**St. Olaf College ED 389 Student Teaching Final Assessment**

**Expanded Rubrics**

* Only criteria and indicators associated with SEP standards are reflected in these expanded rubrics.
* Each standard is assessed SEPARATELY on the Student Teaching Final Assessment.
* Student Candidates must average a BASIC level (across all raters – host teacher and 2-3 college supervisors) for each standard in order to be recommended for licensure.

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| **Planning and Preparation: Domain 1A**  ***Demonstrating Knowledge of Content and Pedagogy***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **1a (i)** Candidate does not understand their subject matter (makes significant errors when teaching about the subject matter) OR fails to use subject matter knowledge in planning instruction to meet state standards and curriculum goals; instruction seems unrelated to the subject matter. * **1a (ii)** Candidate presentations and representations of concepts are not clear and may not be accurate, the Candidate fails to provide or cannot think of alternative explanations to assist student understanding, or the Candidate fails to present varied perspectives to encourage student critical thinking. (4.5J) | * **1a (i)** Candidate understands their subject matter (is familiar with the important concepts of their subject matter and does not make significant errors when teaching about the subject matter) and uses this knowledge in planning instruction to meet state standards and curriculum goals. * **1a (ii)** Candidate displays a basic understanding of how to develop clear, accurate presentations and representations of concepts and uses alternative explanations to assist student understanding, although it might not be effective each time. Candidate presents varied perspectives to encourage student critical thinking some of the time. (4.5J) | * **1a (i)** Candidate understands their subject matter (is knowledgeable about the important concepts of their subject matter and the *relationships among them* and *makes few errors* when teaching about the subject matter) and uses this knowledge in planning instruction to meet state standards and curriculum goals. * **1a (ii)** Candidate presentations and representations of concepts are clear and accurate most of the time and is able to provide alternative explanations to assist student understanding effectively. Candidate presents varied perspectives to encourage student critical thinking most of the time. (4.5J) |

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| **Planning and Preparation: Domain 1B**  ***Demonstrating Knowledge of Students***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **1b (i)** Teacher demonstrates little or no understanding of how students learn and does not seek such understanding. (7.8A) | * **1b (i)** Candidate understands student development and how to use this knowledge in planning instruction to meet standards and curriculum goals. Candidate knows, for groups of students, their levels of cognitive development. (7.8A) | * **1b (i)** Candidate understands student development and how to use this knowledge in planning instruction to meet standards and curriculum goals. Candidate actively seeks knowledge of students’ levels of development from a variety of sources. This information is acquired for individual students. (7.8A) |

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| **Planning and Preparation: Domain 1B**  ***Demonstrating Knowledge of Students***  ***Indicators (continued)*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **1b (ii) (b)** Candidate rarely designs differentiated lessons and classroom activities. (7.8E) | * **1b (ii) (b)** Candidate designs differentiated lessons and classroom activities at multiple levels for different groups of students to help students progress. (7.8E) | * **1b (ii) (b)** Candidate designs differentiated lessons and classroom activities at multiple levels and for individual students to help students progress; this differentiation is well-integrated into the Candidate’s objectives and assessment plan. (7.8E). |
| * **1b (ii) (c)** Candidatedoes notunderstands learning theory and curriculum development and know how to use this knowledge in planning instruction to meet standards and curriculum goals mainly for groups of students. (7.8A) | * **1b (ii) (c)** Candidateunderstands learning theory and curriculum development and know how to use this knowledge in planning instruction to meet standards and curriculum goals mainly for groups of students. Candidate can explain choices made in planning instruction in relation to general ideas of learning theories and curriculum development. (7.8A) | * **1b (ii) (c)** Candidateunderstands learning theory and curriculum development and knows how to use this knowledge in planning instruction to meet standards and curriculum goals *for individual students*. Candidate can explain choices (*and cite sources*) made in planning instruction in relation to *specific* learning theories and curriculum development models. (7.8A) |
| * **1b (iii)** Candidate rarely uses knowledge of students to plan instruction that bridges student experience and curriculum (7.8B) | * **1b (iii)** Candidate often uses knowledge of students’ skills, knowledge, and language skills to plan instruction that bridges student experience and curriculum. (7.8B) | * **1b (iii)** Candidate often uses knowledge of students’ skills, knowledge, and language skills to plan instruction that bridges student experience and curriculum. It is clear that the Candidate makes an effort to target individual students when connecting prior experience to lessons. (7.8B) |
| * **1b (iv), (v)** Candidate demonstrates little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. (3.4O, 7.8C) | * **1b (iv), (v)** Candidate understands the importance of knowing 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. (3.4O, 7.8C) | * **1b (iv), (v)** Candidate understands the active nature of student learning and attains information about levels of development for groups of students. The Candidate also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about individual students. (3.4O, 7.8C) |

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| **Planning and Preparation: Domain 1D**  ***Demonstrating Knowledge of Resources***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **1d (i)** Candidate is unaware of community resources for classroom use, for the expansion of his or her own knowledge, OR for student learning (10.11J) | * **1d (i)** Candidate displays basic awareness of community resources available for classroom use, for the expansion of their own knowledge, and for students, but has little knowledge of resources available more broadly (10.11J) | * **1d (i)** Candidate displays a broad awareness of community resources available for classroom use, for the expansion of their own knowledge, and for students. The Candidate often utilizes this knowledge in planning. (10.11J) |

