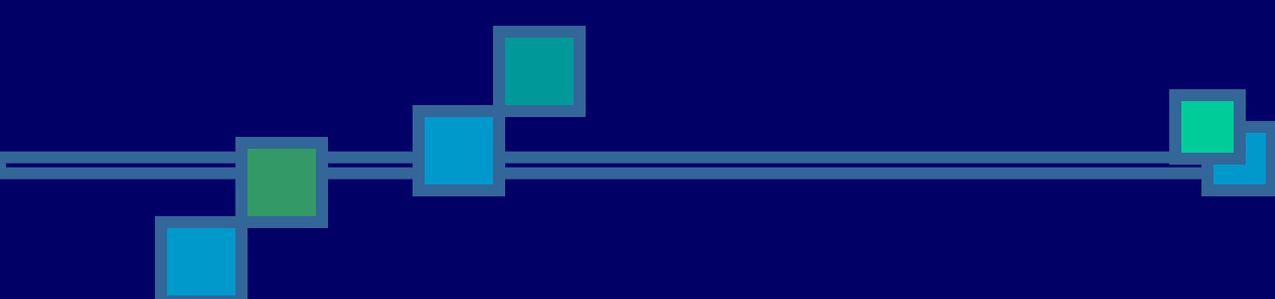


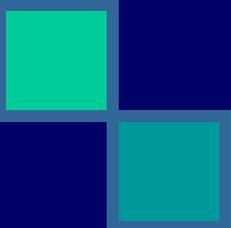
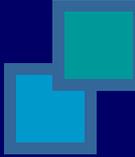
MEEES

Rubric Revision Work Group





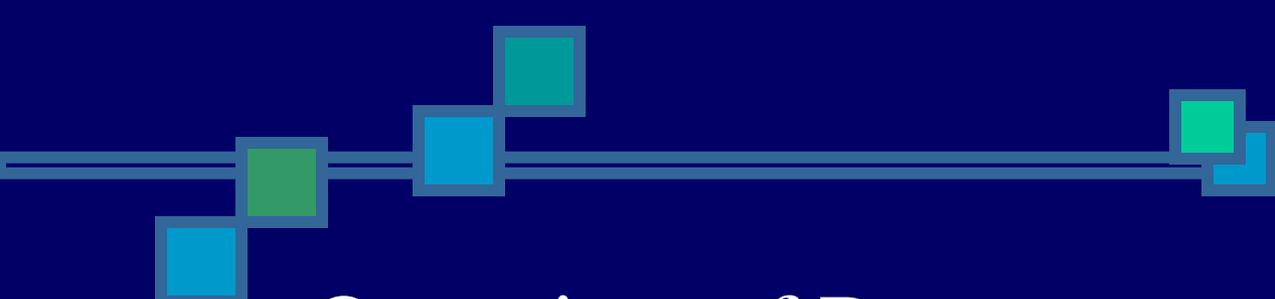
Work Group Members

- 
- Ron Banfield, WUSTL
 - Brandy Hepler, SEMO
 - Kristi Mascher, MSSU
 - Kim Nuetzmann, MU
 - Bill Runyan, UCM
 - Cassidy Urie, CPS
 - Joy Voss, SLU
- 

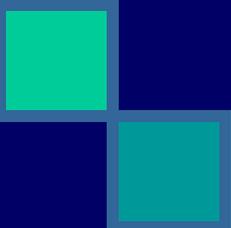


Guiding Considerations For Our Work

- Interface with the APR
 - Satisfy the statutory requirements for licensure
 - Strong stand-alone performance assessment
 - Language that aligns with the candidate level
 - Prepare candidates for the world they will enter
- 

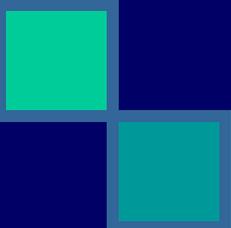
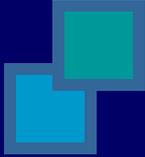


