FORM 103: EVALUATION RUBRIC FOR TEACHER CANDIDATES

DOMAIN ONE: PLANNING AND PREPARATION				
1a Demonstrating Knowledge of Content and Pedagogy				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to students' questions • Feedback to students that furthers learning • Interdisciplinary connections in plans and practice	• The teacher candidate displays knowledge of important concepts of the discipline and their relationships to one another AND consistently connects learning objectives to what students have previously learned, know from life experiences, and integrate with other disciplines. • The teacher candidate provides clear, detailed explanations of the content that is based on understanding of students learning styles, intelligence preference, culture-influenced preferences, and gender-based preferences AND provides effective modeling of thinking process to demonstrate performance expectations. • The teacher candidate answers students' questions accurately and provides frequent, consistent academic feedback for furthering their learning. • The teacher candidate regularly implements a variety of subject-specific Instructional strategies in unit and lesson plans that are designed to enhance student content knowledge	• The teacher candidate can identify the important concepts of the discipline and their relationships to one another. • The teacher candidate provides clear explanations of the content. • The teacher candidate answers students' questions accurately and provides feedback that furthers their learning. • Instructional strategies in the unit/lesson plans are suitable to the content.	• The teacher candidate's understanding of the discipline is rudimentary. • The teacher candidate's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	• The teacher candidate makes content errors. • The teacher candidate does not consider prerequisite relationships when planning. • The teacher candidate's plans use inappropriate strategies for the discipline.
RATING:	COMMENTS:			

1b Demonstrating Knowledge of Students				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Formal and informal information about students gathered by the teacher candidate for use in planning instruction • Student interests and needs learned by the teacher candidate for use in planning • teacher candidate participation in community cultural events • teacher candidate-designed opportunities for families to share their heritages • Database of students with special needs	• The teacher candidate knows, for groups of students, their levels of cognitive development and is consistent in using this to plan lessons • The teacher candidate is aware of the different cultural groups in the class and is consistent in using this to plan lessons. • The teacher candidate has a good idea of the range of interests of students in the class and is consistent in using this to plan lessons.. • The teacher candidate has identified "high," "medium," and "low" groups of students within the class and consistently considers this when planning lessons AND provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. • The teacher candidate is well informed about students' cultural heritages and consistently incorporates this knowledge in lesson planning. • The teacher candidate is aware of the special needs represented by students in the class and consistently incorporates this knowledge in lesson planning.	• The teacher candidate knows, for groups of students, their levels of cognitive development. • The teacher candidate is aware of the different cultural groups in the class. • The teacher candidate has a good idea of the range of interests of students in the class. • The teacher candidate has identified "high," "medium," and "low" groups of students within the class. • The teacher candidate is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. • The teacher candidate is aware of the special needs represented by students in the class.	• The teacher candidate cites developmental theory but does not seek to integrate it into lesson planning. • The teacher candidate is aware of the different ability levels in the class but tends to teach to the "whole group." • The teacher candidate recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher candidate is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	• The teacher candidate does not understand child development characteristics and has unrealistic expectations for students. • The teacher candidate does not try to ascertain varied ability levels among students in the class. • The teacher candidate is not aware of students' interests or cultural heritages. • The teacher candidate takes no responsibility to learn about students' medical or learning disabilities.
RATING:	COMMENTS:			

1c Setting Instructional Outcomes				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)

Indicators include:	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
• Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Outcomes permitting assessment of student attainment • Outcomes differentiated for students of varied ability	• Develops outcomes based on state standards. • Outcomes represent high expectations and rigor and important learning of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class.	• Uses state standards to align outcomes and shows the connection of lesson outcomes to standards • Outcomes represent at least three types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication AND are tailored for the lesson and unit • Outcomes build on prior learning and are scaffolded • Lesson plan references prior lessons and units to sequence outcomes	• Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class.	• Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class.
RATING:	COMMENTS:			

