

Rubric for the Teacher Candidate during the Clinical Experience

Standard 1: Content knowledge aligned with appropriate instruction.

1.1 Content knowledge and academic language		
1C1) The baseline teacher candidate demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.	1E1) The emerging teacher candidate knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher candidate also delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.
<p>Evidence <i>Demonstrates knowledge of the appropriate content, learning outcomes and academic language as related to various subject areas</i></p>	<p>Evidence of Commitment <i>Is well prepared to guide students to a deeper understanding of content</i></p> <p>Evidence of Practice <i>Instruction reflects accuracy of content knowledge</i></p> <p>Evidence of Impact <i>Students are generally familiar with academic language</i></p>	<p>Evidence of Commitment <i>Stays current on new content and incorporates it into lessons</i></p> <p>Evidence of Practice <i>Instruction indicates an appreciation of the complexity and ever evolving nature of the content</i></p> <p>Evidence of Impact <i>Students are able to use academic language</i></p>

Standard 1.1 – Content Knowledge and Academic Language

Candidate-0	Emerging-1	Emerging-2	Developing-3
<ul style="list-style-type: none"> -Demonstrates a general awareness of appropriate content relevant to the learning objective -Understands the importance of teaching content and using academic language accurately -Identifies high impact instructional strategies -Understands that providing opportunities for students to engage actively with the content and academic language is important 	<ul style="list-style-type: none"> -Develops lesson plans that generally reflect a design which includes appropriate content and academic language -Instruction of students generally includes content that is accurately presented with appropriate academic language -Uses some high impact instructional strategies -Students sometimes use academic language related to the learning goal 	<ul style="list-style-type: none"> -Develops lesson plans consistently designed to include appropriate content and academic language -Demonstrates clear instruction of content that is accurate, relevant, and includes appropriate academic language -Uses instructional strategies that are research based and effective -Students correctly use academic language related to the learning goal most of the time 	<ul style="list-style-type: none"> -Consistently demonstrates a depth of knowledge about the content that moves students from knowledge level to analysis, synthesis, evaluation and synthesis of concepts -Demonstrates consistent development of lesson plans that provide multiple and varied opportunities for students to think critically about the content and actively engage in a variety of ways with the academic language -Demonstrates consistently clear instruction of content that is accurate, relevant, current, and engages students in authentic use of academic language related to the learning objective -Uses highly effective instructional strategies and delivery methods -Students correctly use academic language related to the learning goal

Standard 1: Content knowledge aligned with appropriate instruction.

1.2 Student engagement in subject matter		
1C2) The baseline teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	1E2) The emerging teacher candidate chooses from multiple sources to engage student interest and activity in the content.	1D2) The developing teacher candidate also uses a variety of differentiated instructional strategies which purposefully engage students in content.
Evidence <i>Is knowledgeable of different strategies that result in increased levels of student engagement</i>	Evidence of Practice <i>Use various engagement strategies to maintain student interest</i> Evidence of Impact <i>Students are interested and engaged in the content</i>	Evidence of Practice <i>Uses engagement strategies to increase students' levels of interest and activity</i> Evidence of Impact <i>Students' engagement causes content knowledge to advance</i>

Standard 1.2 – Student Engagement in Subject Matter			
Candidate-0	Emerging-1	Emerging-2	Developing-3
<ul style="list-style-type: none"> -Identifies strategies teachers use to assess student engagement while in the process of instruction -Has an awareness of possible strategies for building student engagement -Describes several questioning strategies that increase student engagement -Understands different strategies for adjusting pacing to enhance student engagement 	<ul style="list-style-type: none"> -Uses engagement strategies that facilitate participation and meaning-making by some students -Some students have opportunities to engage in quality talk -Occasionally asks questions to engage most students -Exhibits some variance in pacing that generally captures student interest and attention 	<ul style="list-style-type: none"> -Scans room regularly to identify low engagement and responds when engagement is lessening -Most students have opportunities to engage in quality talk -Consistently uses questioning strategies that engage many students -Varies pacing that enhances student interest and attention 	<ul style="list-style-type: none"> -Scans room consistently, identifies low engagement, and promptly uses strategies that result in an increase of student engagement -All students have regular opportunities to engage in quality talk -Consistently uses questioning strategies and structures that facilitate active participation and meaning-making by students -There is clear evidence that higher levels of engagement result in increased learning -Effectively uses pacing and other engagement strategies that result in higher levels of student interest and participation

Standard 2: Student Learning, Growth and Development

2.4 Differentiated lesson design

2C4) The **baseline teacher candidate** recognizes diversity and the impact it has on education.

2E4) The **emerging teacher candidate** designs and implements instruction that considers the needs of students.