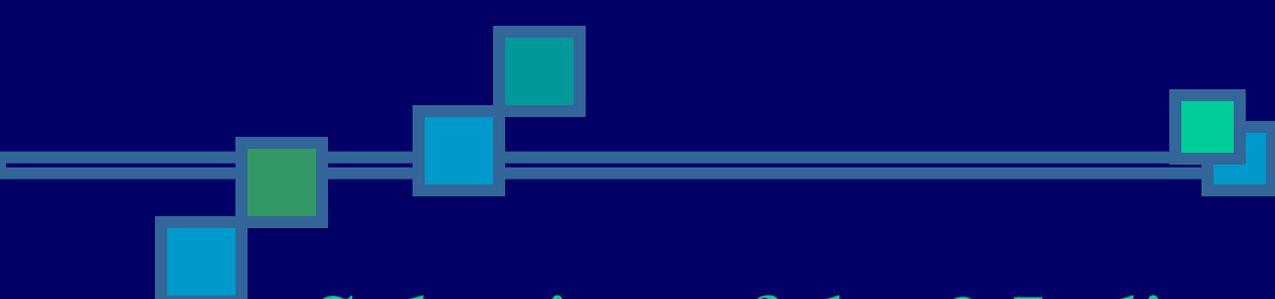
Overview of Process

- 
- 0 – 4 Scoring Scale
 - 9 Quality Indicators
 - Revised Language of Headings
 - Revised Language of Levels 3 & 4
 - Possible Artifacts and Evidence
 - Revised Format
- 

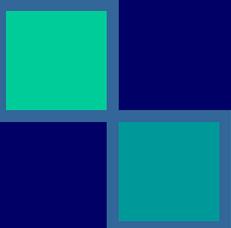


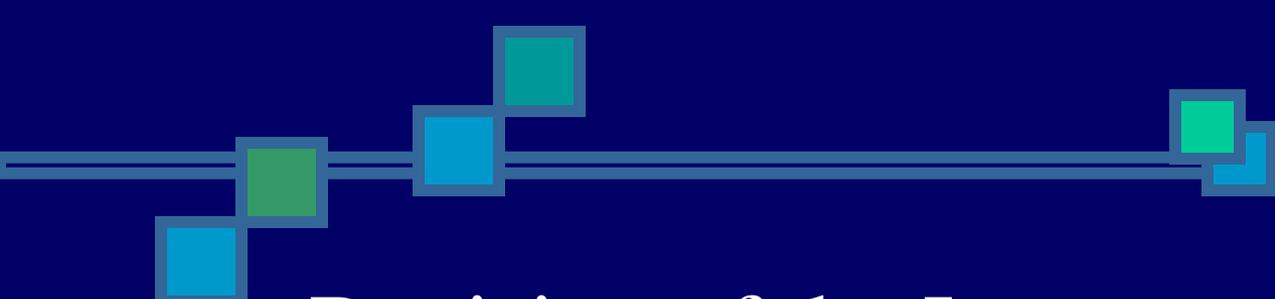
Scoring

- 0 – Zero: The Standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge.
 - 1 – Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance.
 - 2 – Developing Candidate: The teacher candidate possesses the necessary knowledge and *inconsistently* demonstrates in performance.
 - 3 – Skilled Candidate: The teacher candidate possesses the necessary knowledge and *consistently* demonstrates in performance.
 - 4 – Exceeding Candidate: The teacher candidate adapts
- 
- 

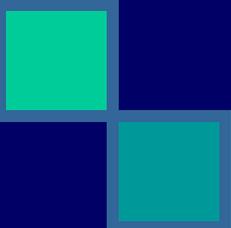


Selection of the 9 Indicators

- 
- Key to candidate success
 - Observable during a lesson
 - Alignment with APR
- 



