|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Teacher Assessment Rubric**  **Course: EDUC 497 (Elem.) EDUC 422 (Sp. Ed.)**  **Assessor: \_\_UC Supervisor \_\_Cooperating Teacher**  **Directions:**  As the UC Supervisor or Cooperating Teacher, please indicate both the candidate and learner actions as you observe the candidate. After completing this form, please discuss your observation with the student and provide substantive feedback to support them.  Students should provide the corresponding lesson plan when submitting this form.   |  |  | | --- | --- | | **Observation #:** |  | | **Date:** |  | | **Teacher Candidate:** |  | | **Name of School (Placement):** |  | | **University Supervisor:** |  | | **Cooperating Teacher:** |  | | **Ratings Information:**  Each rubric clearly defines the criteria for rankings 1-4 (Unsatisfactory-Distinguished).  **N/O** should be used when the specific element of a particular outcome is Not Observable during the time period that the student is observed.  Please provide comments and/or explanation for rankings of 1 (Unsatisfactory). For rankings of 2 (Emerging), please provide information to help the student teacher move to the Accomplished or Distinguished level.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_**  Teacher Candidate Signature Date  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_**  University Supervisor Signature Date  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_**  Cooperating Teacher Signature Date |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 1 CURRICULUM AND PLANNING** | **Unsatisfactory (1)** | **Emerging (2)** | **Accomplished (3)** | **Distinguished (4)** |
| **1.1**  **The teacher candidate demonstrates a deep and extensive knowledge of the subject matter.** | The teacher candidate   * does not demonstrate sufficient content knowledge. * does not attempt to connect student learning to other content areas. | The teacher candidate   * demonstrates content knowledge. * attempts to connect student learning to other content areas. | The teacher candidate   * demonstrates extensive content knowledge. * connects student learning to other content areas. | The teacher candidate   * demonstrates expert, specialized content knowledge. * collaborates with teachers from other grades/subjects to extend and connect student learning to other content areas. |
|  | | | |
| **1.2**  **The teacher candidate designs standards-driven instruction using state-approved curricula.** | The teacher candidate   * does not design written instructional plans. * does not design instructional plans and/or units that are driven by state-approved curricula. * does not design sequential learning activities at appropriate developmental levels. * does not design activities that promote student collaboration. | The teacher candidate   * designs written instructional plans aligned to the state-approved curricula. * designs sequential learning activities at appropriate developmental levels. * designs activities that promote student collaboration. | The teacher candidate   * designs written instructional plans that align instruction and assessment to the state-approved curricula. * designs sequential learning activities that provide for varied student abilities and interests. * designs activities that promote student collaboration, critical thinking, and problem solving. | The teacher candidate   * collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula. * collaborates with students to design sequential learning activities that provide for varied student abilities and interests. * collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving. |
|  | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard 1 CURRICULUM AND PLANNING** | **Unsatisfactory (1)** | **Emerging (2)** | | **Accomplished (3)** | | **Distinguished (4)** | |
| **1.3**  **The teacher candidate uses a balanced assessment approach to guide student learning.** | The teacher candidate   * does not use formative and summative assessments. * does not communicate assessment criteria. * does not share assessment data or provide feedback to students technology. | The teacher candidate   * designs and uses formative and summative assessments. * communicates assessment criteria. * shares assessment data with students. | | The teacher candidate   * designs and uses formative and summative assessments to monitor student progress and set learning goals. * clearly defines and communicates assessment criteria. * shares assessment data and provides timely feedback to students. | | The teacher candidate   * collaborates with students to design and use a variety of assessments, including peer and student self-assessments, to monitor student progress and set learning goals. * collaborates with students and others to clearly define and communicate assessment criteria. * shares assessment data and provides timely feedback to students and other stakeholders. | |
|  | | | | | | |
| **Standard 2**  **THE LEARNER AND THE LEARNING ENVIRONMENT**  **2.1**  **The teacher candidate understands and responds to the unique characteristics of learners.** | The teacher candidate   * does not demonstrate knowledge of students' social, emotional and academic needs, interests learning styles, cultural heritage, and gender. * does not plan and implement appropriate learning activities. | | The teacher candidate   * demonstrates adequate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender. * plans and implements differentiated learning activities for some students. | | The teacher candidate   * demonstrates thorough knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender. * plans and implements differentiated learning activities for students. | | The teacher candidate   * demonstrates extensive knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender. * plans and implements differentiated learning activities with students. * helps colleagues understand the unique characteristics of all learners. |