2D4) The **developing teacher candidate** also designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.

Evidence

Is knowledgeable about the significance of student differences and how varying lessons and activities can address those differences

Evidence of Commitment

Designs lessons and activities based on the unique needs of students

Evidence of Practice

Can articulate important characteristics and needs of students as they apply to learning

Evidence of Impact

Students appear to exhibit positive rapport with the teacher and are generally motivated to learn

Evidence of Commitment

Lesson design and plans for instruction demonstrate respect and value for each student

Evidence of Practice

Highlights unique attributes of individual students as a part of classroom instruction and learning

Evidence of Impact

Students perceive they are respected, valued and are encouraged to learn

Standard 2.4 – Differentiated Lesson Design

Candidate-0

- Describes various types of learning characteristics and their potential impact on student learning
- Understands the role that informal and formal assessment plays in identifying student needs
- Describes the possible ways to adjust instruction based on student differences
- Understands the importance of differentiation in teacher presentation and student response

Emerging-1

- Explains particular learning characteristics of some students and their potential impact on student learning
- Designs lessons and activities that include the use of informal and formal assessment to determine student needs
- Implements adjustments to instruction to address variations in student learning, addressing student confusion and struggles
- Inconsistently incorporates strategies for differentiation in teacher presentation and student response

Emerging-2

- Explains particular learning characteristics of most students and their impact on student learning
- Designs lessons and activities that include the use of varying informal and formal assessment to determine student needs
- Routinely implements adjustments to instruction to address variations in student learning, addressing student confusion and struggles throughout the lesson
- Consistently incorporates strategies for differentiation in teacher presentation and student response that provides learning opportunities for students who struggle and excel

Developing-3

- Synthesizes learning characteristics of all students and their impact on student learning
- Designs lessons and activities that include the ongoing use of varying informal and formal assessment to determine student needs
- Routinely uses data to plan for and implement adjustments to instruction to address variations in student learning, addressing student confusion and struggles throughout the lesson
- Consistently chooses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response that provides varying learning opportunities for students who struggle and excel

Standard 3: Curriculum Implementation

3.1 Implementation of curriculum standards

3C1) The **baseline teacher candidate** understands the components and organization of an effective curriculum; is able to create aligned learning experiences; can locate national and state standards; and is able to align them to learning outcomes.

Evidence
Demonstrates awareness of the need to build learning experiences that are appropriate and directly linked to district curriculum and assessments and state and national standards

3E1) The **emerging teacher candidate** makes informed decisions about instructional objectives aligned to district mapping and pacing guides.

Evidence of Commitment
Selects and creates learning experiences that are appropriate for district curriculum and assessments
Evidence of Practice
Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities

3D1) The **developing teacher candidate** also consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.

Evidence of Commitment
Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards
Evidence of Practice
Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments

Standard 3.1 – Implementation of Curriculum Standards

Candidate-0	Emerging-1	Emerging-2	Developing-3
<ul style="list-style-type: none"> -Identifies appropriate curriculum, learning activities, and assessments -Is knowledgeable on how to locate national, state and district curriculum standards -Selects evidence-based practice aligned to grade level curriculum standards 	<ul style="list-style-type: none"> -Designs lessons and assessments exhibiting an inconsistent understanding of appropriate curriculum and learning activities -Designs appropriate curriculum and learning activities locating and using national, state and district curriculum standards -Designs evidence-based practice using grade level curriculum standards 	<ul style="list-style-type: none"> -Designs lessons and assessments exhibiting a consistent understanding of appropriate curriculum and learning activities -Designs appropriate curriculum and learning activities locating and aligning to national, state and district curriculum standards -Designs evidence-based practice aligned to grade level curriculum standards and district assessment tools 	<ul style="list-style-type: none"> -Delivers lessons and assessments that clearly match intended learning objectives and reflect a coherence of those learning objectives -Designs a variety of appropriate curriculum and learning activities aligned with a clear connection to national, state and district curriculum standards -Designs curriculum mapping aligned to grade level curriculum standards and district assessment tools

Standard 3: Curriculum Implementation

3.2 Lessons for diverse learners

3C2) The **baseline teacher candidate** understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.

3E2) The **emerging teacher candidate** implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners

3D2) The **developing teacher candidate** also consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.