1d Demonstrating Knowledge of Resources

Indicators include:	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
• Materials provided by the district • Materials provided by professional organizations • A range of texts • Internet resources • Community resources • Ongoing participation by the teacher candidate in professional education courses or professional groups • Guest speakers	Texts are at varied levels and support the lesson objectives. Resources are incorporated beyond the school curriculum texts (e.g. teacher - made materials, manipulatives, resources from outside the adopted district resources). The teacher candidate incorporates multimedia and technology to support instruction. • The teacher candidate provides lists of resources outside the classroom for students to draw on.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences (including virtual). • The teacher candidate facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher candidate provides lists of resources outside the classroom for students to draw on.	• The teacher candidate uses materials in the school library but does not search beyond the school for resources. • The teacher candidate locates materials and resources for students that are available through the school but does not pursue any other avenues.	• The teacher candidate uses only district-provided materials, even when more variety would assist some students. • The teacher candidate does not seek out resources available to expand own skill. • Although the teacher candidate is aware of some student needs, he does not inquire about possible resources.
RATING:	COMMENTS:			

1e Designing Coherent Instruction

Indicators include:	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
• Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. The teacher candidate teaches at least two types of thinking: Analytical, practical, creative, or research-based thinking. • The teacher candidate provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations that provide opportunities for individual students that progress at different learning rates	• Unit and lesson supports instructional outcomes, reflecting important concepts of the content • Build on prior knowledge of groups of students and moves learning forward • The teacher candidate provides some challenging materials and resources. • Activities present students with opportunities for high-level thinking • Activities permit student choice and offer opportunities for students to work with their classmates • Learning experiences all align to the desired instructional outcomes • Teacher candidate works w/ small groups; students work alone or in small groups • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.
RATING:	COMMENTS:			

1f Designing Student Assessments

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)

Indicators include:				
Indicators include: • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision making by the teacher candidate during instruction	• Teacher candidate uses a variety of assessments and the assessment types matches the learning expectations. AND lesson plans indicate possible adjustments based on formative assessment data. • Plans indicate modified assessments when they are necessary for some students AND include descriptions of how assessment results will be used to inform instruction. • The approach to using formative assessment is well designed and includes student as well as teacher candidate use of the assessment information. • Lesson plans indicate possible adjustments based on formative assessment data.	•Most of the learning outcomes have a method for assessment. • Some assessment types match learning expectations. • Assessment criteria are clear. • Plans indicate modified assessments when they are necessary for some students. • Plans include formative assessments to use during instruction. • Teacher candidate has a developed strategy to using formative assessments and has designed approaches to be used.	• Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students.	• Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans.
RATING:	COMMENTS:			

DOMAIN TWO: CLASSROOM ENVIRONMENT

2a Creating an Environment of Respect and Rapport

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Respectful talk, active listening, and turn-taking • Acknowledgment of students' backgrounds and lives outside the classroom • Body language indicative of warmth and caring shown by teacher candidate and students • Physical proximity • Politeness and encouragement • Fairness	• Talk between the teacher candidate and students and among students is uniformly respectful. • The teacher candidate successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher candidate makes general connections with individual students. • Students exhibit respect for the teacher candidate.	• Talk between the teacher candidate and the students and among students is uniformly respectful. • Teacher candidate responds to disrespectful behavior among students. • Teacher candidate uses "we" statements to make students feel part of the group • Teacher candidate listens to students with care • Teacher candidate makes an effort to learn about how students feel about the class	• The quality of interactions between teacher candidate and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher candidate attempts to respond to disrespectful behavior among students, with uneven results. • The teacher candidate attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	• The teacher candidate is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Students' body language indicates feelings of hurt, discomfort, or insecurity. • The teacher candidate displays no familiarity with, or caring about, individual students. • The teacher candidate disregards disrespectful interactions among students.
RATING:	COMMENTS:			