Revision of the Language



- **Heading Language**

- **Emerging, Developing, Skilled, Exceeding**

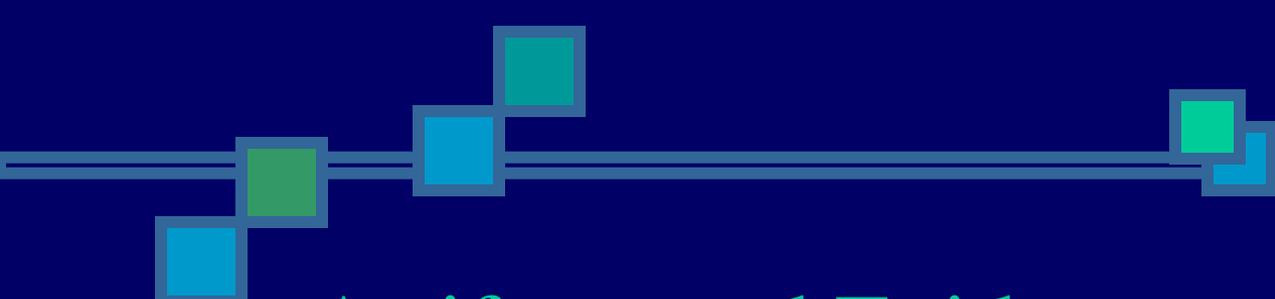
- **Focus on Level 3 Language**



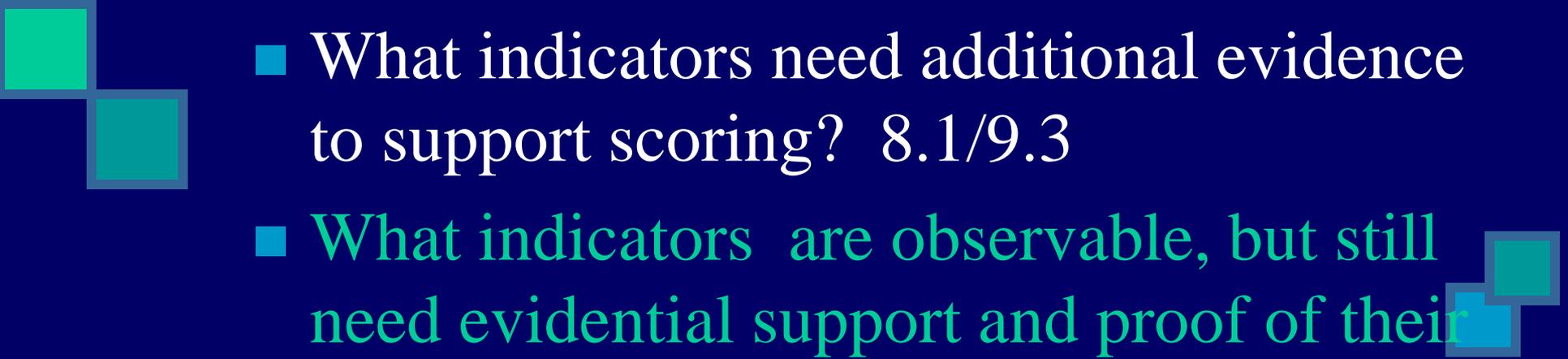
- **Is it appropriate for the candidate level?**

- **Is it observable in a lesson?**

- **Level 4**

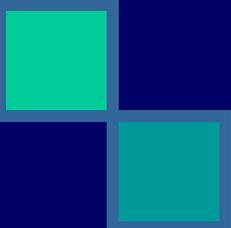


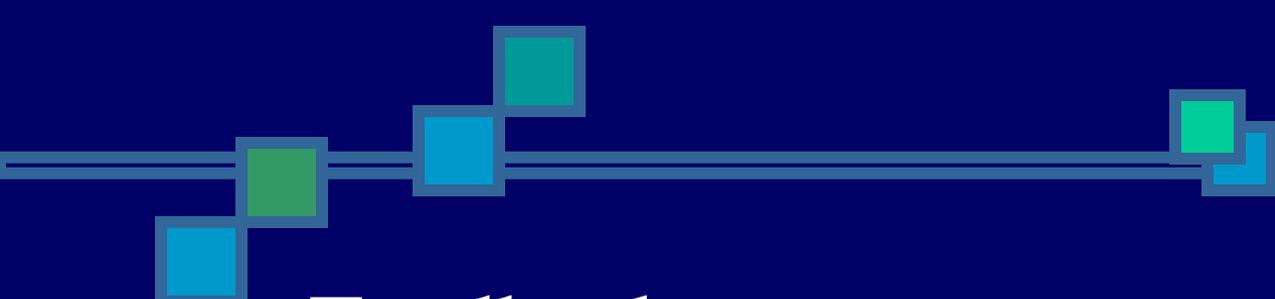
Artifacts and Evidence

- 
- What indicators need additional evidence to support scoring? 8.1/9.3
 - What indicators are observable, but still need evidential support and proof of their occurrence? 7.1