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| **Planning and Preparation: Domain 1E**  ***Designing Coherent Instruction***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **1e (i)** Long and short range plans are disconnected with student needs and performance (7.8D) | * **1e (i)** Long and short range plans are connected with student needs and performance; Candidate is able to adjust plans based on student needs of groups of students. (7.8D) | * **1e (i)** Long and short range plans are connected with student needs and performance; Candidate connects instruction to small groups, large groups, and individuals in differentiated lessons. (7.8D) |

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| **Planning and Preparation: Domain 1F**  ***Designing Student Assessments***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **1f (i)** Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. (8.9E) | * **1f (i)** Some instructional outcomes are assessed through proposed approach, but others are not. Assessment criteria and standards have been developed, but may be unclear. (8.9E) | * **1f (i)** Candidate's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. (8.9E) |
| * **1f (ii)** Candidate does not use both formal and informal assessment techniques OR does not vary assessment techniques. (8.9G) | * **1f (ii)** Candidate uses formal and informal assessment techniques and varies the techniques used for assessment. (8.9G) | * **1f (ii)** Candidate uses formal and informal assessment techniques, varied based on data on *individual* *and* group needs. (8.9G) |
| * **1f (iii)** Candidate does not use technology in any way for assessment, analysis of data, or communication of student progress. (8.9N) | * **1f (iii)** Candidate uses technology resources to collect data (surveys, online assessments, etc.), analyze data (spread-sheets, etc.), interpret data (statistical analysis, etc), and communicate findings (email, online parent portals, reports, etc.). (8.9N) | * **1f (iii)** Candidate uses *varied* technology resources to collect data (surveys, online fora and assessments, etc.), analyze data (spread-sheets, etc.), interpret data (statistical analysis, etc), and communicate findings (email, online parent portals, reports, etc.). (8.9N) |
| * **1f (iv)** Candidate has no plan to incorporate formative assessment in the lesson or unit OR to use assessment results in designing future instruction. (7.8G) | * **1f (iv)** Approach to the use of formative assessment may be basic, including only some instructional outcomes. Candidate intends to use assessment results to plan for future instruction for the whole class. (7.8G) | * **1f (iv)** Candidate has a well-developed strategy for using formative assessment and has identified particular best-practice approaches. Candidate intends to use assessment results to plan for future instruction for *individuals and* groups of students. (7.8G) |
| * **1f (v) (a)** Candidate does not use student data to modify teaching and learning. (8.9H) | * **1f (v) (a)** Candidate uses a variety of student data to improve instructional practice and maximize whole class learning. (8.9H, 8.9N) | * **1f (v) (a)** Candidate uses a variety of student data to improve instructional practice and maximize *both individual and* group/whole class student learning. (8.9H, 8.9N) |
| * **1f (v) (b)** Candidate does not monitor teaching strategies in relation to student success. (8.9K) | * **1f (v) (b)** Candidate reflects on and monitors their teaching strategies for student success. Candidate modifies their plans and instruction to help students meet class/group goals. (8.9K) | * **1f (v) (b)** Candidate reflects on and monitors their teaching strategies for student success. Candidate modifies their plans and instruction to help students meet class/group *and individual* goals. (8.9K) |
| * **1f (v) (c)** Candidate does not assess both individual and group performance OR Candidate fails to design develop-mentally appropriate instruction to meet student needs in cognitive, social, emotional, moral, OR physical domains. (2.3E) | * **1f (v) (c)** Candidate assesses both individual and group performance. Candidate designs developmentally appropriate instruction to meet student needs (with most attention to group needs) in cognitive, social, emotional, moral, and physical domains. (2.3E) | * **1f (v) (c)** Candidate assesses both individual and group performance *using appropriately differentiated tools.* Candidate designs developmentally appropriate instruction to meet *individual and* group needs in cognitive, social, emotional, moral, and physical domains. (2.3E) |