2b Establishing a Culture for Learning

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectation of high-quality work on the part of students • Expectation and recognition of effort and persistence on the part of students • High expectations for expression and work products	• The teacher candidate communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher candidate demonstrates a high regard for students' abilities. • The teacher candidate conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher candidate insists on precise use of language by students.	• The teacher candidate's energy for the work is mostly evident, indicating a level of commitment. • The teacher candidate communicates the importance of the content. • The teacher candidate believes that with hard work all students can master the material, but may not convey it well to all students. • Most students exhibit a commitment to complete the work on their own; many working for the sake of learning • The teacher candidate's primary concern is for all students' learning • The teacher candidate models and strongly encourages use of precise language by students	• The teacher candidate's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. • The teacher candidate conveys high expectations for only some students. • Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." • The teacher candidate's primary concern appears to be to complete the task at hand. • The teacher candidate urges, but does not insist, that students use precise language.	• The teacher candidate conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. • The teacher candidate conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Students use language incorrectly; the teacher candidate does not correct them.
RATING:	COMMENTS:			

2c Managing Classroom Procedures

	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students knowing what to do, where to move	• Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are always smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines are consistent and function smoothly a majority of the time.	• Students are mostly engaged during small-group or independent work. • Transitions between large and small group activities are smooth most of the time. • Routines for distribution and collection of materials and supplies are established and work most of the time. • Classroom routines function most of the time.	• Students not working directly with the teacher candidate are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly.	• Students not working with the teacher candidate are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures.
RATING:	COMMENTS:			

2d Managing Student Behavior				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Absence of acrimony between teacher candidate and students concerning behavior • teacher candidate awareness of student conduct • Preventive action when needed by the teacher candidate • Absence of misbehavior • Reinforcement of positive behavior	• Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher candidate frequently monitors student behavior. • The teacher candidate's response to student misbehavior is effective.	• Teacher candidate shares standards of conduct with students and explains and models expectations of classroom behavior • Student behavior is usually appropriate. • The teacher candidate monitors student behavior. • The teacher candidate has a strategy for responding to student misbehavior.	• The teacher candidate attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher candidate attempts to keep track of student behavior, but with no apparent system. • The teacher candidate's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	• The classroom environment is chaotic, with no standards of conduct evident. • The teacher candidate does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher candidate awareness or with an ineffective response.
RATING:	COMMENTS:			

2e Organizing Physical Space				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology, by both teacher candidate and students	• The classroom is pleasant and safe • Students can see and hear all parts of instruction • Students show responsibility for the care of materials • Students make decisions about learning aids and student work that is displayed	• The classroom is safe, and all students are able to see and hear the teacher candidate or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher candidate makes appropriate use of available technology.	• The physical environment is safe, and most students can see and hear the teacher candidate or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher candidate makes limited use of available technology and other resources.	• There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher candidate or see the board. • Available technology is not being used even if it is available and its use would enhance the lesson.
RATING:	COMMENTS:			

DOMAIN THREE: INSTRUCTION

3a: Communicating with Students				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Clarity of lesson purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear explanations of concepts and strategies • Correct and imaginative use of language	• The teacher candidate states clearly, at some point during the lesson, what the students will be learning and successfully connects it to previous learning. • The teacher candidate's explanation of content is clear and invites student participation and thinking. • The teacher candidate makes no content errors. • The teacher candidate describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • If appropriate, the teacher candidate models the process to be followed in the task. • The teacher candidate's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher candidate's vocabulary is appropriate to students' ages and levels of development.	• The teacher candidate states clearly, at some point during the lesson, what the students will be learning. • The teacher candidate's explanation of content is clear with some student participation and thinking. • The teacher candidate makes minor content errors. • The teacher candidate describes specific strategies students might use, but there is limited opportunity for students to interpret them in the context of what they're learning. • If appropriate, the teacher candidate models the process to be followed in the task. • The teacher candidate's vocabulary and usage are correct and suited to the lesson; there is limited explanations of academic vocabulary. • The teacher candidate's vocabulary is appropriate to students' ages and levels of development.	• The teacher candidate provides little elaboration or explanation about what the students will be learning. • The teacher candidate's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher candidate makes no serious content errors but may make minor ones. • The teacher candidate's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher candidate's vocabulary and usage are correct but unimaginative. • When the teacher candidate attempts to explain academic vocabulary, it is only partially successful. • The teacher candidate's vocabulary is too advanced, or too juvenile, for students.	• At no time during the lesson does the teacher candidate convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher candidate makes a serious content error that will affect students' understanding of the lesson. • The teacher candidate's communications include errors of vocabulary or usage or imprecise use of academic language. • The teacher candidate's vocabulary is inappropriate to the age or culture of the students.
RATING:	COMMENTS:			

