SAINT LOUIS UNIVERSITY
SCHOOL OF EDUCATION

MEES Pre-Candidate (Practicum Student) Assessment Rubric (PreCAR)

Updated June 6, 2019

Evaluator: _____

Practicum Student: _____ **Semester:** _____ **Hours:** _____
Field Site: _____ **Grade Level:** _____ **Certification:** _____
Cooperating Teacher(s): _____
University Supervisor: _____

The **Teacher Candidate Assessment Rubric** is a specifically designed evaluation tool used to assess Teacher Candidates, both formatively and summatively, throughout the culminating semester. The nine focus standards were selected from the Missouri Teacher Standards to evaluate Teacher Candidates similarly to the principal evaluations of first-year teachers.

NOTE: This Tool has been adapted to use with Practicum Students as well, in order to build familiarity, practice and efficacy. We will call it the PreCAR (instead of the TCAR), but we have left the instructions and information below the same, in order to remain consistent. The main difference is that a level of 3 (skilled) would be expected for teacher candidates by the end of the semester, while a level of 2 (developing) would be expected for practicum students.

A rubric and a fill-in chart have been provided for each of the nine standards with representative indicators for each standard. The rubric specifically highlights the transition from "knowing to doing" that occurs during the Clinical Experience. The first row of the rubric articulates performance occurring across a continuum based on a 0-4 scale: 0-Not Evident, 1-Emerging, 2-Developing, 3-Skilled, and 4-Exceeding, and is the same for each standard.

The overall purpose of the state required rubric is to create a common language, expectations and understanding around the performance of the Teacher Candidate in the Clinical Experience. The overall purpose of the state optional tool (fill in chart) is to document observed or evidenced teacher candidate performance and to provide specific, constructive feedback related to each standard. These formative evaluations provide opportunities for the

Teacher Candidate to analyze their growth on a single standard over time. This promotes reflection, as well as conferencing and goal-setting with evaluators.

Teacher Candidates will be scored/assessed by both Cooperating Teacher (CT) and University Supervisor (US). The scores of the CT and US are equally weighted and reported during the certification recommendation process

MEES Teacher Candidate Rubric Scoring Protocol

- ➔ For levels 0 – 3, a score earned on a majority of the strands will be the score assigned to that standard.
- ➔ For standards with an even number of strands, if the scores are split evenly between two adjacent levels, the lower score will be given.
- ➔ If neither of the first two rules applies, the mean of all strand scores should be calculated and used as the standard score. This score should be rounded down if the mean is *.5 or lower and rounded up if it is greater than *.5.
- ➔ Teacher candidates must demonstrate all of the skilled level (3) plus at least one of the exceeding descriptors to earn a 4.
- ➔ If a particular strand within a standard is not observable, score the standard based on the evidence available.
- ➔ All standards must be scored on the Summative Evaluation.
- ➔ If a Teacher Candidate has two cooperating teachers with time equally split between them, the scores for the standard will be averaged by the EPP (Educational Preparation Program. For other lengths of placements, please consult your EPP.
- ➔ Scores are reported as whole numbers only.
- ➔ Each EPP may require artifacts to support scoring.

Other Scoring and Documentation To Dos and Tips

- ➔ In addition to CT and US observations, teacher candidates will provide artifacts to support growth and skilled performance.
- ➔ For each observation, use a different color pen, font or highlighter on the MEES rubric so that growth on a single standard can be easily viewed and analyzed over time.

Formative Implementation The TCAR is used by the Cooperating Teacher and University Supervisor during formative and summative evaluations. Formatively, the assessment tool provides a “snapshot” of the Teacher Candidate’s abilities during an evaluation lesson. Evaluators should score based on the performance of the Teacher Candidate during the

evaluation lesson only. Standards that are unobservable in every formative setting will be supported by required artifacts. As data points are collected by the Cooperating Teacher and University Supervisor, Teacher Candidates will set goals for growth in deficient standards. Evaluators are required to complete a formative assessment at least once every three weeks for each Teacher Candidate, but each University may require more than the minimum number of visits and some Teacher Candidates may benefit from more than the minimum number of formative observations.