Evidence
Understands the need to use different types of activities to address individual needs of diverse learners including variations in learning styles and performance

Evidence of Practice
Activities are present in lessons that recognize individual needs of diverse learners and variations in learning styles and performance
Evidence of Impact
Students perceive that their individual learning needs are recognized

Evidence of Practice
Delivers lessons and activities that address the needs of diverse learners and respond to ongoing analysis of student performance
Evidence of Impact
Students perceive that their performance improved as a result of specific teacher's lessons and activities

Standard 3.2 – Lessons for Diverse Learners

Candidate-0

- Documents each student's interest, ability, and learning style
- Identifies appropriate instructional strategies with the student's learning needs
- Identifies a variety of activities to meet the needs of each student
- Recognizes the need for effective feedback to students

Emerging-1

- Explains how lessons and activities can meet individual's interest, ability, and learning style
- Explains how to use appropriate instructional strategies to meet the student's learning needs
- Verbalizes why a variety of activities was chosen to meet the needs of each student
- Occasionally uses and provides a variety of feedback to inform student needs

Emerging-2

- Uses student interest, ability, and learning style to design lessons
- Designs lessons using appropriate instructional strategies to meet the needs of each student
- Designs, implements, and assesses a variety of activities embedding strategies that meet the needs of each student
- Designs feedback to inform the students of their status relative to learning goals

Developing-3

- Designs and implements lessons and activities that address student interest, ability and learning style
- Designs and implements lessons and activities embedding strategies appropriate to the student's learning needs and throughout the daily routine
- Analysis of student data informs the progress of student knowledge and the adjustments needed to the lesson design throughout the daily routine
- Designs and implements self-evaluation tools for the students to analyze and recognize individual differences

Standard 4: Critical Thinking

4.1 Student engagement in critical thinking

<p>4C1) The baseline teacher candidate can demonstrate knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.</p>	<p>4E1) The emerging teacher candidate selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.</p>	<p>4D1) The developing teacher candidate also assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.</p>
<p>Evidence <i>Demonstrates knowledge of various types of instructional strategies and resources that result in enhanced critical thinking skills in students</i></p>	<p>Evidence of Practice <i>Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking</i></p> <p>Evidence of Impact <i>Students are engaged in active learning that promotes the development of critical thinking and problem solving skills</i></p>	<p>Evidence of Practice <i>Assesses student growth to determine student use of critical thinking and problem solving skills</i></p> <p>Evidence of Impact <i>There is growth in student learning and use of critical thinking and problem-solving skills</i></p>

Standard 4.1 – Student Engagement in Problem Solving and Critical Thinking

Candidate-0	Emerging-1	Emerging-2	Developing-3
<ul style="list-style-type: none"> -Has an understanding of how to generate learning goals that stretch student thinking -Is knowledgeable of different types of questioning techniques to generate responses from students requiring critical thinking and analysis -Understands knowledge is gained when students are prompted to defend their thinking -Has the ability to consider various interpretations of problems and solutions 	<ul style="list-style-type: none"> -Instruction includes goals that stretch the thinking of most students -Instruction includes questioning techniques that prompt students to provide answers reflecting critical thinking -Instruction includes occasions when students are called on to defend their thinking -Instruction includes introduction of various interpretations of problems and their solutions 	<ul style="list-style-type: none"> -Instruction includes challenging learning goals that stretch the thinking of all students -Instruction includes questioning techniques that prompt students to provide answers reflecting critical thinking and analysis -Instruction includes students routinely defending their thinking -Instruction includes student reflection on various interpretations of problems and their solutions 	<ul style="list-style-type: none"> -Uses assessment strategies that measure the extent of student thinking related to learning outcomes -Uses assessment strategies which prompt students to use critical thinking and analysis skills -Develops assessments that measure students' defended thinking -Uses assessment strategies that measure the student interpretation of problems and their solutions -Uses high level of skilled questioning techniques (Blooms – Rigor + Delivery) -Provides open-ended projects -Discusses student choices and supports using content vocabulary -Facilitates using the constructivist approach to lessen student discourse through critical thinking instead of lecturing -Often uses model of analysis and evaluation -Has ability to adjust & adapt strategies on the spot

Standard 5: Positive Classroom Environment

5.1 Classroom management techniques		
<p>5C1) The baseline teacher candidate knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.</p>	<p>5E1) The emerging teacher candidate demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.</p>	<p>5D1) The developing teacher candidate also uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.</p>
<p>Evidence Is knowledgeable about various strategies and techniques for managing student behavior in the classroom</p>	<p>Evidence of Commitment Classroom artifacts (posted rules and protocols) support effective techniques Evidence of Practice Engages in techniques to manage behavior in the classroom Evidence of Impact Student misbehavior is addressed</p>	<p>Evidence of Commitment Artifacts include strategies for addressing misbehavior Evidence of Practice Techniques address misbehavior promptly and positively allowing instruction to continue Evidence of Impact Student misbehavior is addressed promptly and positively allowing instruction to continue</p>

Standard 5.1 – Classroom Management Techniques

Candidate-0

Emerging-1

Emerging-2

Developing-3

-Is aware of classroom management techniques but does not implement
 -Understands through conversation and/or in lesson planning how teacher movement around the classroom can be used to manage student behavior
 -Has developed verbal and nonverbal signals as a means for managing student behavior
 -Understands the importance of exhibiting calm and in-control behavior at all times.