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| **The Classroom Environment: Domain 2A**  ***Creating an Environment of Respect and Rapport***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **2a (i) (b)** Candidate does not contribute to a positive climate in the school or with colleagues OR Candidate rarely enforces schoolwide rules and norms in the classroom OR Candidate is not involved in the school outside of teaching (5.6H) | * **2a (i) (b)** Candidate contributes to a positive climate in the school and with colleagues; Candidate enforces school-wide rules in their classroom; Candidate has basic involvement in the school outside of teaching. (5.6H) | * **2a (i) (b)** Candidate contributes to a positive climate in the school and with colleagues; Candidate ensures that schoolwide rules and norms are reinforced in the classroom *and the school*; Candidate is involved in schoolwide *leadership* positions (5.6H) |
| * **2a (i) (b)** Patterns of classroom interactions between the Candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions may be characterized by sarcasm, put-downs, or conflict. Classroom climate is not positive (5.6H) and **2a (i) (a)** students’ individual differences are not valued; bullying may occur. (3.4Q) | * **2a (i) (b)** Patterns of classroom interactions between the Candidate and students and among students, are appropriate but may reflect occasional inconsistencies. Classroom climate is generally positive (5.6H) and **2a (i) (a)** students’ individualities are respected in this learning community by both Candidate and students. (3.4Q) | * **2a (i) (b)** Candidate-student and student-student interactions are friendly and demonstrate *general caring and respect*. Such interactions are appropriate to the ages of the students. Classroom climate is *very* positive (5.6H), and **2a (i) (a)** it is clear that students’ individualities are respected and valued in this learning community which is a strengths-based environment. (3.4Q) |
| * **2a (ii) (a)** Students do not have good peer relationships: students may refuse to work in groups, sit next to peers, bully peers, etc. These interactions interfere with student learning. (5.6I) | * **2a (ii) (a)** Students mainly have good peer relationships, but they may prefer to work with friends rather than with Candidate-assigned groups. However, these interactions do not seem to interfere with student learning. (5.6I) | * **2a (ii) (a)** Students have good peer relationships, and they work with peers in Candidate-assigned groups. It is clear from interactions that students are learning *from each other*. (5.6I) |
| * **2a (ii) (b)** Students demonstrate disrespect for one another; communication among students is not sensitive and may be indicative of bullying. (6.7G) | * **2a (ii) (b)** Students rarely are disrespectful to one another; communication among students is mainly sensitive. (6.7G) | * **2a (ii) (b)** Interactions among students are *polite and* respectful; communication among students is sensitive *and caring*. (6.7G) |
| * **2a (ii) (c)** Candidate does not analyze the classroom environment to make adjustments to instruction; Candidate may seem oblivious to challenges in the classroom environment OR Candidate may do nothing to improve classroom environment. (5.6Q) | * **2a (ii) (c)** Candidate analyzes the classroom environment and adjusts their instruction to enhance student relationships, motivation and engagement, and productivity. Candidate may focus mostly on whole group analysis. (5.6Q) | * **2a (ii) (c)** Candidate analyzes the classroom environment on a *regular basis* and adjusts their instruction to enhance student relationships, motivation and engagement, and productivity. Candidate pays attention to *individual student needs* and not just whole group instruction. (5.6Q) |

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| **The Classroom Environment: Domain 2B**  ***Establishing a Culture for Learning***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **2b (ii) (a)** The classroom culture is characterized by a lack of Candidate or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Low expectations for student achievement are the norm, with high expectations for learning reserved for one or two students. (3.4I) | * **2b (ii) (a)** The classroom culture is characterized by a commitment to learning by Candidate and students. But students may indicate they are more interested in completion, rather than quality of work. Candidate conveys that student success is the result of hard work; but highest expectations are reserved for those students thought to have a natural aptitude for the subject. (3.4I) | * **2b (ii) (a)** The classroom culture is a cognitively busy place where learning is valued by all, with *high expectations for learning being the* *norm for most students*. Candidate conveys that with hard work all students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. (3.4I) |
| * **2b (ii) (b)** Candidate does not use motivational strategies with students OR uses the same strategies all the time and with all learners. (5.6K) | * **2b (ii) (b)** Candidate uses motivational strategies with students and makes an effort to vary strategies over time in response to individual student progress; these strategies contribute to continuous development. (5.6K) | * **2b (ii) (b)** Candidate uses a *variety* of *research-based* motivational strategies and *adjusts the strategies* in response to individual student progress; these strategies contribute to continuous development and meeting of educational outcomes. (5.6K) |
| * **2b (ii) (c)** Candidate has created an environment in which students do not assume responsibility for themselves or for one another, they do not participate in decision making, they are not challenged to work both collaboratively and independently, and they rarely engage in purposeful learning activities. (5.6L) | * **2b (ii) (c)** Candidate has created a learning environment in which students assume responsibility for their own learning and think about other’s learning, they sometimes participate in classroom decision making, they are able to work both collaboratively and independently, and they mostly engage in purposeful learning activities. (5.6L) | * **2b (ii) (c)** Candidate has created a learning environment in which students assume responsibility for their own learning *and strive to help others learn*, they participate in classroom decision making for many aspects of the learning community, they are able to work both collaboratively and independently, and they engage in purposeful learning activities. (5.6L) |
| * **2b (ii) (d)** Candidate fails to maximize class time spent in learning, expectations and processes for communication and behavior are not present or are lacking, and the physical setting is chaotic. (5.6O) | * **2b (ii) (d)** Candidate maximizes class time spent in learning, expectations and processes for communication and behavior are communicated but perhaps not always reinforced, and the physical setting is organized and conducive to students meeting classroom goals. (5.6O) | * **2b (ii) (d)** Candidate maximizes class time spent in learning, expectations and processes for communication and behavior are *communicated regularly and consistently*, and the physical setting is organized and conducive to students meeting classroom goals *and high expectations*. (5.6O) |
| * **2b (iii)** Candidate does not analyze the classroom environment and thus cannot make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work (5.6Q) | * **2b (iii)** Candidate sometimes analyzes and reflects on the classroom environment to make adjustments to enhance social relationships, student motivation and engagement, and productive work (5.6Q) | * **2b (iii)** Candidate *regularly* analyzes and reflects on the classroom environment (*with input from host Candidate, colleagues, or other observers*) to make adjustments to enhance social relationships, student motivation and engagement, and productive work. (5.6Q) |