Suggested Steps of Observation:

Step 1: Obtain a formal written lesson plan from the Teacher Candidate (prefer a rough draft 48 hours prior). A sample format is provided in the shared Google folder.

Step 2: Pre-conference to discuss the lesson, consider any pertinent information that will support the lesson, reveal potential situations to problem-solve, determine 3 or 4 Standards that might be observed, and facilitate professional dialogue.

Step 3: Observe utilizing the TCAR (begin with the optional strengths and growth form if desired). Keep a log of color coding/dates of lessons, located on page 5 of this document.

Step 4: Reflective post conference. Please try and arrange the post conference within 24 hours of the lesson. Following the post-conference, schedule and discuss the next observation. Seek support from Joy Voss (joy.voss@slu.edu), Clinical Coordinator, if needed.

Midterm Implementation The University Supervisor, Cooperating Teacher and Teacher Candidate should communicate and collaborate throughout the semester regarding the performance and improvement of the Teacher Candidate. However, at the midterm point, the team will document this collaboration through a joint form to be provided to and then discussed and submitted by the team.

Summative Implementation To provide summative scores used for certification recommendation, the Cooperating Teacher and University Supervisor will conference and consider the formative data points provided throughout the observations during the culminating semester. A holistic score for each standard will be assigned by both the Cooperating Teacher and University Supervisor (separately). This score will be a reflection of formative evaluation scores, the growth of the candidate, and the degree to which the candidate met the expectations detailed in the *Skilled Candidate* description by the end of the culminating experience. A Teacher Candidate's summative evaluation scores are used for certification recommendation by the educator preparation program.

Artifacts As some standards are non-observable or do not provide the opportunity to be consistently observed during a formative, “snapshot” lesson evaluation; artifacts will be required for scoring. Potential artifacts that relate to specific standards or multiple standards are listed here for the convenience of the team. Like possible observable data, these sources are not a checklist or even a comprehensive list of evidence, but rather suggestions to be considered when assigning ratings. Required artifacts will be determined by each University. It is the responsibility of the Teacher Candidate to provide artifact(s) identified by their Ed Prep Program to support the scoring process

Potential Artifacts to Consider

interest inventory	**journal**	**curriculum mapping**	**unit plan**	**lesson plan**
essential learning outcomes	**formative and summative assessment**	**adapted assessments**	**class assessment data (i.e. pre/post)**	**student assessment data**
questioning samples	**inquiries developed**	**student products**	**flexible grouping plan**	**interventions used/results**
class management survival guide	**rules and routines**	**behavior matrix**	**class system**	**behavior data**
individual student behavior plan	**written communication/ presentation**	**visual schedule/ directions/ anchor charts**	**parent conference/ conversation log w/ notes**	**professional development plan and/or log**
technology tools/use	**collaboration notes/agendas**	**welcome letter**	**student work samples**	**self-assessment and reflection**

OPTIONAL CLINICAL PERFORMANCE OBSERVATIONAL TOOL

Name of Student: _____
Name of Observer: _____ Date: _____
Time of Observation: _____ School: _____
Cooperating Teacher: _____ Grade Level: _____

Name of Lesson: _____
Lesson Objective(s):

Areas of Strength:

Suggestions for Future Growth:

Evidence of Reflective Practice:

Signature _____ Date _____
Please use the back for additional comments if needed.

OPTIONAL CLINICAL PERFORMANCE OBSERVATIONAL TOOL

Name of Student: _____
Name of Observer: _____ Date: _____
Time of Observation: _____ School: _____
Cooperating Teacher: _____ Grade Level: _____

Name of Lesson: _____
Lesson Objective(s):

Areas of Strength:

Suggestions for Future Growth:

Evidence of Reflective Practice:

Signature _____ Date _____
Please use the back for additional comments if needed.