-Frequently moves around the room to monitor and manage student behavior
 -Misbehavior is generally addressed when it occurs
 -Verbal and non-verbal signals generally manage behavior
 -Teacher response and demeanor is generally calm and in control
 -Students generally respond quickly to prompts and directions
 -Is making significant progress in utilizing classroom routines and procedures

-Efficiently and effectively moves around the room to monitor and manage student behavior
 -Misbehavior is addressed quickly when it occurs
 -Effectively uses verbal and non-verbal signals as a management technique
 -Demonstrates calm, controlled behavior
 -Students respond quickly to prompts and directions
 -Students are engaged/consistently on task
 -Off task/misbehaviors are addressed effectively
 -Plan is in place and followed for classroom management
 -Age appropriate techniques are utilized
 -Uses appropriate praise and recognition of appropriate behaviors (possible physical rewards as well: passes, stickers, etc.)
 -Seating charts are thoughtfully implemented
 -Uses proper re-directive in verbal and nonverbal communication
 -Classroom rules are posted
 -Uses positive reinforcement (smiles)
 -Classroom management does not interfere with teaching
 -Consistently uses strategies to establish classroom routines and procedures that are consistently implemented
 -Praise is public or private; re-directs are private

-Techniques are demonstrated that address misbehavior(s) immediately when they occur
 -Addresses misbehavior positively to retain respect and value for the student
 -The process of instruction is uninterrupted by student misbehavior
 -Students demonstrate an awareness of the expectations of the teacher
 -Consistently uses strategies that are individualized to enhance student learning in all content areas and implements procedures consistently
 -Manages student learning and instruction bell to bell
 -Exhibits efficient movement about room using proximity, verbal and non-verbal cues to focus student attention to learning tasks

Standard 5: Positive Classroom Environment

5.2 Management of time, space, transitions, and activities		
5C2) The baseline teacher candidate demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment.	5E2) The emerging teacher candidate manages time, space, transitions, and activities in their classroom.	5D2) The developing teacher candidate also effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.
<p>Evidence <i>Has an understanding of the importance of managing time, space, transitions, and activities to enhance student learning</i></p>	<p>Evidence of Commitment <i>Designs routines that support effective management of time, space, transitions and activities</i></p> <p>Evidence of Practice <i>Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction</i></p> <p>Evidence of Impact <i>Students are generally engaged and somewhat responsive to the teacher's classroom management strategies</i></p>	<p>Evidence of Commitment <i>Routines and structures support effective management of time, space, transitions and activities</i></p> <p>Evidence of Practice <i>Maintains student engagement by effectively managing time, space, transitions, and activities</i></p> <p>Evidence of Impact <i>Students are engaged and respond to the teacher's effective management of time, space, transitions, and activities</i></p>

Standard 5.2 – Management of Time, Space, Transitions, and Activities

Candidate-0	Emerging-1	Emerging-2	Developing-3
<p>-Is knowledgeable about the importance of managing transitions to protect essential learning time</p> <p>-Has an understanding of the importance of appropriate pacing in effective teaching and learning</p> <p>-Has developed strategies for managing time and space to enhance learning but has not implemented them</p>	<p>-Transitions from one activity to another are generally quick and efficient</p> <p>-The pace of learning is mostly appropriate for activities</p> <p>-Students follow routines with some accuracy</p> <p>-Students somewhat re-engage in the learning process after transitions</p>	<p>-Employs quick, efficient transitions from one activity to another</p> <p>-The pace of learning is effectively altered as appropriate to the learning content</p> <p>-Students quickly re-engage in the learning after transitions</p> <p>-Is aware of all students and keeps them on task</p> <p>-Teaching is implemented bell-to-bell</p> <p>-Uses proper wait time</p> <p>-Establishes routines and procedures (sharpening pencils, bathroom procedures, etc.)</p> <p>-Expectations are repeated for students, especially when they transition from one activity to another</p> <p>-Room is arranged with safety and accessibility in mind</p> <p>-Furniture arrangement is appropriate for large and small group activities</p> <p>-Materials are easily accessible for students and teacher</p> <p>-Appropriate use of technology is</p>	<p>-Student learning time is protected and enhanced through the use of efficient and effective transitions</p> <p>-The learning space is effectively managed to support the learning process</p> <p>-Student engagement increases as a result of effective management of the learning time and space</p> <p>-Responds confidently and calmly to disruptions or distractions with little interruption of lesson</p> <p>-Students move purposefully with knowledge of routines and procedures and respond accordingly</p>