|  | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 2 THE LEARNER AND THE LEARNING ENVIRONMENT** | **Unsatisfactory (1)** | **Emerging (2)** | **Accomplished (3)** | **Distinguished (4)** |
| **2.2**  **The teacher candidate establishes and maintains a safe and appropriate learning environment.** | The teacher candidate   * does not implement an effective classroom management system. * does not respond to student behavior as defined by the code of conduct. * does not organize space and materials to ensure safety. | The teacher candidate   * establishes a classroom management system. * inadequately responds to student behavior as defined by the code of conduct. * organizes space and materials to ensure safety. | The teacher candidate   * establishes an effective classroom management system. * responds appropriately and respectfully to student behavior as defined by the code of conduct. * organizes space and materials to ensure safety and efficiency. | The teacher candidate   * collaborates with students to establish an effective classroom management system. * collaborates with students to ensure appropriate behavior as defined by the code of conduct. * organizes space and materials in a safe, highly efficient and well-designed learning environment. |
|  | | | |
| **2.3**  **The teacher candidate establishes and maintains a learner-centered culture.** | The teacher candidate   * does not establish criteria for quality work. * does not use   instructional time efficiently.   * does not engage students in learning. * does not provide opportunities for students to collaborate in learning. | The teacher candidate   * sets criteria for high-quality work. * uses instructional time with limited efficiency. * engages students in learning. * provides limited opportunities for students to collaborate in learning. | The teacher candidate   * sets and communicates clear criteria for high-quality work. * uses instructional time efficiently. * engages students in active learning. * provides adequate opportunities for students to collaborate in learning. | The teacher candidate   * establishes with students clear criteria for high-quality work. * collaborates with students to maximize instructional time. * engages students in active, self-directed learning as part of a community of learners. * provides extensive opportunities for students to collaborate in learning. |
|  | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard 3**  **Teaching** | **Unsatisfactory (1)** | **Emerging (2)** | | **Accomplished (3)** | | **Distinguished (4)** | |
| **3.1**  **The teacher candidate utilizes a variety of research-based instructional strategies.** | The teacher candidate   * does not use effective instructional strategies to deliver content. * does not scaffold or differentiate instruction. * does not use technology to deliver content. | The teacher candidate   * uses a limited variety of effective instructional strategies to deliver content. * demonstrates limited use of scaffolding and differentiated instruction. * demonstrates limited use of technology to deliver content. | | The teacher candidate   * uses a variety of effective instructional strategies to deliver content. * demonstrates adequate use of scaffolding and differentiated instruction. * adequately uses technology to deliver content. | | The teacher candidate   * collaborates with students to use an extensive variety of effective instructional strategies to deliver content. * collaborates with students to provide scaffolding and differentiated instruction * extensively uses appropriate technology to deliver content. | |
|  | | | | | | |
| **3.2**  **The teacher candidate motivates and engages students in learning, problem solving and collaboration.** | The teacher candidate   * does not provide learning activities that are relevant to the content. * does not provide meaningful activities. * does not provide students opportunities to collaborate. | The teacher candidate   * provides learning activities relevant to the content. * explains directions and procedures. * provides students with limited opportunities to collaborate using appropriate technologies. | | The teacher candidate   * provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding. * explains directions and procedures clearly and models them when necessary. * provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning. | | The teacher candidate   * facilitates student-led learning activities leading to deep understanding of the content. * encourages students to initiate or adapt learning activities to deepen understanding. * provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning. | |
| . | | | | | | |
| **Standard 3**  **Teaching** | **Unsatisfactory (1)** | **Emerging (2)** | | **Accomplished (3)** | | **Distinguished (4)** | |
| **3.3**  **The teacher candidate adjusts instruction based on a variety of assessments and student responses.** | The teacher candidate   * does not modify instruction. * does not monitor student progress. * does not base instruction on a variety of assessments. * does not provide interventions based on student data. | The teacher candidate   * recognizes missed opportunities to modify instruction. * inconsistently monitors student progress using a variety of assessments. * examines student data. * uses formative assessments to provide whole-group interventions. | | The teacher candidate   * modifies instruction when need is apparent. * consistently monitors student progress using a variety of assessments. * uses student feedback to make instructional decisions. * analyzes student data to make instructional decisions. * uses a variety of formative assessments to differentiate instruction and provide appropriate interventions. | | The teacher candidate   * effectively modified instruction to meet the needs of all students. * extensively monitors student progress using a variety of assessments. * collaborates with students and others to make instructional decisions. * extensively analyzes and uses student data to make instructional decisions. * uses a variety of formative assessments to differentiate instruction and provide effective interventions. | |
