate). Think about how well you implemented each indicator, and in the Comments section, identify how you may improve. In preparation for the implementation of the same lessons in the future, consider what you might do differently to accommodate the needs of your students. Think about the lesson objectives and what new materials, teaching strategies and forms of assessment you may use to improve student learning. Identify your strengths in each area and note the areas that require your attention for improvement. Use the Comments section to reflect on these areas and set appropriate goals. Sign the form and obtain the signature of the Evaluator.

### SCORING RUBRIC (Apply this Scoring Rubric for all Standards)

0–1	<b>Not Proficient</b>	The teacher candidate <i>rarely or never</i> and/or <i>inappropriately or superficially</i> demonstrates this indicator of performance; and/or the performance for this indicator is <i>unsatisfactory and not acceptable</i> ; and/or the teacher candidate is underperforming and has not significantly improved following a rating of Not Proficient or Needs Improvement.
2–3	<b>Developing Proficiency</b>	The teacher candidate <i>sometimes-to-usually</i> and <i>adequately</i> demonstrates the indicator of performance. The teacher candidate’s performance on this indicator needs improvement. Improvement is necessary and expected.
4–5	<b>Proficient</b>	The teacher candidate <i>consistently</i> and <i>thoroughly</i> demonstrates the indicator of performance; the teacher candidate’s performance fully meets the performance of the indicator.
*N/A	N/A	The indicator is not applicable, was not observed, or there was no evidence of the indicator; note In the Comments section for the related indicator.

## Target – Standard 1: Professional Disposition.

Demonstrates (verbally and non-verbally) a consistent pattern of positive attitudes, beliefs and behaviors that value sexuality education and the importance for young people to have access to the information and skills needed to make healthy decisions, by communicating an enthusiasm and modeling self-efficacy for teaching sexuality education appropriate for the developmental level of the students; demonstrates professional behaviors and responsibilities as a teacher (including dialogue with C/US and/or CT to identify areas and set goals for professional development), and demonstrates a consistent commitment to supporting the sexual development of students.

### I. Professional Disposition

The teacher candidate demonstrates comfort with, commitment to and self-efficacy in teaching sexuality education.					
The teacher candidate:	NP 0-1	DP 2-3	P 4-5	N/A	Comments
1.1 Demonstrates the ability to teach in ways that communicate that sexual development is an inherent part of child and adolescent development.					
1.2 Describes the importance of sexuality education as an integral part of K-12 health education.					
1.3 Demonstrates awareness of personal values, beliefs, biases and experiences related to sexuality education.					
1.4 Demonstrates how personal values, beliefs, biases and experiences can influence the way sexuality education is taught.					
1.5 Models self-efficacy to teach sexuality education in age- and developmentally-appropriate ways.					
1.6 Selects personal continuing professional development needs relating to school-based sexuality education.					
<b>Overall score for Standard 1. Professional Disposition</b>					
<b>Overall comments or observations:</b>					

## Target – Standard 2: Diversity and Equity.

Target – Standard 2: Diversity and Equity.

Establishes and maintains an equitable environment for learning about sexuality education, in which students feel safe, valued, and respected, by setting clear expectations for student behavior; incorporates and adapts sexuality education knowledge, skills, materials and assessment that acknowledges and shows consistent respect for student diversity; responds to and interacts with students about sexuality in a manner that demonstrates acceptance and is developmentally appropriate for the student.

### II. Diversity and Equity

The teacher candidate shows respect for individual, family and cultural characteristics and experiences that may influence student learning about sexuality.					
The teacher candidate:	NP 0-1	DP 2-3	P 4-5	N/A	Comments
2.1 Demonstrates the ability to create a safe and inclusive classroom environment for all students.					
2.2 Describes how students’ diverse backgrounds and experiences may affect students’ personal beliefs, values and knowledge about sexuality.					
2.3. a. Demonstrates the ability to select or adapt sexuality education materials that both reflect the range of characteristics of the students and community, and					
2.3.b. Respects the visible and invisible diversities that exist in every classroom.					
<b>Overall evaluation score for Standard 2. Diversity and Equity</b>					
<b>Overall comments or observations:</b>					

### Target – Standard 3: Content Knowledge.

Applies a strong depth and breadth of sexuality content knowledge; demonstrates sufficient and current knowledge of sexual development and the biological, emotional, and social aspects of sexuality, relevant health behavior theories, and reliable sources of sexual health information; applies knowledge of relevant federal and state laws specific to sexuality and youth; and demonstrates knowledge of sexual health resources available to students in their community.