Standard 5: Positive Classroom Environment

5.3 Classroom, school & community culture		
5C3) The baseline teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.	5E3) The emerging teacher candidate builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.	5D3) The developing teacher candidate also develops a positive culture in the classroom and school to positively affect student relationships and learning.
<p>Evidence <i>Has an understanding of the importance of culture and positive relationships to support learning</i></p>	<p>Evidence of Practice <i>Engages in practices to learn the culture of the school and community</i></p> <p>Evidence of Impact <i>The classroom learning environment is structured to build positive student relationships and culture</i></p>	<p>Evidence of Practice <i>Positively affects student relationships and learning by using strategies that promote a positive classroom culture</i></p> <p>Evidence of Impact <i>The classroom learning environment encourages positive student relationships and mutual respect to enhance learning</i></p>

Standard 5.3 – Classroom, School, and Community Culture

Candidate-0	Emerging-1	Emerging-2	Developing-3
<ul style="list-style-type: none">-Has knowledge about how to organize the room in order to facilitate learning-Has developed skills for building positive relationships and culture but does not demonstrate in teaching-Understands how positive relationships and culture contribute to enhanced learning experiences but does not demonstrate in teaching	<ul style="list-style-type: none">-Room is generally organized to facilitate learning-Relationships and culture are somewhat positive and generally enhance the learning environment-Students are sometimes instructed on how to engage in positive interactions-Students feel somewhat in control of their learning experience	<ul style="list-style-type: none">-Room is organized to facilitate learning-Positive relationships and culture are used to enhance the learning environment-Students are frequently instructed on how to engage in positive interactions-Students feel in control of their learning experience-Demonstrates awareness of culture differences and uses appropriate language to communicate-Demonstrates language and behaviors consistent with the school/class/community culture-Values each student and treats each one with dignity-Takes the time to research and learn about the cultures of families in his/her classroom-Seeks to understand parents' hopes, concerns, and suggestions-Keeps parents apprised of services offered by the school/community-Shows how differences among the students make for better learning	<ul style="list-style-type: none">-Demonstrate strategies to build a positive classroom culture-Demonstrates a positive rapport with students-The room is well organized to facilitate learning-Students routinely demonstrate positive interactions among one another-Students' control of the learning experience enhances their growth in learning consistently-All materials are consistently well organized for appropriate learning-All students can consistently hear/see the teacher-Students are consistently working with one another-Consistently produces examples of appropriate comments and uses that as a topic for discourse-Students are able to consistently persevere in difficult learning situations

Standard 6: Effective Communication

6.1 Verbal, nonverbal communication		
6C1) The baseline teacher candidate understands the importance of and develops the ability to use effective verbal, nonverbal communication techniques.	6E1) The emerging teacher candidate uses correct, effective verbal and nonverbal communication skills.	6D1) The developing teacher candidate also consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.
Evidence <i>Is aware of the importance and can demonstrate effective verbal and nonverbal communication</i>	Evidence of Commitment <i>Non-verbal communication (written, electronic, etc.) is basically effective and correct</i> Evidence of Practice <i>Demonstrates a basic level of effective verbal and nonverbal communication</i>	Evidence of Commitment <i>Written and electronic communication is effective and correct</i> Evidence of Practice <i>Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.</i>

Standard 6.1 – Verbal/Non-Verbal Communication

Candidate-0	Emerging-1	Emerging-2	Developing-3
<ul style="list-style-type: none"> -Understands the importance of using clear communication for providing guidance to students -Has skills for demonstrating positive verbal and non-verbal communication -Has written lesson objectives but does not communicate to students -Realizes the value of technology use to enhance student understanding of content Understands the importance of visually modeling desired skills 	<ul style="list-style-type: none"> -Instructions are generally given in a way that provides clear and useful guidance -Verbal and nonverbal communication generally demonstrates value and respect to others -Lesson objectives are inconsistently communicated to students -Technology is at times used to enhance student learning -Desired skills are inconsistently modeled -Written communication may contain minor errors 	<ul style="list-style-type: none"> -Instructions are routinely given in a way that provides clear and useful guidance -Verbal and nonverbal communication consistently demonstrates value and respect to others -Lesson objectives are routinely communicated to students -Technology is used often to enhance student learning -Desired skills are consistently modeled to insure student comprehension 	<ul style="list-style-type: none"> -Demonstrates clear and effective communication to all students, including any who speak other languages; written communication is effective -Examples of written communication (notes, newsletters, grade card comments) are correct -Correct and effective communication is evident in a variety of different forms, including technology -Uses correct grammar when speaking and in writing -Lesson objectives are clearly and effectively communicated to all students -Technology is appropriately integrated in daily lessons to enhance student understanding -Clearly and effectively uses modeling as a strategy to enhance student comprehension of desired skills -Teacher communication is appropriate to context