OPTIONAL CLINICAL PERFORMANCE OBSERVATIONAL TOOL

Name of Student: _____
Name of Observer: _____ Date: _____
Time of Observation: _____ School: _____
Cooperating Teacher: _____ Grade Level: _____

Name of Lesson: _____
Lesson Objective(s):

Areas of Strength:

Suggestions for Future Growth:

Evidence of Reflective Practice:

Signature _____ Date _____
Please use the back for additional comments if needed.

OPTIONAL CLINICAL PERFORMANCE OBSERVATIONAL TOOL

Name of Student: _____
Name of Observer: _____ Date: _____
Time of Observation: _____ School: _____
Cooperating Teacher: _____ Grade Level: _____
Name of Lesson: _____

Lesson Objective(s):

Areas of Strength:

Suggestions for Future Growth:

Evidence of Reflective Practice:

Signature _____ Date _____
Please use the back for additional comments if needed.

Observation and Scoring Record for:

Practicum Student:
Evaluator:

Observation Number	Date of Receiving Lesson Plan	Date of Pre Conference	Color/Tool	Date of Observation	Date of Post Conference

Additional Notes:

MEES Teacher Candidate Assessment Rubric

Standard 1

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.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. *Expected level of performance by the end of the **practicum** semester.*	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no opportunity for students to process content.	● Demonstrates an awareness of strategies to allow students to process content.	● Provides students with limited opportunities to process content.	● Provides students with multiple opportunities to process the content.	● Identifies low engagement and responds with strategies to increase engagement. ● Uses a variety of skillful questioning strategies to promote active participation and depth of student response. ● Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson. ● Promotes students authentically using vocabulary and terminology relevant to the content.
● Shares incorrect information.	● Demonstrates an understanding of basic content.	● Conveys accurate information when teaching content.	● Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.	
● Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content.	● Plans to introduce vocabulary and terminology, but does not use strategies to enhance student engagement and responses.	● Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students	● Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students.	
● Provides no evidence of planning for student engagement.	● Plans for student engagement but no evidence of implementation.	● Inconsistently engages students in the content.	● Consistently engages the majority of students in the content.	

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.

Performance Assessment	**Score**	**Feedback (i.e. what you see and hear; how it connects with standard as a strength; next steps for growth)**
Formative 1 Date		
Other Evidence Date		
Formative 2 Date		
Other Evidence Date		
Formative 3 Date		
Other Evidence Date		
Summative Date		

Standard 2

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.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. *Expected level of performance by the end of the **practicum** semester.*	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4-**Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences.	● Describes strategies to differentiate and adjusts instruction based on student differences.	● Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom.	● Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment.	● Adjusts strategies in the moment based on individual student needs. ● Uses individual student data or assessments to inform the selection and modification of strategies. ● Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural expectations (sociolinguistics) and communication strategies (pragmatics) in classroom instruction and interactions.
● Provides no evidence of understanding students' background knowledge and learning needs.	● Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs.	● Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' needs and interests.	● Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications.	
● Provides no evidence of understanding students' languages, family, culture, and community needs.	● Demonstrates understanding of students' languages, family, culture, and community in planning.	● Affirms students' languages, family, culture, and community during learning opportunities.	● Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.	

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.

Performance Assessment	**Score**	**Feedback (i.e. what you see and hear; how it connects with standard as a strength; next steps for growth)**
Formative 1 Date		
Other Evidence Date		
Formative 2 Date		
Other Evidence Date		
Formative 3 Date		
Other Evidence Date		
Summative Date		

Standard 3

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.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success *Expected level of performance by the end of the **practicum** semester.*	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4**-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no evidence of learning activities with alignment to standards.	● Plans for learning activities that are appropriately aligned to standards.	● Implements learning activities aligned to standards.	● Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.	● Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards. ● Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons. ● Connects learning objectives to real world references to aid in student comprehension.
● Provides no evidence of posting or mentioning the learning objectives during the lesson.	● Posts the learning objectives but does not mention the objective during the lesson.	● States the learning objectives so that some students are able to articulate the objective of the lesson.	● Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson.	

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.