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| **The Classroom Environment: Domain 2D**  ***Managing Student Behavior***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **2d (ii)** There appear to be no established standards of conduct and little or no Candidate monitoring of student behavior. Candidate does not seem to understand the principles of effective classroom management. (5.6E) | * **2d (ii)** Standards of conduct appear to have been established, and the Candidate understands the principles of effective classroom management. Candidate monitors, sometimes with uneven results, student behavior and responds to student misbehavior with a range of strategies. (5.6E) | * **2d (ii)** Student behavior is appropriate. The Candidate monitors student behavior against established standards of conduct. Candidate response to student misbehavior is *varied and appropriate, consistent, proportionate, respectful to students, and effective.* (5.6E) |
| * **2d (ii)** Classroom management strategies are so ineffective that learning may fail to occur in the classroom. Response to students’ misbehavior is repressive or disrespectful of student dignity. (5.6E) | * **2d (ii)** Classroom management strategies promote positive student relationships and cooperation and allow learning to occur in the classroom. Management strategies mainly focused on the whole-class. (5.6E) | * **2d (ii)** Classroom management strategies promote positive student relationships *and cooperation*, and allow learning to occur in the classroom. Management strategies are *varied based on individual student needs*. (5.6E) |

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| **The Classroom Environment: Domain 2E**  ***Organizing Physical Space***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **2e (i)** The physical environment is unsafe, or many students don’t have adequate access to learning resources, including time, space, activities, and attention. (5.6N) | * **2e (i)** The classroom is safe, and essential learning is accessible to students. Candidate manages time, space, activities, and attention so that students are generally actively engaged. (5.6N) | * **2e (i)** The classroom is safe, and learning is accessible to *all* students; Candidate ensures that the physical arrangement is *appropriate to the learning activities.* Candidate effectively manages time, space, activities, and attention so that students are actively engaged *and that time and resources are not wasted*. (5.6N) |

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| **Instruction: Domain 3B**  ***Indicators***  ***Using Questioning and Discussion Techniques*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **3b (i)** Candidate’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between Candidate and students is predominantly recitation style, with Candidate mediating all questions and answers. (6.7J) * **3b (i)** A few students dominate the discussion. (6.7J) | * **3b (i)** Candidate’s questions are designed to help students recall as well as promote thinking and understanding, engage in convergent and divergent thinking, articulate ideas, problem-solve, be curious, and ask their own questions, but perhaps only a *few students* are involved in the discussions. (6.7J) * **3b (i)** Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. Risk-taking is encouraged, but not all students participate. (6.7J) | * **3b (i)** Although Candidate may use some low-level questions, he or she asks the students questions designed to help students recall as well as promote thinking and understanding, engage in convergent and divergent thinking, articulate ideas, problem-solve, be curious, and ask their own questions; *most students* are engaged in the discussion. (6.7J) * **3b (i)** Candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Classroom environment is one where risk-taking is encouraged and rewarded. Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students participate. (6.7J) |
| * **3b (ii) (a)** During questioning and discussion, Candidate makes no efforts to support students in speaking, writing, or other media. (6.7I) | * **3b (ii) (a)** During questioning and discussion, Candidate makes efforts to support the whole class in speaking, writing, or other media using academic language supports like sentence frames, discussion starters, dictionaries, etc. (6.7I) | * **3b (ii) (a)** During questioning and discussion, Candidate provides support to the whole class *and to individuals* (based on student needs) in speaking, writing, or other media using academic language supports like sentence frames, discussion starters, home language dictionaries, etc. (6.7I) |
| * **3b (ii) (b)** Candidate fails to use a student's thinking and experiences as a resource in planning instructional activities. Candidate does not encourage discussion or listen or respond to group interaction. Candidate fails to gather evidence of student thinking. (2.3G) | * **3b (ii) (b)** Candidate uses student thinking and experience as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking. However, Candidate may not have a systematic way to organize or collect this data. (2.3G) | * **3b (ii) (b)** Candidate *regularly and systematically* uses *individual* student thinking and experience as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking. Candidate may have a system to track these discussions and other relevant data. (2.3G) |