Standard 7: Student Assessment and Data Analysis

7.1 Effective use of assessments		
7C1) The baseline teacher candidate has knowledge of the development, use and analysis of formal and informal assessments.	7E1) The emerging teacher candidate demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.	7D1) The developing teacher candidate also effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.
Evidence <i>Is knowledgeable of various types of formal and informal assessments and the importance of their use</i>	Evidence of Commitment <i>Lesson design includes formal and informal assessments</i> Evidence of Practice <i>Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications</i>	Evidence of Commitment <i>Lesson design includes multiple assessment modes and approaches</i> Evidence of Practice <i>Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction</i>

Standard 7.1 – Effective Use of Assessments			
Candidate-0	Emerging-1	Emerging-2	Developing-3
<ul style="list-style-type: none"> -Recognizes the process for using different types of assessments to facilitate the tracking of student progress -Knows the difference between informal and formal assessments and when each is most appropriate -Knows how to gather information about students' experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students 	<ul style="list-style-type: none"> -Explains the process for using different types of assessments to facilitate the tracking of student progress -Informal and formal assessments are frequently used to gather student data -Uses information about students' experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students to build instructional goals/objectives 	<ul style="list-style-type: none"> -Routinely uses different types of assessment to facilitate the accurate tracking of student progress -Creates Informal assessment tools to effectively gather student data during the learning performance (activity) -Uses information about students' experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students to create individualized instruction 	<ul style="list-style-type: none"> -Routinely creates, implements, and analyzes a variety of individualized assessment tools to illustrate the progress of each student -Assessments data is collected at various times throughout lessons to direct modifications to instruction -Uses information gathered by outside sources for students to create self-goals that drive individualized instruction

Standard 7: Student Assessment and Data Analysis

7.2 Assessment data to improve learning

7C2) The **baseline teacher candidate** has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.

7E2) The **emerging teacher candidate** demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.

7D2) The **developing teacher candidate** also reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.

Evidence
Understands the importance of data for instructional planning and decision-making

Evidence of Practice
Collects data information and assessment results for instructional planning and decision-making
Evidence of Impact
Students engage in learning goals that advance mastery of content

Evidence of Practice
Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions
Evidence of Impact
Individual students and the whole class advance in their learning

Standard 7.2 – Assessment Data to Improve Learning

Candidate-0	Emerging-1	Emerging-2	Developing-3
<ul style="list-style-type: none"> -Explains how pre and post-data can be used to determine the extent of student growth -Explains how assessment tools can be used for lesson planning -Has awareness of assessment tools to check for understanding 	<ul style="list-style-type: none"> -Utilizes pre and post-data to determine student growth -Utilizes assessment tools, including self-assessments, to drive instruction -Utilizes assessment to check for understanding 	<ul style="list-style-type: none"> -Creates pre and post-data to analyze student growth -Creates assessment tools, including self-assessments, to drive instruction -Student mastery of content frequently improves as a result to adjustments made to instruction based on data 	<ul style="list-style-type: none"> -Creates, implements, and analyzes pre and post-data to determine trends and to build instruction -Creates, implements, and analyzes assessment tools including self- assessment to drive individualized instruction -Throughout the lesson, analysis of data trends consistently informs individualized student growth and changes to instructional plans

Standard 7: Student Assessment and Data Analysis

7.5 Communication of student progress and maintaining records

<p>7C5) The baseline teacher candidate is able to explain ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.</p>	<p>7E5) The emerging teacher candidate communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.</p>	<p>7D5) The developing teacher candidate also uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.</p>
<p>Evidence <i>Is knowledgeable regarding the importance of confidentiality of student data and the purpose for clear communication about student progress and records</i></p>	<p>Evidence of Commitment <i>Records are in order and up-to-date</i> Evidence of Practice <i>Maintains confidential records of student work and performance to use when communicating student status and progress</i></p>	<p>Evidence of Commitment <i>Current, accurate information is maintained on each student's status and progress</i> Evidence of Practice <i>Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills</i></p>