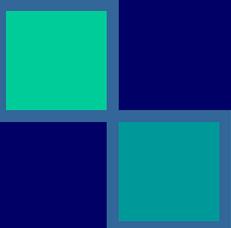


Format

- One Indicator Per Page
 - Multiple Observations on One Page
 - Level three as the focal point
 - Emphasis on Growth Per Indicator Over Time
 - Supplemental Rubric
- 
- 

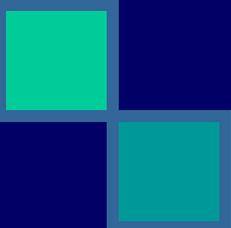


Feedback

- 
- 0 – 4 Scoring Scale
 - 9 Quality Indicators
 - Revised Language of Headings
 - Focus On 3 & 4 Language
 - Possible Artifacts and Evidence
 - Format
- 



Next Steps

- 
- Incorporate Feedback
 - Share at MACTE
 - Incorporate Feedback
 - Finalize Document
 - Plan for First Year Implementation and Training
- 

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

1.2 Student engagement in subject matter
<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p> <p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p> <p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p> <p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p> <p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>

<p>The Skilled Candidate (3) Consistently:</p> <ul style="list-style-type: none"> Varies the pacing of the lessons to capture students’ interests and attention. Scans the room regularly to identify engagement. Provides students opportunities to process the content through quality talk. Creates integrated lessons built on student background knowledge and interests. Creates an environment that promotes self-directed learning. Uses resource to support learning. Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology. Uses a variety of techniques to enhance student responses. <p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> Conversation Interest Inventory Journal Lesson/Unit Plan Learning Activities <p>The Exceeding Candidate (4) also demonstrates one or more of the following:</p> <ul style="list-style-type: none"> Identifies low engagement and responds with strategies to increase engagement. Uses a variety of questioning strategies to promote active participation and depth of student response. Uses a variety of content-based resources to engage and deepen understanding. 	<table border="1"> <thead> <tr> <th>Performance Assessment</th> <th>Score</th> <th>Feedback</th> </tr> </thead> <tbody> <tr> <td>Formative 1 Date</td> <td></td> <td></td> </tr> <tr> <td>Formative 2 Date</td> <td></td> <td></td> </tr> <tr> <td>Formative 3 Date</td> <td></td> <td></td> </tr> <tr> <td>Formative 4 Date</td> <td></td> <td></td> </tr> <tr> <td>Formative 5 Date</td> <td></td> <td></td> </tr> <tr> <td>Formative 6 Date</td> <td></td> <td></td> </tr> <tr> <td>Summative Date</td> <td></td> <td></td> </tr> </tbody> </table>	Performance Assessment	Score	Feedback	Formative 1 Date			Formative 2 Date			Formative 3 Date			Formative 4 Date			Formative 5 Date			Formative 6 Date			Summative Date		
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Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 2: Student Learning, Growth and Development

The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

2.4 Differentiated Lesson Design
<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p> <p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p> <p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p> <p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p> <p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>

The Skilled Candidate (3) Consistently:
<ul style="list-style-type: none"> • Designs and implements a lesson that intentionally varies one or more of the following as needed: content, process, product and/or environment. • Uses knowledge of students to meet individual needs. • Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet individual needs. • Uses accommodations and modification tools per individual learning plan as needed.
Possible Artifacts/Evidence:
<ul style="list-style-type: none"> • Conversation • Lesson Plan • Student Assessment Data • Flexible Grouping Plan • Adapted Assessments
The Exceeding Candidate (4) also demonstrates one or more of the following:
<ul style="list-style-type: none"> • Designs and utilizes a blend of whole-class, group, and/or individual instruction. • Develops modified assessments that inform teaching and learning for each student.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 3: Curriculum Implementation

The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards data.