Performance Assessment	Score	Feedback (i.e. what you see and hear; how it connects with standard as a strength; next steps for growth)
Formative 1 Date		
Other Evidence Date		
Formative 2 Date		
Other Evidence Date		
Formative 3 Date		
Other Evidence Date		
Summative Date		

Standard 4

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.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. *Expected level of performance by the end of the **practicum** semester.*	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4**-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions.	● Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions.	● Uses strategies for some students to share ideas and generate possible solutions.	● Implements strategies in which most students convey their ideas or solutions through product or process.	● Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills, rather than relying on teacher-provided information. ● Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences. ● Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media. ● Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem.
● Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions.	● Plans strategies for analyzing and discussing problems and possible solutions.	● Creates opportunities for some students to analyze and discuss problems and possible solutions.	● Facilitates opportunities in which most students analyze and discuss problems and possible solutions.	
● Provides no evidence of using questions that promote critical thinking.	● Plans to use questions that promote critical thinking.	● Uses questioning techniques that promote students' critical thinking.	● Uses questioning techniques that result in most students providing answers reflecting critical thinking.	
● Provides no evidence of higher order thinking.	● Plans for higher order thinking.	● Uses strategies to incorporate higher order thinking.	● Consistently uses evidence-based strategies to promote higher order thinking.	

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.

Performance Assessment	Score	Feedback (i.e. what you see and hear; how it connects with standard as a strength; next steps for growth)
Formative 1 Date		
Other Evidence Date		
Formative 2 Date		
Other Evidence Date		
Formative 3 Date		
Other Evidence Date		
Summative Date		

Standard 5

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.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. *Expected level of performance by the end of the **practicum** semester.*	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4**-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no evidence of classroom expectations that would contribute to a safe learning environment.	● Plans to communicate expectations to maintain a safe learning environment.	● Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson.	● Implements developmentally appropriate expectations to maintain a respectful and safe learning environment.	● Involves all students in creating a safe learning environment that respects differences and individual preferences. ● Seeks feedback from students on his or her teaching, strategies, classroom, etc. ● Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning. ● Effectively uses varied management or organizational strategies to motivate students and minimize interference with classroom instruction.
● Displays a lack of awareness of how to build appropriate relationships with students.	● Describes strategies for building appropriate relationships with students.	● Fosters positive social interactions in the classroom.	● Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning.	
● Provides no evidence of strategies for monitoring student behavior and addressing disruptions.	● Explains strategies for monitoring student behavior and minimizing disruptions.	● Responds appropriately to classroom disruptions.	● Proactively uses varied classroom management strategies to minimize disruptions to the learning environment.	

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.

Performance Assessment	**Score**	**Feedback (i.e. what you see and hear; how it connects with standard as a strength; next steps for growth)**
Formative 1 Date		
Other Evidence Date		
Formative 2 Date		
Other Evidence Date		
Formative 3 Date		
Other Evidence Date		
Summative Date		

Standard 6

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.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. *Expected level of performance by the end of the **practicum** semester.*	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4-**Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no evidence of instructions in lesson plan.	● Plans to provide instructions.	● Conveys instructions to students through verbal **OR** non-verbal cues.	● Conveys clear instructions through verbal **AND** non-verbal cues or other communication strategies; follows up with students not understanding instructions.	● Adjusts communication and interactions to support individual student understanding. ● Encourages students to develop effective speech qualities including volume, tone, and inflection or other effective communication techniques ● 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.
● Provides no evidence of understanding the need to articulate expectations for student communication and interaction.	● Plans to articulate expectations for respectful student communication and interaction.	● Articulates vague expectations to students about respectful communication and interaction.	● Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.	
● Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery.	● Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery.	● Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery.	● Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students, using resources as necessary.	
● Consistently includes distracting communication errors that interfere with meaning.	● Includes communication errors that interfere with meaning.	● Uses communication that includes errors that do not interfere with meaning.	● Models proper spelling and grammar consistently in written and verbal communication.	
● Provides no evidence of culturally and linguistically appropriate communication, resources, or examples.	● Plans for culturally and linguistically appropriate communication, resources, or examples.	● Uses culturally and linguistically appropriate communication, resources, or examples.	● Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.	