#### III. Content Knowledge

The teacher candidate has accurate knowledge of the biological, emotional and social aspects of human sexuality and the laws relating to sexuality and youth.					
The teacher candidate:	NP 0	DP 1-2	P 3-4	N/A	Comments
<b>3.1</b> Describes accurate and current content, as reflected in the National Sexuality Education Standards, in the following topic areas:					
a. anatomy and physiology;					
b. puberty and adolescent development;					
c. sexual orientation and gender identity and expression;					
d. pregnancy and reproduction;					
e. sexually transmitted diseases and HIV;					
f. healthy relationships; and					
g. personal safety.					
<b>3.2</b> Explains the stages of child and adolescent sexual development including cognitive, physical and emotional changes.					
<b>3.3</b> Describes at least three health behavior theories relevant to sexual health promotion.					
<b>3.4</b> Describes current federal and state laws relating to sexuality that have an impact on youth.					
<b>3.5</b> Demonstrates the ability to identify accurate and reliable sources of information to remain current and relevant on sexuality-related content knowledge.					
<b>3.6</b> Demonstrates the ability to identify valid and reliable sexual health information, health products and community services relevant to students.					
<b>Overall score for Standard 3. Content Knowledge</b>					
<b>Overall comments or observations:</b>					

### Target – Standard 4: Legal and Professional Ethics.

Conducts oneself professionally in regard to student teaching responsibilities (e.g., following school district policies and procedures) and professional obligations relating to teaching sexuality education and student sexual health; adheres to state, federal and school district policies pertaining to reporting of student disclosures (e.g., sexual activity, sexual orientation, gender identify, pregnancy or STD/HIV status, sexual abuse, incest, dating violence) and confidentiality; and applies knowledge of professional and ethical principles of conduct within and outside of the classroom.

#### IV. Legal and Professional Ethics

The teacher candidate makes decisions based on applicable federal, state and local laws, regulations and policies as well as professional ethics.					
The teacher candidate:	NP 0-1	DP 2-3	P 4-5	N/A	Comments
4.1 Explains how to locate relevant state and school district reporting laws and procedures relating to student disclosure regarding sexual abuse, incest, dating violence, and other associated sexual health issues.					
4.2 Explains the policies and ethics associated with student confidentiality relating to sexuality and sexual health issues.					
4.3 Describes when and from whom to seek guidance on sexuality-related ethical/legal matters when there is no policy or the policy is unclear.					
4.4 Differentiates between professional and unprofessional conduct with students, both in and outside of the classroom and school.					
<b>Overall evaluation score for Standard 4. Legal and Professional Ethics</b>					
<b>Overall comments or observations:</b>					



## Target – Standard 5: Planning.

Designs sexuality education instruction that applies state and local policies, district, state and national standards (including the *National Sexuality Education Standards*<sup>6</sup>) and state and/or school district-approved or -adopted sexuality education materials; writes objectives that identify specific and measurable knowledge and skill outcomes for sexuality education, with related learning experiences, materials and resources and assessment; plans learning experiences that engage all students, provide sufficient time for student to practice health skills (e.g., analyzing influences, interpersonal communication and decision-making), apply cognitive, affective and behavioral domains integral to effective sexuality education, and build on students’ prior learning in sexuality education; provides regular opportunities for students to collaborate, synthesize, think critically, problem solve, access valid and reliable sources of sexual health information, and use available technology related to sexuality education; and, uses both health behavior theory and practice in helping students understand issues related to sexual health and development.

### V. Planning

The teacher candidate plans age- and developmentally-appropriate sexuality education that is aligned with standards, policies and laws and reflects the diversity of the community.					
The teacher candidate:	NP 0-1	DP 2-3	P 4-5	N/A	Comments
5.1 Applies learning and behavioral theories to sexuality education lesson planning.					
5.2 Applies state and/or district laws, policies and standards to select and adapt curriculum content that is appropriate and permissible for a district.					
5.3 Identifies appropriate resources and policies to guide instructional planning.					
5.4 Plans effective strategies to teach sexuality education in the cognitive, affective and behavioral learning domains.					
5.5 Plans age- and developmentally-appropriate sexuality education instruction.					
<b>Overall evaluation score for Standard 5. Planning</b>					
<b>Overall comments or observations:</b>					

<sup>6</sup> Future of Sex Education Initiative. (2012). *National Sexuality Education Standards: Core Content and Skills, K-12* [a special publication of the *Journal of School Health*]. Retrieved from <http://www.futureofsexeducation.org/documents/josh-fose-standards-web.pdf>

## Target – Standard 6: Implementation.

Establishes and applies clear classroom ground rules and expectations specific to sexuality education; creates a climate that is responsive to and respectful of the diverse learning needs, interests, backgrounds and abilities of students; allows students opportunities to openly discuss sexuality, and is prepared for a range of student reactions related to learning about sexuality; encourages open, honest and respectful communication about sexuality in the classroom and facilitates discussions that engage learners appropriately; continuously uses a wide range of carefully designed learning experiences that encourage students to apply their knowledge of sexual health and demonstrate health skills in varying levels of complexity; applies a balance of teacher-directed and student centered activities, and engages students in critical thinking and exploration of relevant and realistic situations related to sexual health-related concepts and skills.