3.1 Implementation of curriculum standards
<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p> <p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p> <p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p> <p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p> <p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>

The Skilled Candidate (3) Consistently:
<ul style="list-style-type: none"> • Designs lessons and assessments exhibiting understanding of appropriate curriculum. • Designs and/or utilizes embedded formative assessment opportunities and learning activities aligned to district, state, and/or national standards.

Possible Artifacts/Evidence:
<ul style="list-style-type: none"> • Assessments • Conversation • Lesson/Unit Plan • Curriculum Maps • Essential Learning Outcomes

The Exceeding Candidate (4) also demonstrates one or more of the following:
<ul style="list-style-type: none"> • Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives. • Connects learning objectives to real world references to aid in student comprehension. • Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 4: Critical Thinking

The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

4.1 Student engagement in critical thinking
0- The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge
1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance
2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance
3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance
4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response

<p>The Skilled Candidate (3) Consistently:</p> <ul style="list-style-type: none"> Provides opportunities for student self-monitoring, self-reflection, and/or self-directed learning. Provides opportunities to convey student ideas through product and/or process. Facilitates opportunities for students to analyze problems and possible solutions. Uses higher order questioning and various evidence-based instructional strategies to promote rigor and relevance. <p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> Conversation Lesson Plans Student Products Resource List <p>The Exceeding Candidate (4) also demonstrates one or more of the following:</p> <ul style="list-style-type: none"> Provides opportunity for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through product and process. Provides opportunity for students to express their thoughts, feelings, insights, opinions, and attitudes through a variety of mediums. Provides opportunities for students to consider differing viewpoints and justify their own opinion. 	<table border="1"> <thead> <tr> <th>Performance Assessment</th> <th>Score</th> <th>Feedback</th> </tr> </thead> <tbody> <tr> <td>Formative 1 Date</td> <td></td> <td></td> </tr> <tr> <td>Formative 2 Date</td> <td></td> <td></td> </tr> <tr> <td>Formative 3 Date</td> <td></td> <td></td> </tr> <tr> <td>Formative 4 Date</td> <td></td> <td></td> </tr> <tr> <td>Formative 5 Date</td> <td></td> <td></td> </tr> <tr> <td>Formative 6 Date</td> <td></td> <td></td> </tr> <tr> <td>Summative Date</td> <td></td> <td></td> </tr> </tbody> </table>	Performance Assessment	Score	Feedback	Formative 1 Date			Formative 2 Date			Formative 3 Date			Formative 4 Date			Formative 5 Date			Formative 6 Date			Summative Date		
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Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 5: Positive Classroom Environment

The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

5.1 Classroom Management Techniques
<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p> <p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p> <p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p> <p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p> <p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>

The Skilled Candidate (3) Consistently:
<ul style="list-style-type: none"> Monitors student behavior and intervenes appropriately. Utilizes varied management and/or organizational strategies to maintain student engagement and enhance learning. Plans, communicates, and implements developmentally appropriate expectations to maintain a safe and optimal learning environment. Responds to students in a positive, respectful manner.
Possible Artifacts/Evidence:
<ul style="list-style-type: none"> Classroom Rules and Routines Behavior Matrix Student Behavior Data Conversation
The Exceeding Candidate (4) also demonstrates one or more of the following:
<ul style="list-style-type: none"> Displays a strong relationship and rapport with individual students that promotes a positive learning environment. Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 6: Effective Communication

The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.1 Verbal, nonverbal communication
<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p> <p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p> <p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p> <p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p> <p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>

The Skilled Candidate (3) Consistently:
<ul style="list-style-type: none"> Provides clear instructions through verbal and non-verbal cues. Clearly conveys objectives verbally and visually through various mediums. Checks for student understanding through paraphrasing and/or restating questions. Clearly and effectively models desired outcomes to enhance student comprehension. Models effective speech qualities including volume, tone, and inflection. Models proper grammar in written and verbal communication.
Possible Artifacts/Evidence:
<ul style="list-style-type: none"> Lesson plan Written communication Visual directions/ schedule Presentation Conversation
The Exceeding Candidate (4) also demonstrates one or more of the following:
<ul style="list-style-type: none"> Adjust conversation skills to support individual student understanding. Encourages students to develop effective speech qualities including volume, tone, and inflection.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
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Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 7: Student Assessment and Data Analysis

The teachers candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom ad standardized assessment data to plan ongoing instruction.