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.

Performance Assessment	Score	Feedback (i.e. what you see and hear; how it connects with standard as a strength; next steps for growth)
Formative 1 Date		
Other Evidence Date		
Formative 2 Date		
Other Evidence Date		
Formative 3 Date		
Other Evidence Date		
Summative Date		

Standard 7

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.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. *Expected level of performance by the end of the **practicum** semester.*	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4-**Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no evidence of data from assessments to monitor the progress of students.	● Articulates the importance of collecting assessment data.	● Uses formative and/or summative assessment data to monitor the progress of the class as a whole.	● Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole.	● Analyzes trend data to respond instructionally, resulting in a positive impact on student learning. ● Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole. ● Supports students in creating and articulating progress toward goals. ● Uses formative assessment strategies to adjust mid-lesson instruction.
● Provides no awareness that formative assessments are needed to guide future instruction.	● Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction.	● Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.	● Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.	
● Provides no evidence of an understanding of maintaining student assessment records.	● Articulates a process for maintaining student assessment records.	● Confidentially maintains student assessment records, although processes are inconsistent.	● Maintains student assessment records consistently and confidentially.	

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.

Performance Assessment	**Score**	**Feedback (i.e. what you see and hear; how it connects with standard as a strength; next steps for growth)**
Formative 1 Date		
Other Evidence Date		
Formative 2 Date		
Other Evidence Date		
Formative 3 Date		
Other Evidence Date		
Summative Date		

Standard 8

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.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. *Expected level of performance by the end of the **practicum** semester.*	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4-**Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no evidence of reflection on the lesson.	● Reflects on the lesson when prompted by the evaluator.	● Independently reflects on aspects of the lesson.	● Reflects on the effectiveness of a lesson based on student learning and engagement.	● Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc. ● Actively participates in a professional organization to improve practice. ● Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc.
● Provides no evidence of acceptance of feedback provided by the evaluator.	● Accepts feedback but does not use feedback to adjust and improve practice.	● Accepts and uses feedback inconsistently to adjust and improve practice.	● Accepts and uses feedback consistently to adjust and improve practice.	
● Provides no evidence of recognition of own weaknesses even when prompted.	● Acknowledges weaknesses when prompted, but does not improve professional conduct.	● Monitors and adjusts professional conduct when prompted.	● Monitors and adjusts professional conduct through self-assessment.	
● Provides no acknowledgement of the importance of professional development.	● Acknowledges the importance of professional development, but does not attend.	● Attends approved professional development.	● Uses techniques or strategies introduced in approved professional development to improve student learning.	

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.

Performance Assessment	**Score**	**Feedback (i.e. what you see and hear; how it connects with standard as a strength; next steps for growth)**
Formative 1 Date		
Other Evidence Date		
Formative 2 Date		
Other Evidence Date		
Formative 3 Date		
Other Evidence Date		
Summative Date		

Standard 9

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. *Expected level of performance by the end of the **practicum** semester.*	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4**-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no evidence of understanding the importance of professional collaboration with colleagues.	● Recognizes the importance of professional collaboration with colleagues.	● Participates in professional collaboration with colleagues.	● Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.	● Volunteers to be a member of a school-wide committee. ● Collaborates with outside community members for the benefit of students. ● Actively participates in school or district events to build a broader network of collaboration.
● Provides no evidence of understanding the importance of building relationships.	● Recognizes the importance of building relationships with students, colleagues, and families.	● Builds and maintains appropriate relationships with a limited number of students, colleagues, and families.	● Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success.	

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

Performance Assessment	**Score**	**Feedback (i.e. what you see and hear; how it connects with standard as a strength; next steps for growth)**
Formative 1 Date		
Other Evidence Date		
Formative 2 Date		
Other Evidence Date		
Formative 3 Date		
Other Evidence Date		
Summative Date		