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| **Instruction: Domain 3C**  ***Engaging Students in Learning***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **3c (i) (a)** Candidate fails to identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. (3.4R) | * **3c (i) (a)** Candidate identifies and applies appropriate technology resources to enable and empower groups of learners with diverse backgrounds, characteristics, and abilities. (3.4R) | * **3c (i) (a)** Candidate identifies and applies appropriate and *differentiated* technology resources to enable and empower *individual learners* with diverse backgrounds, characteristics, and abilities. (3.4R) |
| * **3c (i) (b)** Candidate does not under-stand how to help students develop critical thinking, independent problem solving, OR performance capabilities. Most activities are focused on rote learning or tasks not requiring critical thinking. (4.5D) | * **3c (i) (b)** Candidate makes efforts to help the whole class develop critical thinking, independent problem solving, and performance capabilities, but activities may be focused on whole class or group instruction. (4.5D) | * **3c (i) (b)** Candidate makes efforts to help *individual students* develop critical thinking, independent problem solving, and performance capabilities; activities are *differentiated* to meet student needs. Most students are actively engaged with important and challenging content that is scaffolded. (4.5D) |
| * **3c (i) (c)** Candidate does not engage students in active learning to promote critical thinking, problem solving, and performance capabilities. Candidate assumes most responsibility for identifying and using learning resources (4.5G) | * **3c (i) (c)** Candidate uses several strategies to engage the whole class in active learning opportunities that promote critical thinking, problem solving, and performance capabilities. Students assume responsibility for using learning resources (4.5G) | * **3c (i) (c)** Candidate uses multiple and varied strategies to engage the whole class *and individual students* in active, *differentiated* learning opportunities that promote critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources (4.5G) |
| * **3c (i) (d)** Candidate fails to relate lessons to student interests OR to allow choice in student learning OR to lead students to ask questions OR to investigate meaningful problems, which then results in low motivation for learning. (5.6M) | * **3c (i) (d)** Candidate creates motivating learning activities by relating lessons generally to student personal interests, allowing students to have choices, and leading students to ask questions and pursue problems meaningful to them. Candidate may focus mostly on the whole group. (5.6M) | * **3c (i) (d)** Candidate creates motivating learning activities by relating lessons to student personal interests, allowing students to have choices, and leading students to ask questions and pursue problems meaningful to them. The activities may be *differentiated* based on what motivates individual students. Candidate addresses the needs of *individuals* as well as the whole group. (5.6M) |
| * **3c (i) (e)** Learning activities are poorly aligned with the curriculum goals and outcomes OR they are not relevant to students OR they are not based on best practices (activating prior knowledge, anticipating preconceptions, encouraging explora-tion and problem solving, building new skills on those previously acquired). (7.8F) | * **3c (i) (e)** Learning tasks and activities are aligned with curriculum goals and outcomes and are relevant to students. While they are based on best practices (activating prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, building new skills on those previously acquired), they may be designed for the whole group and less individualized or differentiated. (7.8F) | * **3c (i) (e)** Learning tasks and activities are aligned with curriculum goals and outcomes and are relevant to students. They are based on best practices (activating prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, building new skills on those previously acquired), and are *appropriately individualized or differentiated*. (7.8F) |

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| **Instruction: Domain 3C**  ***Engaging Students in Learning***  ***Indicators***  ***(continued)*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **3c (ii)** Candidate fails to use groups OR group assignment is haphazard OR groups are not monitored so some students are not effectively participating in group work or completing tasks. (5.6R) | * **3c (ii)** Candidate organizes independent and group work. Candidate prepares students for group work, perhaps assigning roles or specific tasks to be completed. Candidate monitors independent and group work to ensure students are effectively participating. (5.6R) | * **3c (ii)** Candidate organizes independent and group work and provides clear and appropriately *differentiated* instructions. Candidate prepares students for group work including *appropriate supports*, perhaps assigning roles or specific tasks to be completed. Candidate monitors independent and group work to ensure all students are effectively participating. Candidate *carefully constructs groups* and takes individual needs into account when constructing *flexible groups*. (5.6R) |
| * **3c (iii)** Candidate fails to use educational technology to deliver instruction OR when technology is used, it is for technology’s sake and not to advance learning or challenge learners or differentiate instruction. Candidate fails to facilitate student learning about technology. (4.5K) | * **3c (iii)** Candidate uses appropriate educational technology (that supports the lesson’s objectives) to help expand student knowledge about technology. Candidate uses technology to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (4.5K) | * **3c (iii)** Candidate *regularly* uses educational technology to support the lesson’s objectives and helps expand student knowledge about the use of technology as a tool for learning. Candidate helps students discern when *technology is the appropriate tool to use for learning and when it is not.* Candidate uses technology to deliver instruction to students at differentiated levels and paces, and to *challenge all students* to reach advanced levels of learning. (4.5K) |

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| **Instruction: Domain 3D**  ***Using Assessment in Learning***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **3d (i)** There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Candidate fails to use assessment to monitor student learning. (8.9E) | * **3d (i)** Assessment is used by Candidate to support instruction through some monitoring of progress in learning. Candidate monitors student learning by identifying student strengths and promoting student growth. This may occur at the whole class level more often than for individual students. (8.9E) | * **3d (i)** Assessment is used regularly by Candidate during the lesson through monitoring of learning progress and results in specific feedback that advances learning. Candidate monitors student learning by identifying individual student strengths and promoting student growth. This occurs at the *individual level* as well as the whole class level. (8.9E) |
| * **3d (iii) (a)** Candidate fails to use assessment to identify student strengths, OR to promote student growth OR to maximize student access to learning opportunities. (8.9F) | * **3d (iii) (a)** Candidate uses assessment to identify student strengths, promote student growth and maximize student access to learning opportunities. This may occur at the whole class level more often than the individual student level. (8.9F) | * **3d (iii) (a)**  Candidate uses assessment to identify student strengths, promote student growth and maximize student access to learning opportunities. This occurs at the individual level as well as the whole class level. (8.9F) |
| * **3d (iii) (b)** Candidatedoes not use assessment data effectively for any of these purposes: to increase knowledge of students, to evaluate student progress and performance toward meeting the objectives and outcomes, OR to modify teaching/learning strategies based on student needs.(8.9H) | * **3d (iii) (b)** Candidateuses assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students. Candidate uses assessment data to evaluate student progress and performance toward meeting objectives and outcomes. Candidate uses assessment data in planning lessons to modify teaching/learning strategies based on student needs. Candidate may focus more on whole class trends. (8.9H) | * **3d (iii) (b)** Candidateuses assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students. Candidate uses assessment data to *systematically* evaluate student progress and performance toward meeting objectives and outcomes. Candidate uses assessment data regularly and consistently in the planning process to modify teaching/learning strategies based on student needs. Candidate focuses on both *individual needs* *and strengths* and on whole class trends. (8.9H) |
| * **3d (iv)** Candidate does not utilize student self-assessment activities OR the self-assessment activities are unrelated to helping students determine strengths and needs or goals. (8.9I) | * **3d (iv)** Candidate designs student self-assessment activities and asks students to identify their own strengths and needs and to encourage them to set personal goals for learning. This may occur regularly, but not weekly or even monthly. (8.9I) | * **3d (iv)** Candidate designs student self-assessment activities and asks students to identify their own strengths and needs and to encourage them to set personal goals for learning. This occurs regularly and *frequently*, perhaps weekly or biweekly. (8.9I) |
| * **3d (v)** Candidate fails to evaluate the effect of class activities on either individuals OR the class as a whole. (8.9J) | * **3d (v)** Candidate observes classroom interactions, questions students, and analyzes student work to evaluate the effect of class activities on both individuals and the class as a whole. This may occur regularly, but not weekly or even monthly. (8.9J) | * **3d (v)** Candidate observes classroom interactions, questions students, and analyzes student work to evaluate the effect of class activities on both individuals and the class as a whole. This may occur regularly and *frequently*, perhaps weekly. Candidate may ask for *colleagues’* opinions and utilize *technology* to assist with these observations or analyses. (8.9J) |