Standard 7.5 – Communication of Student Progress and Maintaining Records

Candidate-0	Emerging-1	Emerging-2	Developing-3
<p>-Understands how to use scales and/or rubrics as a way to accurately track student progress -Is knowledgeable about the importance of ethical behavior as it applies to student records and the legal responsibilities of confidentiality -Identifies effective skills for communicating student data on status and progress to students and parents -Is knowledgeable of a variety of record keeping systems implemented by the cooperating teacher and school district</p>	<p>-Scales and/or rubrics are inconsistently used to clearly communicate student progress -Records of student progress are generally maintained in an ethical manner maintaining confidentiality -Inconsistently communicates student data on status and progress to students and parents -Inconsistently uses a variety of record keeping systems implemented by the cooperating teacher and school district</p>	<p>-Scales and/or rubrics are consistently used to clearly communicate student progress -Records of student progress are consistently and ethically maintained while maintaining confidentiality -Consistently communicates student data on status and progress to students and parents -Consistently uses a variety of record keeping systems implemented by the cooperating teacher and school district</p>	<p>-Scales and/or rubrics are created, implemented, and shared with the student -Ethically, indicators of student status and progress toward learning objectives are clearly tracked and communicated to the student -Collaboratively discusses students' status and progress with students and parents to determine a plan for future learning needs -Accurate record keeping systems enable the student to clearly track and articulate their progress of personal learning goals</p>

Standard 8: Professionalism

8.1 Self- assessment & improvement		
<p>8C1) The baseline teacher candidate understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.</p>	<p>8E1) The emerging teacher candidate generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.</p>	<p>8D1) The developing teacher candidate also consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.</p>
<p>Evidence <i>Is aware of the importance of self-reflection as an effective strategy for improving professional practice and the overall impact on student learning</i></p>	<p>Evidence of Commitment <i>Professional development plan documents self-assessment and reflection strategies</i></p> <p>Evidence of Practice <i>Engages in self-assessment and problem solving on improving their overall impact on student learning</i></p>	<p>Evidence of Commitment <i>Professional development plan documents ongoing self-assessment and reflection strategies</i></p> <p>Evidence of Practice <i>Observations and conferences indicate attention to reflective practice and professional improvement</i></p>

Standard 8.1 – Self Assessment and Improvement

Candidate-0	Emerging-1	Emerging-2	Developing-3
<ul style="list-style-type: none"> -Has developed skills for how to reflect on practice for the purpose of improvement -Understands how to problem-solve in order to improve practice -Is aware of the need for daily conferencing -Is aware of need to meet deadlines -Is aware of the need to reflect on daily teaching -Is aware of the need to problem solve to improve student learning -Is aware of the importance of teacher engagement in extracurricular activities -Is aware of cumulative files on students -Understands that resources are available that directly relate to student learning -Is aware that constructive criticism will help them be better teachers -Is aware of appropriate dress and decorum -Is aware of development and maintaining a professional development plan 	<ul style="list-style-type: none"> -Maintains some type of professional development plan or log to organize reflections about learning -Some reflection is evident on the effectiveness of a lesson based on student learning -Attempts daily conferencing -Sometimes reflects on daily teaching -Documents some outside school activities -Sometimes uses resources to guide instruction -Sometimes seeks out and applies constructive criticism -Sometimes displays appropriate dress and decorum -Sometimes maintains a professional development plan 	<ul style="list-style-type: none"> -A professional development plan or log is used consistently to organize reflections about improving learning -Consistently engages in a problem-solving exercise to improve the learning of the students -Frequent, active reflection of the effectiveness of a lesson based on student learning is evident -Usually conferences daily -Usually meets deadlines -Usually reflects on daily teaching -Usually utilizes analytical and critical problem solving skills -Participates in numerous outside school activities -Speaks with someone about special needs or teaching modalities to be most successful with a specific student -Frequently uses resources to guide instruction -Frequently applies constructive criticism -Generally displays appropriate dress and decorum -Consistently maintains a professional development plan 	<ul style="list-style-type: none"> -Reflection and problem-solving activities occur on a regular basis that inform modifications to instructional practices -Instructional strategies and learning activities are routinely modified based on reflection -Engagement in professional development occurs to support improved practice -Data is collected to assess whether modifications to instruction had the anticipated impact on student learning -Always conferences daily -Always meets deadlines -Regularly reflects on daily teaching -Consistently utilizes analytical skills, creativity, and critical thinking problem solving skills -Regularly implements an effective lesson plan -Implements activities that impact student learning -Consistently uses resources to guide instruction -Can produce multiple examples to provide increased learning following instructional change based on reflection -Consistently provides evidence of how constructive criticism improved instructional effectiveness -Always displays appropriate dress and decorum -Always maintains a professional development plan -Completes assigned tasks, implementing changes and reporting results