7.1 Effective use of assessments

0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge

1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance

2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and *inconsistently* demonstrates in performance

3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and *consistently* demonstrates in performance

4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response

The Skilled Candidate (3) Consistently:

- Uses various types of assessments to accurately monitor the progress of each student and the class as a whole.
- Uses formative assessment strategies to effectively gather data about student understanding to guide future instruction.
- Maintains student records consistently and ethically.

Requires at least one of the following artifacts:

- Progress monitoring data
- Formative/Summative tools
- Pre/post-test
- Work sample
- Conference notes

The Exceeding Candidate (4) also demonstrates one or more of the following:

- Analyzes trend data to respond instructionally resulting in a positive impact on student learning.
- Supports students in creating and articulating progress toward goals.
- - Uses formative assessment strategies to adjust **mid-lesson** instruction based on student understanding.

Performance Assessment	Score	Feedback
Formative 1 Date		
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Formative 6 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 8: Professionalism

The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

8.1 Self-assessment & improvement
<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p> <p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p> <p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p> <p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p> <p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>

The Skilled Candidate (3) Consistently:
<ul style="list-style-type: none"> • Reflects on the effectiveness of a lesson based on student learning and engagement. • Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice and grows professionally. • Monitors and adjusts professional conduct through self-assessment. • Participates in school and district professional development.
<p>Requires at least one of the following artifacts:</p> <ul style="list-style-type: none"> • Dispositional assessment • PD log • Self-assessment • Reflection
<p>The Exceeding Candidate (4) also demonstrates one or more of the following:</p> <ul style="list-style-type: none"> • Reflects on the effectiveness of a lesson based on student learning and engagement. • Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice and grows professionally. • Monitors and adjusts professional conduct through self-assessment. • Participates in school and district professional development.

Performance Assessment	Score	Feedback
Formative 1 Date		
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Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 9: Professional Collaboration

The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

9.3 Cooperative partnerships in support of student learning

0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge

1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance

2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and *inconsistently* demonstrates in performance

3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and *consistently* demonstrates in performance

4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response

The Skilled Candidate (3) Consistently:

- Participates in school-wide functions.
- Prepares for and fully participates in collaborative meetings.
- Engages in positive and effective communication with students, staff, and families.
- Builds and maintains positive, appropriate relationships with students, staff, and families.
- Uses technology tools to enhance communication and collaboration.

Requires at least one of the following artifacts:

- Parent contact log
- Professional development log
- Welcome letter
- Collaboration notes
- Technology tools

The Exceeding Candidate (4) also demonstrates one or more of the following:

- Volunteers to be a committee member of a school-wide function.
- Collaboratively incorporates parent, colleague, and/or community members for the benefit of students..
- Actively participates in a professional organization to improve practice.

Performance Assessment	Score	Feedback
Formative 1 Date		
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MEES, Revised

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Representative Indicator: 1.2 Student Engagement in Subject Matter

<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p>	<p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p>	<p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p>	<p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>
			<ul style="list-style-type: none"> • Varies the pacing of the lessons to capture students' interests and attention. • Scans the room regularly to identify engagement. • Provides students opportunities to process the content through quality talk. • Creates integrated lessons built on student background knowledge and interests. • Creates an environment that promotes self-directed learning. • Uses resource to support learning. • Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology. • Uses a variety of techniques to enhance student responses. 	<ul style="list-style-type: none"> • Varies the pacing of the lessons to capture students' interests and attention. • Scans the room regularly to identify engagement. • Provides students opportunities to process the content through quality talk. • Creates integrated lessons built on student background knowledge and interests. • Creates an environment that promotes self-directed learning. • Uses resource to support learning. • Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology. • Uses a variety of techniques to enhance student responses. • Identifies low engagement and responds with strategies to increase engagement. • Uses a variety of questioning strategies to promote active participation and depth of student response. • Uses a variety of content-based resources to engage and deepen understanding.