|  | | | | | | |
| **Standard 4 PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL**  **4.1**  **The teacher candidate engages in professional development that guides continuous examination and improvement of professional practice.** | The teacher candidate   * does not participate in professional development of best practices. | | The teacher candidate   * participates in opportunities to investigate best practices when invited to do so. * inconsistently implements best practices. | | The teacher candidate   * engages in professional learning to investigate best practices. * consistently implements best practices. * shares best practices within the school community. | | The teacher candidate   * initiates the investigation that leads to the development of best practices. * extensively implements best practices. * mentors others in implementation of best practices. * shares results of investigation at the local, state, or national level. |
|  | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 4 PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** | **Unsatisfactory (1)** | **Emerging (2)** | **Accomplished (3)** | **Distinguished (4)** |
| **4.2**  **The teacher candidate actively engages in collaborative learning opportunities with colleagues.** | The teacher candidate   * works in isolation. * does not contribute positively to work of collaborative teams. | The teacher candidate   * participates in a collaborative team when invited to do so. * attempts to utilize the knowledge and skills gained. | The teacher candidate   * participates actively in and/or facilitates a collaborative team. * contributes to group learning. * utilizes the knowledge and skills gained. | The teacher candidate   * initiates or advances the development of a collaborative team. * contributes consistently to group learning. * mentors others in utilizing the knowledge and skills gained. |
|  | | | |
| **Standard 5 PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY**  **5.1**  **The teacher candidate participates in school-wide collaborative efforts to support the success of all students.** | The teacher candidate   * does not participate in school-wide initiatives. | The teacher candidate   * participates in school-wide initiatives. | The teacher candidate   * collaborates in the development of school-wide initiatives based on school and student data. * participates in the implementation of school-wide initiatives. | The teacher candidate   * leads the ongoing development of school-wide initiatives based on school and student data. * participates in the design and delivery of professional development for the implementation of school-wide initiatives. |
|  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 5 PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** | **Unsatisfactory (1)** | **Emerging (2)** | **Accomplished (3)** | **Distinguished (4)** |
| **5.2**  **The teacher candidate works with parents, guardians, families and community entities to support student learning and well-being.** | The teacher candidate   * does not attend school-wide family activities. * does not respond or inappropriately responds to contact from families. * does not positively contribute to the relationship between school and community. | The teacher candidate   * participates in school-wide family activities. * has minimal interaction with families. * responds appropriately to contact from families. * occasionally connects school activities with community resources. | The teacher candidate   * offers ongoing opportunities for families to participate in classroom activities. * interacts appropriately with families within the school setting. * seeks relevant knowledge of the family in order to provide meaningful connections between the school and family. * creates positive connections between the school and the community. | The teacher candidate   * develops ongoing opportunities for families to participate in classroom activities based on needs assessment. * interacts appropriately with families within the school and community. * utilizes theory and current research to facilitate meaningful connections between the school and family. * develops and promotes meaningful school activities by utilizing community expertise and resources. |
|  | | | |
| **5.3**  **The teacher candidate promotes practices and policies that improve school environment and student learning.** | The teacher candidate   * does not participate in available opportunities for change and growth that affect practice and policy. | The teacher candidate   * participates in required initiatives leading to change in practice and policy in the classroom and school. | The teacher candidate   * identifies possible areas of growth within the classroom and school. * recommends and facilitates opportunities for change and growth in the classroom and school. | The teacher candidate   * involves and coaches others to implement and sustain teacher-identified change. * takes a leadership role in growth initiatives that affect practice and policy throughout the school community. |
|  | | | |