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| **Instruction: Domain 3E**  ***Demonstrating Flexibility and***  ***Responsiveness***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **3e (i) (a)** Candidate fails to link new ideas to familiar ones (new information presented without context); fails to connect to student experiences; provides few opportunities for active engagement, manipulation, or testing of ideas/materials; OR fails to allow students to assume responsibility to shape learning (few choices are provided). (2.3F) | * **3e (i) (a)** Candidate links new ideas to familiar ones or to past learning; makes connections to student experiences (perhaps with a focus on whole-class experiences); provides opportunities for active engagement, manipulation, and testing of ideas/materials; and encourages students to assume responsibility to shape learning (by providing choices in learning). These activities, although present, may not all occur daily or even weekly. (2.3F) | * **3e (i) (a)** Candidate links new ideas to familiar ones or to past learning; makes connections to student experiences (utilizing both whole-class *and individual* experiences); provides opportunities for active engagement, manipulation, and testing of ideas/materials; and encourages students to assume responsibility to shape learning (by providing differentiated choices in learning). These activities occur regularly, perhaps *daily or weekly*. (2.3F) |
| * **3e (i) (b)** Candidate fails to accommodate a student’s learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes OR fails to meet the accommodations listed in student IEPs or 504 plans. (3.4M) | * **3e (i) (b)** Candidate accommodates a student’s learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes. While Candidate follows guidelines in IEPs and 504 plans, there may not be consistent effort to differentiate for other individuals. (3.4M) | * **3e (i) (b)** Candidate accommodates a student’s learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes. Candidate follows guidelines in IEPs and 504 plans and makes a consistent effort to *differentiate for other individuals* on a regular basis as well. (3.4M) |
| * **3e (i) (c)** Candidate fails to compile student feedback related to teaching and learning strategies OR if this feedback is collected, there is no effort to adjust strategies in response to this feedback. (4.5H) | * **3e (i) (c)** Candidate regularly compiles student feedback related to teaching and learning strategies and then monitors and adjusts strategies in response to this feedback. While this is done on a regular basis, it may not be daily or weekly and may focus more on whole-class trends then on individual suggestions. (4.5H) | * **3e (i) (c)** Candidate regularly compiles student feedback related to teaching and learning strategies and then monitors and adjusts strategies in response to this feedback. This is done on a regular basis, *daily or weekly*, and efforts are made to attend to both whole class trends and *individual suggestions*. (4.5H) |
| * **3e (i) (d)** Candidate does not understand the content and purposes of instruction (standards, objectives, and outcomes) OR the needs of the students (based on data). Thus, the Candidate cannot vary the instructional process accordingly. (4.5I) | * **3e (i) (d)** Candidate understands the content and purposes of instruction (related to standards, objectives, and outcomes) and the needs of the students (based on data) and varies the instructional process accordingly. There may be more of a focus on whole-class trends then on individual needs. (4.5I) | * **3e (i) (d)** Candidate understands the content and purposes of instruction (related to standards, objectives, and outcomes) and the needs of the students (based on a variety of *data collected regularly*) and varies the instructional process accordingly. There is a focus on both whole-class trends *and on individual* *needs*. (4.5I) |

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| **Instruction: Domain 3E**  ***Demonstrating Flexibility and***  ***Responsiveness***  ***Indicators (continued)*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **3e (ii)** Candidate adheres to the instruction plan in spite of evidence of poor student understanding or failure to meet student needs. (4.5E) | * **3e (ii)** Candidate attends to and monitors student responses and ideas and regularly collects data on student needs in order to respond to those responses, ideas, and needs flexibly and with reciprocity in the teaching process. There may be more of a focus on whole-class trends then on individual needs. (4.5E) | * **3e (ii)** Candidate attends to and monitors student responses and ideas and regularly collects data on student needs in order to respond to those responses, ideas, and needs flexibly and with reciprocity in the teaching process. There is a focus on both whole-class trends *and on individual* *needs*. (4.5E) |

