



Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Certification Candidates

EVALUATION OF TEACHING EXPERIENCE

Student Teacher

Date of Evaluation

Cooperating Teacher

School

Cooperating Teacher Signature

Grade Level(s)/Subject(s)

Dates of Placement

PLEASE READ THIS BEFORE COMPLETING THE EVALUATION INSTRUMENT

This evaluation instrument is based on the ten Wisconsin Teacher Standards for effective teaching performance as identified by the Wisconsin Department of Public Instruction (DPI). It is the evaluation of the capstone experience for the Teacher Certification Program at St. Norbert College. With the preparation students have received through coursework and field experiences they are expected to perform at a proficient level on all standards upon completion of the student teaching experience.

This rubric has been developed to address each aspect of each of the ten Teacher Standards that form the focus of the Teacher Education Program. Each standard is stated in a manner that addresses multiple teaching experiences and responsibilities, therefore each has been broken down into components or *substandards*. Each substandard has performance descriptors that describe **minimal**, **progressing**, **proficient**, and **advanced** performance. Please select the descriptor that best matches your perception of the student teacher's performance and mark the associated number in the far right column (1,2,3,or 4). The **performance level 3 – Proficient** is the **target** for student teacher performance. Performance level 4 – Advanced should be reserved to indicate only those student teachers who exhibit extraordinary or exceptional performance on the particular substandard.

Since this rubric reflects the totality of the SNC program a “no basis for judgment” option has also been provided for any items that you have not had sufficient opportunity to observe and evaluate during your time with this individual.

A **letter of reference** should be included with this evaluation instrument to provide a narrative evaluation of the student teacher's performance.

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Standard 1: The teacher understands the central concepts, tools of inquiry and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

	1- Minimal	2- Progressing	3- Proficient *	4- Advanced	
1a. Knowledge of the mathematics content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays inadequate knowledge of the mathematics content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays limited knowledge of the mathematics content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays adequate knowledge of the mathematics content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays thorough knowledge of the mathematics content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
1b. Knowledge of the Language Arts content relevant to the level certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays inadequate knowledge of the Language Arts content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays limited knowledge of the Language Arts content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays adequate knowledge of the Language Arts content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays thorough knowledge of the Language Arts content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
1c. Knowledge of science content relevant to the level certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays inadequate knowledge of the science content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays limited knowledge of the science content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays adequate knowledge of the science content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays thorough knowledge of the science content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
1d. Knowledge of the social studies content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays adequate knowledge of the social studies content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays limited knowledge of the social studies content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays adequate knowledge of the social studies content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	The pre-service teacher displays thorough knowledge of the social studies content relevant to the level he or she will be certified to teach, including major concepts critical to the discipline.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment

*** Performance level 3-Proficient is the target for student teacher performance.**

Performance level 4-Advanced should be reserved to indicate only those student teachers who exhibit extraordinary or exceptional performance in the given area.

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<p>1e. Knowledge of how students develop understanding and skill within the content area(s) one will be certified to teach, including how students demonstrate this competence.</p>	<p>The pre-service teacher displays inadequate knowledge of how students develop understanding and skill within the content area(s) one will be certified to teach, including how students demonstrate this competence.</p>	<p>The pre-service teacher displays limited knowledge of how students develop understanding and skill within the content area(s) one will be certified to teach, including how students demonstrate this competence.</p>	<p>The pre-service teacher displays adequate knowledge of how students develop understanding and skill within the content area(s) one will be certified to teach, including how students demonstrate this competence.</p>	<p>The pre-service teacher displays thorough knowledge of how develop understanding and skill within the content area(s) one will be certified to teach, including how students demonstrate this competence.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/> No basis for judgment</p>
<p>1f. Identifies and employs relevant, content specific, curriculum materials.</p>	<p>The pre-service teacher seldom identifies and effectively employs relevant, content specific, curriculum materials.</p>	<p>The pre-service teacher sometimes identifies and effectively employs relevant, content specific, curriculum materials on a limited basis.</p>	<p>The pre-service teacher usually identifies and effectively employs relevant, content specific, curriculum materials.</p>	<p>The pre-service teacher consistently identifies and effectively employs relevant, content specific, curriculum materials.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/> No basis for judgment</p>
<p>1g. Designs and employs relevant, content specific, teaching strategies.</p>	<p>The pre-service teacher seldom designs and effectively employs relevant, content specific, teaching strategies.</p>	<p>The pre-service teacher sometimes designs and effectively employs relevant, content specific, teaching strategies.</p>	<p>The pre-service teacher usually designs and effectively employs relevant, content specific, teaching strategies.</p>	<p>The pre-service teacher consistently designs and effectively employs relevant, content specific, teaching strategies.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/> No basis for judgment</p>
<p>1h. Designs and employs relevant, content specific, assessments.</p>	<p>The pre-service teacher seldom designs and effectively employs relevant, content specific, assessments.</p>	<p>The pre-service teacher sometimes designs and effectively employs relevant, content specific, assessments.</p>	<p>The pre-service teacher usually designs and effectively employs relevant, content specific, assessments.</p>	<p>The pre-service teacher consistently designs and effectively employs relevant, content specific, assessments.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/> No basis for judgment</p>