3b: Using Questioning and Discussion Techniques				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Questions of high cognitive challenge, formulated by both students and teacher candidate • Questions with multiple correct answers or multiple approaches, even when there is a single correct response • Effective use of student responses and ideas • Discussion, with the teacher candidate stepping out of the central, mediating role • Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher candidate and with their classmates • High levels of student participation in discussion.	• The teacher candidate is purposeful when asking questions, sequencing them towards instructional goals, inviting students to think and/or offer multiple possible answers. • The teacher candidate consistently makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher candidate. • The teacher candidate calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher candidate asks students to justify their reasoning, and most attempt to do so.	• The teacher candidate uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher candidate makes effective use of wait time more than 75% of lesson. • Discussions enable students to talk to one another with occasional mediation by teacher candidate. • The teacher candidate calls on many students, and most participate in the discussion. • The teacher candidate asks students to justify their reasoning, and most attempt to do so.	• The teacher candidate frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher candidate calls on students quickly. • The teacher candidate invites students to respond directly to one another's ideas, but few students respond. • The teacher candidate calls on many students, but only a small number actually participate in the discussion. • The teacher candidate asks students to explain their reasoning, but only some students attempt to do so.	• Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher candidate and students; students are not invited to speak directly to one another. • The teacher candidate does not ask students to explain their thinking. • Only a few students dominate the discussion.
RATING:	COMMENTS:			

3c: Engaging Student in Learning				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Student enthusiasm, interest, thinking, problem solving, etc. • Learning tasks that require high-level student thinking and invite students to explain their thinking • Students highly motivated to work on all tasks and persistent even when the tasks are challenging • Students actively "working," rather than watching while their teacher candidate "works" • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are encouraged to explain their thinking as part of completing tasks. • Materials and resources enhance the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher candidate uses groupings that enhance the lesson activities.	• Most students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Students are invited to explain their thinking as part of completing tasks. • Student engagement with the content is occasionally passive; the learning at times consists of facts or procedures. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson mostly provides students the time needed to be intellectually engaged. • The teacher candidate uses groupings that are suitable to the lesson activities.	Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.
RATING:	COMMENTS:			

3d: Using Assessment in Instruction				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • The teacher candidate paying close attention to evidence of student understanding • The teacher candidate posing specifically created questions to elicit evidence of student understanding • The teacher candidate circulating to monitor student learning and to offer feedback • Students assessing their own work against established criteria.	• The teacher candidate makes the standards of high-quality work clear to students. • The teacher candidate consistently elicits evidence of student understanding. • Students are encouraged to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students. • The teacher candidate expects students to use feedback to work towards instructional goals.	• The teacher candidate makes the standards of high-quality work mostly clear to students. • The teacher candidate occasionally elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; half or less of them do so. • Most feedback includes specific and timely guidance, at least for groups of students.	• There is little evidence that the students understand how their work will be evaluated. • The teacher candidate monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher candidate makes only minor attempts to engage students in self- or peer assessment.	• The teacher candidate gives no indication of what high-quality work looks like. • The teacher candidate makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher candidate does not ask students to evaluate their own or classmates' work.
RATING:	COMMENTS:			

3e: Demonstrating Flexibility and Responsiveness				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Incorporation of students' interests and daily events into a lesson • The teacher candidate adjusting instruction in response to evidence of student understanding (or lack of it) • The teacher candidate seizing on a teachable moment.	• The teacher candidate purposely incorporates students' interests and questions into the heart of the lesson. • The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty and shares some approaches. • In reflecting on practice, the teacher candidate cites multiple approaches undertaken to reach students having difficulty, correctly identifying successes and failures. • When improvising becomes necessary, the teacher candidate makes adjustments to the lesson, explaining to students how it brings them closer to their instructional goals.	• The teacher candidate incorporates students' interests and questions into the heart of the lesson. • The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher candidate cites a few approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher candidate makes adjustments to the lesson.	• The teacher candidate makes perfunctory attempts to incorporate students' questions and interests into the lesson. • The teacher candidate conveys to students a level of responsibility for their learning but also uncertainty about how to assist them. • In reflecting on practice, the teacher candidate indicates the desire to reach all students but does not suggest strategies for doing so. • The teacher candidate's attempts to adjust the lesson are partially successful.	• The teacher candidate ignores indications of student boredom or lack of understanding. • The teacher candidate brushes aside students' questions. • The teacher candidate conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher candidate does not indicate that it is important to reach all students. • The teacher candidate makes no attempt to adjust the lesson in response to student confusion.
RATING:	COMMENTS:			