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| **Professional Responsibilities: Domain 4a**  ***Reflecting on Teaching***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **4a (i) (a)** Candidate does not understand how inquiry, self-assessment, and problem-solving strategies can be used in professional self-assessment. Candidate rarely self-assesses. (9.10B) | * **4a (i) (a)** Candidate understands and can articulate methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment. Candidate also uses these strategies in self-assessment, although it might be only at the midterm and final assessment and when prompted by supervisors. (9.10B) | * **4a (i) (a)** Candidate understands and can articulate methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment. Candidate also uses these strategies in self-assessment on a regular basis, and this is reflected in their weekly journals. (9.10B) |
| * **4a (ii)** Candidate does not know whether a lesson or unit was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Candidate has no suggestions for how a lesson could be improved. (9.10H) | * **4a (ii)** Candidate has a generally accurate impression of a lesson or unit’s effectiveness and the extent to which instructional outcomes were met. Candidate’s impressions are based on classroom observation, information about students, and research. Candidate makes general suggestions about how a lesson could be improved based on classroom observation, information about students, and research. The suggestions may be focused on organization, timing, or grouping and less on content-specific pedagogy. (9.10H) | * **4a (ii)** Candidate has an accurate impression of a lesson or unit’s effectiveness and the extent to which instructional outcomes were met and can provide evidence to support the judgment. Candidate’s impressions are based on classroom observation, information about students, and research. Candidate makes specific suggestions about how a lesson could be improved based on classroom observation, information about students, and research. The suggestions are focused on the objectives and outcomes of the lesson and content-specific pedagogy. (9.10H) |

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| **Professional Responsibilities: Domain 4b**  ***Maintaining Accurate Records***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **4b (i)** Candidate’s system maintaining information on student completion of assignments, records of student work, and noninstructional activities is nonexistent or in disarray. Students may complain of lost work or assignments that never are assessed. Errors are frequent. Candidate’s system for monitoring student progress in learning is nonexistent or in disarray OR there is no system. Candidate may have no way to track progress for individual students. (8.9L) | * **4b (i)** Candidate’s system for maintaining information on student completion of assignments, records of student work, and noninstructional activities is generally effective. The system may benefit from more efficiency, but the Candidate’s generally stays current with grading and posting scores. Errors may occur but are quickly corrected. Candidate’s system for monitoring student progress in learning is generally effective. The system may benefit from more efficiency, but the Candidate generally stays current with grading and monitoring student progress. (8.9L) | * **4b (i)** Candidate’s system for maintaining information on student completion of assignments, records of student work, and noninstructional activities is fully effective. The system is efficient and the Candidate stays current with grading and posting scores. Errors are rare. Candidate’s system for monitoring student progress in learning is fully effective. The system is efficient and the Candidate stays current with grading and monitoring student progress. (8.9L) |

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| **Professional Responsibilities: Domain 4c**  ***Communicating with Families***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **4c (i)** Candidate communication with families and students about student progress is sporadic or culturally inappropriate OR Candidate makes no attempt to engage families in communication about the progress of individual students. Families have no information about student progress. (8.9M) | * **4c (i)** Candidate attempts to communicate with families and students about the progress of individual students (based on appropriate indicators) but the communication may be brief or occurring only during parent/guardian-teacher conferences, over brief emails, or via a parent portal. Communications are culturally and linguistically appropriate. (8.9M) | * **4c (i)** Candidate communicates frequently with families and students about the progress of individual students (based on appropriate indicators) occurring not only during parent/guardian nights, over emails, or through a parent portal, but also over the phone, during home visits, etc. Communications are culturally and linguistically appropriate, and it is clear that the Candidate is familiar with cultural and linguistic norms. (8.9M) |
| * **4b (ii)** Candidate does not attempt to develop productive relationships with families OR communicate about the instructional program and general student well-being and learning. Family engagement activities are lacking and communication is culturally or linguistically inappropriate. (10.11K) | * **4b (ii)** Candidate attempts to develop productive relationships with families and communicate about the instructional program and general student well-being and learning, relying mainly on a website, mass communications and newsletters, emails or at parent/guardian-teacher conferences. (10.11K) | * **4b (ii)** Candidate regularly attempts to develop productive relationships with families and communicate about the instructional program and individual student well-being and learning, relying not only on a website, mass communications and newsletters, emails or at parent/guardian-teacher conferences but also informal extra-curricular activities, home visits, or phone calls home. (10.11K) |