Standard 2: Student Learning, Growth and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Representative Indicator: 2.4 Differentiated Lesson Design

<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p>	<p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p>	<p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p>	<p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>
			<ul style="list-style-type: none"> • Designs and implements a lesson that intentionally varies one or more of the following as needed: content, process, product and/or environment. • Uses knowledge of students to meet individual needs. • Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet individual needs. • Uses accommodations and modification tools per individual learning plan as needed. 	<ul style="list-style-type: none"> • Designs and implements a lesson that intentionally varies one or more of the following as needed: content, process, product and/or environment. • Uses knowledge of students to meet individual needs. • Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet individual needs. • Uses accommodations and modification tools per individual learning plan as needed. • Designs and utilizes a blend of whole-class, group, and/or individual instruction. • Develops modified assessments that inform teaching and learning for each student.

Standard 3: Curriculum Implementation The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards data.

Representative Indicator: 3.1 Implementation of Curriculum Standards

<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p>	<p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p>	<p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p>	<p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>
			<ul style="list-style-type: none"> • Designs lessons and assessments exhibiting understanding of appropriate curriculum. • Designs and/or utilizes embedded formative assessment opportunities and learning activities aligned to district, state, and/or national standards. 	<ul style="list-style-type: none"> • Designs lessons and assessments exhibiting understanding of appropriate curriculum. • Designs and/or utilizes embedded formative assessment opportunities and learning activities aligned to district, state, and/or national standards. • Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives. • Connects learning objectives to real world references to aid in student comprehension. • Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons. •

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Representative Indicator: 4.1 Student Engagement in Critical Thinking

<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p>	<p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p>	<p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p>	<p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>
			<ul style="list-style-type: none"> • Provides opportunities for student self-monitoring, self reflection, and/or self-directed learning. • Provides opportunities to convey student ideas through product and/or process. • Facilitates opportunities for students to analyze problems and possible solutions. • Uses higher order questioning and various evidence-based instructional strategies to promote rigor and relevance. 	<ul style="list-style-type: none"> • Provides opportunities for student self-monitoring, self reflection, and/or self-directed learning. • Provides opportunities to convey student ideas through product and/or process. • Facilitates opportunities for students to analyze problems and possible solutions. • Uses higher order questioning and various evidence-based instructional strategies to promote rigor and relevance. • Provides opportunity for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through product and process. • Provides opportunity for students to express their thoughts, feelings, insights, opinions, and attitudes through a variety of mediums. • Provides opportunities for students to consider differing viewpoints and justify their own opinion.

Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Representative Indicator: 5.1 Classroom Management Techniques

<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p>	<p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p>	<p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p>	<p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>
			<ul style="list-style-type: none"> • Monitors student behavior and intervenes appropriately. • Utilizes varied management and/or organizational strategies to maintain student engagement and enhance learning. • Plans, communicates, and implements developmentally appropriate expectations to maintain a safe and optimal learning environment. • Responds to students in a positive, respectful manner. 	<ul style="list-style-type: none"> • Monitors student behavior and intervenes appropriately. • Utilizes varied management and/or organizational strategies to maintain student engagement and enhance learning. • Plans, communicates, and implements developmentally appropriate expectations to maintain a safe and optimal learning environment. • Responds to students in a positive, respectful manner. • Displays a strong relationship and rapport with individual students that promotes a positive learning environment. • Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Representative Indicator: 6.1 Verbal and Nonverbal Communication

<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p>	<p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p>	<p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p>	<p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>
			<ul style="list-style-type: none"> • Provides clear instructions through verbal and non-verbal cues. • Clearly conveys objectives verbally and visually through various mediums. • Checks for student understanding through paraphrasing and/or restating questions. • Clearly and effectively models desired outcomes to enhance student comprehension. • Models effective speech qualities including volume, tone, and inflection. • Models proper grammar in written and verbal communication. 	<ul style="list-style-type: none"> • Provides clear instructions through verbal and non-verbal cues. • Clearly conveys objectives verbally and visually through various mediums. • Checks for student understanding through paraphrasing and/or restating questions. • Clearly and effectively models desired outcomes to enhance student comprehension. • Models effective speech qualities including volume, tone, and inflection. • Models proper grammar in written and verbal communication. • Adjust conversation skills to support individual student understanding. • Encourages students to develop effective speech qualities including volume, tone, and inflection.