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

4a: Reflecting on Teaching				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Accurate reflections on a lesson • Citation of adjustments to practice that draw on a repertoire of strategies	• The teacher candidate accurately assesses the effectiveness of instructional activities used, providing evidence for their rationale. • The teacher candidate identifies specific ways in which a lesson might be improved, providing a rationale for their thinking.	• The teacher candidate has a strong sense of the effectiveness of instructional activities used. • The teacher candidate identifies specific ways in which a lesson might be improved.	• The teacher candidate has a general sense of whether or not instructional practices were effective. • The teacher candidate offers general modifications for future instruction.	The teacher candidate considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher candidate makes no suggestions for improvement.
RATING:	COMMENTS:			

4b: Professional Responsibilities				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes. • Processes of maintaining accurate noninstructional records.	• The teacher candidate's process for recording completion of student work is efficient and effective; students consistently have access to information about completed and/or missing assignments. • The teacher candidate has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • The teacher candidate's process for recording noninstructional information is both efficient and effective.	• The teacher candidate's process for recording completion of student work is mainly efficient and effective; students usually have access to information about completed and/or missing assignments. • The teacher candidate has a process for recording student attainment of learning goals though it is not completely effective; students are usually able to see how they're progressing. • The teacher candidate's process for recording noninstructional information is mainly efficient and effective.	• The teacher candidate has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. • The teacher candidate's process for tracking student progress is cumbersome to use. • The teacher candidate has a process for tracking some, but not all, noninstructional information, and it may contain some errors.	• There is no system for either instructional or noninstructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information.
RATING:	COMMENTS:			

4c: Communicating with Cooperating Teacher				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Frequent and appropriate information discussed with cooperating teacher regarding the instructional program and student progress • Two-way communication between the teacher candidate the cooperating teacher	• The teacher candidate regularly discusses information about the instructional program with the cooperating teacher • The teacher candidate regularly communicates with the cooperating teacher about student progress.	• The teacher candidate occasionally discusses information about the instructional program with the cooperating teacher • The teacher candidate occasionally communicates with the cooperating teacher about students' progress.	•The teacher candidate rarely discusses information about the instructional program with the cooperating teacher • The teacher candidate rarely communicates with the cooperating teacher about students' progress.	• Little or no information is discussed about the instructional program with the cooperating teacher • The cooperating teacher is rarely or never consulted about students' progress.
RATING:	COMMENTS:			

4d: Growing and Developing Professionally				
	DISTINGUISHED (4)	PROFICIENT (3)	BASIC (2)	UNSATISFACTORY (1)
Indicators include: • Frequent teacher candidate attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; freely shared insights • Participation in professional organizations supporting academic inquiry.	• The teacher candidate seeks regular opportunities for continued professional development. • The teacher candidate welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The teacher candidate actively participates in organizations designed to contribute to the profession.	• The teacher candidate has supportive and collaborative relationships with colleagues. • The teacher candidate occasionally seeks opportunities for continued professional development.	• The teacher candidate participates in professional activities when they are required or provided by the district. • The teacher candidate reluctantly accepts feedback from supervisors and colleagues. • The teacher candidate contributes in a limited fashion to professional organizations.	• The teacher candidate is not involved in any activity that might enhance knowledge or skill. • The teacher candidate purposefully resists discussing performance with supervisors or colleagues. • The teacher candidate ignores invitations to join professional organizations or attend conferences.

| RATING: | COMMENTS: |