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| **Professional Responsibilities: Domain 4d**  ***Participating in the Professional Community***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **4d (i) (a)** Candidate fails to communicates regularly and responsibly with colleagues about student progress and may withhold important student information. (8.9M) | * **4d (i) (a)** Candidate communicates regularly and responsibly with colleagues about student progress, particularly with their host teacher. Candidate mainly shares about student concerns. (8.9M) | * **4d (i) (a)** Candidate communicates frequently and responsibly with their host teacher about student progress but also communicates with colleagues on their teaching team and colleagues in specialized fields (special education, English as a second language, social work, counseling, etc.). Candidate shares both student concerns and student successes. (8.9M) |
| * . **4d (i) (b)** Candidate’s relationships with colleagues are negative or self-serving. Candidate avoids developing relationships with colleagues (perhaps even their host teacher). Candidate does not seek out advice or counsel, allowing problems to worsen. (9.10J) | * **4d (i) (b)** Candidate has supportive relationships with colleagues (particularly their host teacher) and shares reflections, new ideas, and experiences. Candidate seeks out mainly their host teacher to request problem-solving advice and feedback on teaching. (9.10J) | * **4d (i) (b)** Candidate has supportive and collaborative relationships with colleagues (not only their host teacher) and shares reflections, new ideas, and experiences. Candidate seeks out colleagues to request assistance with problem-solving and feedback on teaching and appropriately offers assistance as well. (9.10J) |
| * **4d (i) (c)** Candidate does not willingly collaborate with school colleagues and professionals and seems unconcerned about improving the learning environment for students outside their own classroom. (10.11G) | * **4d (i) (c)** Candidate collaborates with school colleagues and professionals in an effort to improve the learning environment for students. Candidate may not initiate many collaborations, but they are willing to participate when asked. (10.11G) | * **4d (i) (c)** Candidate collaborates with school colleagues and professionals in an effort to improve the learning environment for students. Candidate initiates collaborations as well as being willing to participate when asked. (10.11G) |
| * **4d (ii)** Candidate does not use professional literature, colleagues, or other resources to support their development and tries to problem-solve on their own. Candidate reluctantly becomes involved in the school’s culture of professional inquiry when invited to do so OR avoids such participation. (9.10I) | * **4d (ii)** Candidate uses professional literature, colleagues, and other resources to support their development, but they may rely most heavily on college faculty and their host teacher for support. Candidate becomes involved in the school’s culture of professional inquiry when invited to do so (participate in Professional Learning Communities, for example). (9.10I) | * **4d (ii)** Candidate uses professional literature, colleagues, and other resources to support their development, and they may utilize several resources for support for the same problem/issue. The Candidate regularly participates in activities related to professional inquiry (participate in Professional Learning Communities, for example) and may ask to participate in other opportunities. (9.10I) |
| * **4d (iii)** Candidate does not participate in school events OR in school and district projects when specifically asked to do so. OR Candidate complains about their participation and reluctantly participates. (10.11H) | * **4d (iii)** Candidate willingly participates in school events (which make the entire school a productive learning environment) and school and district projects when asked to do so and may ask to volunteer for school events. (10.11H) | * **4d (iii)** Candidate participates in school events when asked to do so and regularly volunteers to participate in school events and in school and district projects, making a substantial contribution to the entire school being a productive learning environment. (10.11H) |

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| **Professional Responsibilities: Domain 4e**  ***Growing and Developing Professionally***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **4e (i)** Candidate engages in few or no professional activities nor do they use professional literature or other resources to enhance and develop content knowledge and pedagogical skill. (9.10I) | * **4e (i)** Candidate occasionally participates in professional activities and uses professional literature and other resources to enhance and develop content knowledge and pedagogical skill. (9.10I) | * **4e (i)** Candidate frequently seeks out opportunities for professional development and uses professional literature and other resources to enhance and develop content knowledge and pedagogical skill. (9.10I) |
| * **4e (ii)** Candidate resists feedback on teaching performance and support for their development either supervisors or more experienced colleagues. Candidate does not seem to change their practice in response to feedback. (9.10I). | * **4e (ii)** Candidate accepts feedback on teaching performance and support for their development from both supervisors and colleagues. They may seek input frequently, but this feedback may not change their practice much. (9.10I) | * **4e (ii)** Candidate welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration--on teaching performance and support for their development from both supervisors and colleagues. They seek input frequently, and make appropriate changes in their teaching practice. (9.10I) |

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| **Professional Responsibilities: Domain 4f**  ***Showing Professionalism***  ***Indicators*** | ***Emerging*** | ***Basic*** | ***Proficient*** |
| * **4f (ii)** Candidate fails to consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies in an effort to link student environments. Candidate may not be attentive to when it is appropriate to provide service to students. (10.11I) | * **4f (ii)** Candidate provides service to students by consulting with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies in an effort to link student environments. However, Candidate may be limited in their knowledge of resources available. (10.11I) | * **4f (ii)** Candidate provides service to students by consulting with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies in an effort to link student environments. Although Candidate may be limited in their knowledge of resources available, they make efforts to seek the most appropriate resources to meet student needs. (10.11I) |
| * **4f (iii)** Candidate fails to consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies in an effort to link student environments. Candidate may not be attentive to the need to advocate for students OR may inappropriately advocate for students. (10.11I) | * **4f (iii)** Candidate advocates for students in and outside of school by consulting with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies in an effort to link student environments. Candidate may be over-zealous or make errors in this advocacy but follows district policies and responsibilities. (10.11I) | * **4f (ii)** Candidate advocates in and outside of school for students by consulting with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies in an effort to link student environments. Although Candidate is cautious in their advocacy and follows district policies and responsibilities. (10.11I) |