### VI. Implementation

The teacher candidate uses a variety of effective strategies to teach sexuality education.					
The teacher candidate:	NP 0-1	DP 2-3	P 4-5	N/A	Comments
6.1 Demonstrates strategies for creating a safe, respectful learning environment that fosters open discussion about a wide range of sexuality-related topics.					
6.2 Demonstrates effective classroom management skills specific to sexuality education.					
6.3 Conveys accurate and developmentally-appropriate information about sexuality.					
6.4 Engages learners using realistic and relevant situations relating to sexuality education.					
<b>Overall evaluation score for Standard 6. Implementation</b>					
<b>Overall comments or observations:</b>					



## **Cumulative Mid-Term and Final Ratings: Teacher Candidate Performance Evaluation Form for Teaching Sexuality Education**

This form is to be completed by the College/University Supervisor, and used as a cumulative record of ratings of the *Teacher Candidate Performance Evaluation Form for Teaching Sexuality Education* mid-term and final evaluations, completed by the College/University Supervisor (C/US), Classroom Teacher (CT) and Teacher Candidate (TC). Enter the ratings from the completed *Performance Evaluation Forms* (Not Proficient [NP] 0–1, Developing Proficiency [DP] 2–3, Proficient [P] 4–5, or N/A). Summarize comments for each Standard and for Overall Comments at Mid-term and Final. Attach all forms completed by all evaluators. Sign and obtain signatures of the Classroom Teacher and Teacher Candidate for both evaluations.

**Teacher Candidate:** \_\_\_\_\_

<b>Teacher Candidate Proficiency</b>	<b>Evaluation Ratings</b>					
	<b>Mid-Term</b>			<b>Final</b>		
	<b>C/US</b>	<b>CT</b>	<b>TC</b>	<b>C/US</b>	<b>CT</b>	<b>TC</b>
<b>1.1</b> Demonstrates the ability to teach in ways that communicate that sexual development is an inherent part of child and adolescent development.						
<b>1.2</b> Describes the importance of sexuality education as an integral part of K-12 health education.						
<b>1.3</b> Demonstrates awareness of personal values, beliefs, biases and experiences related to sexuality education.						
<b>1.4</b> Demonstrates how personal values, beliefs, biases and experiences can influence the way sexuality education is taught.						
<b>1.5</b> Models self-efficacy to teach sexuality education in age- and developmentally-appropriate ways.						
<b>1.6</b> Selects personal continuing professional development needs relating to school-based sexuality education.						
<b>Comments:</b>						
<b>2.1</b> Demonstrates the ability to create a safe and inclusive classroom environment for all students.						
<b>2.2</b> Describes how students’ diverse backgrounds and experiences may affect students’ personal beliefs, values and knowledge about sexuality.						
<b>2.3</b> Demonstrates the ability to select or adapt sexuality education materials that both reflect the range of characteristics of the students and community and respect the visible and invisible diversities that exist in every classroom.						
<b>Comments:</b>						
<b>3.1</b> Describes accurate and current content, as reflected in the National Sexuality Education Standards <sup>6</sup> , in the following topic areas:						
a. anatomy and physiology;						
b. puberty and adolescent development;						
c. sexual orientation and gender identity and expression;						
d. pregnancy and reproduction;						
e. sexually transmitted diseases and HIV;						
f. healthy relationships; and						
g. personal safety.						
<b>3.2</b> Explains the stages of child and adolescent sexual development including cognitive, physical and emotional changes.						
<b>3.3</b> Describes at least three health behavior theories relevant to sexual health promotion.						
<b>3.4</b> Describes current federal and state laws relating to sexuality that have an impact on youth.						
<b>3.5</b> Demonstrates the ability to identify accurate and reliable sources of information to remain current and relevant on sexuality-related content knowledge.						
<b>3.6</b> Demonstrates the ability to identify valid and reliable sexual health information, health products and community services relevant to students.						



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