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction.

Representative Indicator: 7.1 Effective Use of Assessments

<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p>	<p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p>	<p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p>	<p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>
			<ul style="list-style-type: none"> • Uses various types of assessments to accurately monitor the progress of each student and the class as a whole. • Uses formative assessment strategies to effectively gather data about student understanding to guide future instruction. • Maintains student records consistently and ethically. • Requires at least one of the following artifacts: <ul style="list-style-type: none"> • Progress monitoring data • Formative/Summative tools • Pre/post-test • Work sample • Conference notes 	<ul style="list-style-type: none"> • Uses various types of assessments to accurately monitor the progress of each student and the class as a whole. • Uses formative assessment strategies to effectively gather data about student understanding to guide future instruction. • Maintains student records consistently and ethically. • Requires at least one of the following artifacts: <ul style="list-style-type: none"> • Progress monitoring data • Formative/Summative tools • Pre/post-test • Work sample • Conference notes <u>The Exceeding Candidate (4) also demonstrates one or more of the following:</u> <ul style="list-style-type: none"> • Analyzes trend data to respond instructionally resulting in a positive impact on student learning. • Supports students in creating and articulating progress toward goals. • Uses formative assessment strategies to adjust midlesson instruction based on student understanding.

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

Representative Indicator: 8.1 Self-Assessment and Improvement

0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge	1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance	2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance	3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response
			<ul style="list-style-type: none"> • Reflects on the effectiveness of a lesson based on student learning and engagement. • Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice and grows professionally. • Monitors and adjusts professional conduct through self-assessment. • Participates in school and district professional development. • Requires at least one of the following artifacts: • Dispositional assessment • PD log • Self-assessment • Reflection 	<ul style="list-style-type: none"> • Reflects on the effectiveness of a lesson based on student learning and engagement. • Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice and grows professionally. • Monitors and adjusts professional conduct through self-assessment. • Participates in school and district professional development. • Requires at least one of the following artifacts: • Dispositional assessment • PD log • Self-assessment • Reflection <p><u>One or more of the following:</u></p> <ul style="list-style-type: none"> • Reflects on the effectiveness of a lesson based on student learning and engagement. • Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice and grows professionally. • Monitors and adjusts professional conduct through

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

Representative Indicator: 9.3 Cooperative Partnerships in Support of Student Learning

<p>0-The standard is not evident in the lesson or the teacher candidate does not possess the necessary knowledge</p>	<p>1-Emerging Candidate: The teacher candidate possesses the necessary knowledge, but does not demonstrate in performance</p>	<p>2-Developing Candidate: The teacher candidate possesses the necessary knowledge, and <i>inconsistently</i> demonstrates in performance</p>	<p>3-Skilled Candidate: The teacher candidate possesses the necessary knowledge, and <i>consistently</i> demonstrates in performance</p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to teaching environment/student response</p>
			<ul style="list-style-type: none"> • Participates in school-wide functions. • Prepares for and fully participates in collaborative meetings. • Engages in positive and effective communication with students, staff, and families. • Builds and maintains positive, appropriate relationships with students, staff, and families. • Uses technology tools to enhance communication and collaboration. <p><u>Requires at least one of the following artifacts:</u></p> <ul style="list-style-type: none"> • Parent contact log • Professional development log • Welcome letter • Collaboration notes • Technology tools 	<ul style="list-style-type: none"> • Participates in school-wide functions. • Prepares for and fully participates in collaborative meetings. • Engages in positive and effective communication with students, staff, and families. • Builds and maintains positive, appropriate relationships with students, staff, and families. • Uses technology tools to enhance communication and collaboration. <p><u>Requires at least one of the following artifacts:</u></p> <ul style="list-style-type: none"> • Parent contact log • Professional development log • Welcome letter • Collaboration notes • Technology tools • Volunteers to be a committee member of a school-wide function. • Collaboratively incorporates parent, colleague, and/or community members for the benefit of students.. • Actively participates in a professional organization to improve practice.