Standard 9: Professional Collaboration

9.1 Induction & collegial activities		
<p>9C1) The baseline teacher candidate understands the importance of collegial activities in building a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.</p>	<p>9E1) The emerging teacher candidate engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their cooperating teacher and clinical supervisor to improve and refine their practice and strengthen relationships in the school and community.</p>	<p>9D1) The developing teacher candidate also contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.</p>
<p>Evidence <i>Understands the importance of collegial collaboration to improve professional practice, particularly during the clinical experience and the induction phase</i></p>	<p>Evidence of Commitment <i>Documents support and growth and other notes in logs and/or journals specific to the clinical experience.</i></p> <p>Evidence of Practice <i>Meets regularly with the cooperating teacher and clinical supervisor and fully participates throughout the clinical experience</i></p>	<p>Evidence of Commitment <i>Maintains mentor logs document support and growth and aligned to the state's mentor standards</i></p> <p>Evidence of Practice <i>Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff</i></p>

Standard 9.1 – Induction and Collegial Activities

Candidate-0	Emerging-1	Emerging-2	Developing-3
<ul style="list-style-type: none"> -Understands the importance of observation and feedback as a means to improving professional practice -Understands how the mission, vision, values, and goals guide the learning of all students -Has developed skills to effectively communicate with colleagues, Pk-12 students, staff, and families - Understands the importance of frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families 	<ul style="list-style-type: none"> -Sometimes engages with colleagues to gather new ideas and improve practice -Sometimes welcomes observation and feedback and incorporates it for overall improvement -Sometimes meets with cooperating teachers and supervisors -Sometimes effectively communicates with colleagues, Pk-12 students, staff, and families -Sometimes engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families -Sometimes embraces the mission, vision, values and goals guiding the learning of each student 	<ul style="list-style-type: none"> -Consistently engages with colleagues to gather new ideas to improve practice -Consistently welcomes observations and feedback and incorporates it for overall improvements -Meets regularly and promptly with cooperating teachers and supervisors -Routinely effectively communicates with colleagues, Pk-12 students, staff, and families -Routinely engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families to improve practice -Consistently embraces the mission, vision, values and goals guiding the learning of each student 	<ul style="list-style-type: none"> -Demonstrates knowledge of the school/district vision, mission and goals -Is aware of and uses the state’s mentor standards to guide behaviors in the clinical process -Provides data on improved relationships with students, families, and staff -Provides evidence regarding new ideas that have been incorporated and their impact on student learning -Uses building resources -Participates in staff meetings/PLCs -Participates in professional organizations -Provides after school activities for students -Routinely effectively communicates with colleagues, Pk-12 students, staff, and families. Utilizes the information, gained from the conversations, to meet the needs of each student. -Routinely engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families to improve practice and impact student learning -Routinely welcomes observation and feedback as a means to improving professional practice including evidence regarding new ideas that have been incorporated and their impact on student learning -Routinely embraces the mission, vision, values and goals guiding the learning of each student. Contributes to or presents at school or district professional development activities

Standard 9: Professional Collaboration

9.3 Cooperative Partnerships in Support of Student Learning

9C3) The **baseline teacher candidate** recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being.

9E3) The **emerging teacher candidate** develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.

9D3) The **developing teacher candidate** also with colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.

Evidence
Understands the importance of professional relationships with colleagues, students, families and the community to support student learning

Evidence of Practice
Engages in opportunities to develop relationships with colleagues, students, families and the community and works to understand concerns and needs regarding student learning and well-being

Evidence of Practice
Demonstrates regular engagement with students, families and the community to cultivate new partnerships and explores ways to assess the impact of the partnerships

Standard 9.3 – Cooperative Partnerships in Support of Student Learning

Candidate-0	Emerging-1	Emerging-2	Developing-3
<ul style="list-style-type: none"> -Understands the importance of positive relationships among colleagues for promoting student learning -Has developed positive communications skills -Understands what professionalism means and why it is essential to demonstrate it at all times 	<ul style="list-style-type: none"> -Sometimes demonstrates positive interactions with other colleagues to promote student learning -Sometimes engages in positive communication with students and families to foster learning -Sometimes demonstrates professionalism 	<ul style="list-style-type: none"> -Positive interactions occur consistently with other colleagues to promote student learning -Consistently engages in positive communication with students and families to foster learning -Consistently demonstrates professionalism 	<ul style="list-style-type: none"> -Engages in professionalism dialogue with various community agencies and other community organizations to benefit learning in the school -Engages in new partnerships that promote enhanced learning for all students - Considers possible ways to assess different partnerships and the extent of their impact on student learning