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Standard 2: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

	1- Minimal	2- Progressing	3- Proficient*	4- Advanced	
2a. Normative characteristics of age groups	The pre-service teacher displays inadequate knowledge of the typical developmental characteristics of age groups.	The pre-service teacher displays limited knowledge of the typical developmental characteristics of age groups.	The pre-service teacher displays adequate knowledge of the typical developmental characteristics of age groups.	The pre-service teacher displays thorough knowledge of the typical developmental characteristics of age groups.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
2b. How students vary from the developmental norm for the age group	The pre-service teacher displays inadequate knowledge of how students vary from typical developmental characteristics of age groups.	The pre-service teacher displays limited knowledge of how students vary from typical developmental characteristics of age groups.	The pre-service teacher displays adequate knowledge of how students vary from typical developmental characteristics of age groups.	The pre-service teacher displays thorough knowledge of how students vary from typical developmental characteristics of age groups.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
2c. Designs instructional activities consistent with the developmental characteristics of age groups	The pre-service teacher seldom designs instructional strategies consistent with the developmental characteristics of age groups.	The pre-service teacher sometimes designs instructional strategies consistent with the developmental characteristics of age groups.	The pre-service teacher usually designs instructional strategies consistent with the developmental characteristics of age groups.	The pre-service teacher consistently designs instructional strategies consistent with the developmental characteristics of age groups.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
2d. Adjusting instruction activities for individual students reflecting their developmental characteristics	The pre-service teacher seldom adjusts instructional strategies for individual students consistent with their developmental characteristics.	The pre-service teacher sometimes adjusts instructional strategies for individual students consistent with their developmental characteristics.	The pre-service teacher generally adjusts instructional strategies for individual students consistent with their developmental characteristics.	The pre-service teacher consistently adjusts instructional strategies for individual students consistent with their developmental characteristics.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment

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Standard 3: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

	1- Minimal	2- Progressing	3- Proficient*	4- Advanced	
3a. Knowledge of varying learning needs based on cultural background.	The pre-service teacher displays inadequate knowledge of how the characteristics of individual students are associated with their cultural backgrounds.	The pre-service teacher displays limited knowledge of how the characteristics of individual students are associated with their cultural backgrounds.	The pre-service teacher displays adequate knowledge of how the characteristics of individual students are associated with their cultural backgrounds.	The pre-service teacher displays thorough knowledge of the characteristics of individual students are associated with their cultural backgrounds.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
3b. Knowledge of varying learning needs based on socio-economic background.	The pre-service teacher displays inadequate knowledge of how the characteristics of individual students are associated with their socio-economic background.	The pre-service teacher displays limited knowledge of how the characteristics of individual students are associated with their socio-economic background.	The pre-service teacher displays adequate knowledge of how the characteristics of individual students are associated with their socio-economic background.	The pre-service teacher displays thorough knowledge of the characteristics of individual students are associated with their socio-economic background.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
3c. Knowledge of varying learning needs based upon unique learning styles.	The pre-service teacher displays inadequate knowledge of how the characteristics of individual students are associated with their unique learning styles.	The pre-service teacher displays limited knowledge of how the characteristics of individual students are associated with their unique learning styles.	The pre-service teacher displays adequate knowledge of how the characteristics of individual students are associated with their unique learning styles.	The pre-service teacher displays thorough knowledge of the characteristics of individual students are associated with their unique learning styles.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
3d. Knowledge of learning needs of individuals with disabilities and exceptionalities.	The pre-service teacher displays inadequate knowledge of the characteristics of individual students with disabilities and exceptionalities.	The pre-service teacher displays limited knowledge of the characteristics of individual students with disabilities and exceptionalities.	The pre-service teacher displays adequate knowledge of the characteristics of individual students with disabilities & exceptionalities.	The pre-service teacher displays thorough knowledge of the characteristics of individual students with disabilities and exceptionalities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
3e. Instructional activities consistent with characteristics of students' cultural backgrounds.	The pre-service teacher seldom applies instructional strategies consistent with individual student's cultural backgrounds.	The pre-service teacher sometimes applies instructional strategies consistent with individual student's cultural backgrounds.	The pre-service teacher usually applies instructional strategies consistent with individual student's cultural backgrounds.	The pre-service teacher consistently applies instructional strategies consistent with individual student's cultural backgrounds.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment

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<p>3f. Instructional activities consistent with characteristics of students' socioeconomic backgrounds.</p>	<p>The pre-service teacher seldom applies instructional strategies consistent with student's socio-economic background.</p>	<p>The pre-service teacher sometimes applies instructional strategies consistent with student's socio-economic background.</p>	<p>The pre-service teacher usually applies instructional strategies for individual students consistent with their socio-economic background.</p>	<p>The pre-service teacher consistently applies instructional strategies for individual students consistent with their socio-economic background.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/></p> <p>No basis for judgment</p>
<p>3g. Instructional activities consistent with characteristics of students' unique learning styles.</p>	<p>The pre-service teacher seldom applies instructional strategies consistent with individual student's unique learning styles.</p>	<p>The pre-service teacher sometimes applies instructional strategies consistent with individual student's unique learning styles.</p>	<p>The pre-service teacher usually applies instructional strategies consistent with individual student's unique learning styles.</p>	<p>The pre-service teacher consistently applies instructional strategies consistent with individual student's unique learning styles.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/></p> <p>No basis for judgment</p>
<p>3h. Instructional activities consistent with the characteristics of students with disabilities and exceptionalities.</p>	<p>The pre-service teacher seldom applies instructional strategies for individual students consistent with their disabilities and exceptionalities.</p>	<p>The pre-service teacher sometimes applies instructional strategies for individual students consistent with their disabilities and exceptionalities.</p>	<p>The pre-service teacher usually applies instructional strategies for individual students consistent with their disabilities and exceptionalities.</p>	<p>The pre-service teacher consistently applies instructional strategies for individual students consistent with their disabilities and exceptionalities.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/></p> <p>No basis for judgment</p>

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Standard 4: The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

	1 – Minimal	2 – Progressing	3 – Proficient*	4 – Advanced	
4a. Theories of learning.	The pre-service teacher displays inadequate knowledge of theories of learning.	The pre-service teacher displays limited knowledge of theories of learning.	The pre-service teacher displays adequate knowledge of theories of learning.	The pre-service teacher displays thorough knowledge of theories of learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
4b. Knowledge of instructional strategies.	The pre-service teacher displays inadequate knowledge of the wide variety of instructional strategies including the procedures for use and best applications.	The pre-service teacher displays limited knowledge of the wide variety of instructional strategies including the procedures for use and best applications.	The pre-service teacher displays adequate knowledge of the wide variety of instructional strategies including the procedures for use and best applications.	The pre-service teacher displays thorough knowledge of the wide variety of instructional strategies including the procedures for use and best applications.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
4c. Instructional strategies for meeting learning goals.	The pre-service teacher seldom applies instructional strategies based upon how each helps students to achieve identified learning goals.	The pre-service teacher sometimes applies instructional strategies, based upon how each helps students to achieve identified learning goals.	The pre-service teacher usually applies a variety of instructional strategies based upon how each helps students achieve identified learning goals.	The pre-service teacher consistently applies a broad repertoire of instructional strategies based upon how each helps students achieve identified learning goals.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
4d. Teaching strategies that employ higher order thinking skills.	The pre-service teacher seldom applies teaching/learning strategies that attempt to promote the development of student's higher order thinking skills (i.e., critical thinking and problem solving).	The pre-service teacher sometimes applies effective teaching/learning strategies that promote the development of student's higher order thinking skills (i.e., critical thinking and problem solving).	The pre-service teacher usually applies effective teaching/learning strategies that promote the development of student's higher order thinking skills (i.e., critical thinking and problem solving).	The pre-service teacher consistently applies teaching/learning strategies that promote the development of student's higher order thinking skills (i.e., critical thinking and problem solving).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
4e. Instructional strategies appropriate to curriculum content.	The pre-service teacher seldom applies instructional strategies, activities, and assignments that effectively articulate relevant content concepts/skills.	The pre-service teacher sometimes applies instructional strategies, activities, and assignments that effectively articulate relevant content concepts/skills.	The pre-service teacher usually applies instructional strategies, activities, and assignments that effectively articulate relevant content concepts/skills.	The pre-service teacher consistently applies instructional strategies, activities, and assignments that effectively articulate relevant content concepts/skills.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment

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<p>4f. Adjusting strategies in response to learner feedback.</p>	<p>The pre-service teacher seldom adjusts strategies in response to learner feedback.</p>	<p>The pre-service teacher sometimes adjusts strategies in response to learner feedback.</p>	<p>The pre-service teacher usually adjusts strategies in response to learner feedback.</p>	<p>The pre-service teacher consistently adjusts strategies in response to learner feedback.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/></p> <p>No basis for judgment</p>
<p>4g. Technology integration.</p>	<p>The pre-service teacher seldom integrates instructional technologies into the teaching and learning process in ways that enhance student learning.</p>	<p>The pre-service teacher sometimes integrates instructional technologies into the teaching and learning process in ways that enhance student learning.</p>	<p>The pre-service teacher usually integrates instructional technologies into the teaching and learning process in ways that enhance student learning.</p>	<p>The pre-service teacher consistently integrates a variety of instructional technologies into the teaching and learning process in ways that enhance student learning.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/></p> <p>No basis for judgment</p>
<p>4h. Technology awareness.</p>	<p>The pre-service teacher displays inadequate knowledge of the variety of technological tools and seldom distinguishes which will best meet the needs of their students to enhance student learning.</p>	<p>The pre-service teacher displays limited knowledge of the variety of technological tools and sometimes distinguishes which will best meet the needs of their students to enhance student learning.</p>	<p>The pre-service teacher displays adequate knowledge of the variety of technological tools and usually distinguishes which will best meet the needs of their students to enhance student learning.</p>	<p>The pre-service teacher displays thorough knowledge of the variety of technological tools and consistently distinguishes which will best meet the needs of their students to enhance student learning.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/></p> <p>No basis for judgment</p>

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

	1- Minimal	2- Progressing	3- Proficient*	4- Advanced	
5A- Knowledge of Theories of Motivation.	The pre-service teacher displays inadequate knowledge of theories of motivation.	The pre-service teacher displays limited knowledge of theories of motivation.	The pre-service teacher displays adequate knowledge of theories of motivation.	The pre-service teacher displays thorough knowledge of theories of motivation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
5B- Create a Strong Positive Classroom Environment (i.e., an environment that encourages positive social interaction, active engagement in learning, and self-motivation).	The pre-service teacher displays inadequate skill at creating a strong positive learning environment in the classroom.	The pre-service teacher displays limited skill at creating a strong positive learning environment in the classroom.	The pre-service teacher displays adequate skill in creating a strong positive learning environment in the classroom.	The pre-service teacher displays thorough skill in creating a strong positive learning environment in the classroom.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
5C- Designs Motivational Strategies for Individual Students Consistent with their Specific Needs.	The pre-service teacher seldom designs motivational strategies for individual students consistent with their specific needs.	The pre-service teacher sometimes designs motivational strategies for individual students consistent with their specific needs.	The pre-service teacher usually designs motivational strategies for individual students consistent with their specific needs.	The pre-service teacher consistently designs motivational strategies for individual students consistent with their specific needs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
5D- Monitors the Effectiveness of Classroom Management Strategies and Makes Adjustments Based on Student Performance.	The pre-service teacher seldom monitors the effectiveness of classroom management strategies and makes adjustments based on student performance.	The pre-service teacher sometimes monitors the effectiveness of classroom management strategies and makes adjustments based on student performance.	The pre-service teacher usually monitors the effectiveness of classroom management strategies and makes adjustments based on student performance.	The pre-service teacher consistently monitors the effectiveness of classroom management strategies and makes adjustments based on student performance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment

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Standard 6: The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

	1 – Minimal	2 – Progressing	3 – Proficient*	4 – Advanced	
6a. Communication strategies	The pre-service teacher seldom models effective communication strategies in conveying ideas and information and in asking questions.	The pre-service teacher sometimes models effective communication strategies in conveying ideas and information and in asking questions.	The pre-service teacher usually models effective communication strategies in conveying ideas and information and in asking questions.	The pre-service teacher consistently models effective communication strategies in conveying ideas and information and in asking questions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
6b. Oral communication	The pre-service teacher's spoken language is frequently inaudible, lacks expression and contains frequent grammatical and syntax errors; vocabulary may be vague, inappropriate, or incorrectly used.	The pre-service teacher's spoken language is audible, but lacks expression at times; mistakes in grammar and syntax are infrequent; vocabulary may be inappropriate for the audience on occasion.	The pre-service teacher's spoken language is usually clear, correct and expressive, with vocabulary generally appropriate for the audience.	The pre-service teacher's spoken language is consistently clear, correct and expressive, with well-chosen vocabulary.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
6c. Written communication	The pre-service teacher's written language is unclear and often inappropriate for the intended audience with multiple errors in grammar, spelling, and/or syntax.	The pre-service teacher's written language is sometimes clear but may not always be appropriate for the intended audience with multiple errors in grammar, spelling, and/or syntax.	The pre-service teacher's written language is usually clear and appropriate for the intended audience with infrequent errors in grammar, spelling, and/or syntax.	The pre-service teacher's written language is consistently clear and appropriate for the intended audience with no errors in grammar, spelling, and syntax.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
6d. Nonverbal communication	The pre-service teacher seldom uses nonverbal communication techniques that foster a positive learning environment.	The pre-service teacher sometimes uses nonverbal communication techniques that foster a positive learning environment.	The pre-service teacher usually uses nonverbal communication techniques that foster a positive learning environment.	The pre-service teacher consistently uses nonverbal communication techniques that foster a positive learning environment.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
6e. Listening skills	The pre-service teacher employs poor listening skills and is seen as being unresponsive to the speaker	The pre-service teacher employs fair listening skills but is frequently not seen as being thoughtful and responsive.	The pre-service teacher employs good listening skills usually being thoughtful and responsive.	The pre-service teacher employs excellent listening skills always being thoughtful and responsive.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
6f. Support and expansion of learner expression	The pre-service teacher seldom employs modes of communication in the classroom, which support and expand learners' expression and seldom consider cultural and gender differences.	The pre-service teacher sometimes employs multiple modes of communication in the classroom, which support and expand learners' expression, and are sometimes sensitive to cultural and gender differences.	The pre-service teacher usually employs multiple modes of communication in the classroom, which support and expand learners' expression and are generally sensitive to cultural and gender differences.	The pre-service teacher consistently employs multiple modes of communication in the classroom, which support and expand learners' expression and are always sensitive to cultural and gender differences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment

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<p>6g. Use of multimedia communication tools</p>	<p>The pre-service teacher has inadequate expertise in using a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.</p>	<p>The pre-service teacher has limited expertise in using a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.</p>	<p>The pre-service teacher has adequate expertise in using a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.</p>	<p>The pre-service teacher has thorough expertise in using a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.</p>	<p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment </p>
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Standard 7: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

	1 – Minimal	2 – Progressing	3 – Proficient*	4 – Advanced	
7a. Lesson Plan Goals & Objectives	The pre-service teacher develops lesson plans that seldom have clearly stated goals and objectives reflecting curriculum frameworks and standards, and are not suitable to the varying needs of all students.	The pre-service teacher develops lesson plans that sometimes have clearly stated goals and objectives reflecting curriculum frameworks and standards. These plans, goals and objectives are sometimes suitable to the varying needs of all students.	The pre-service teacher develops lesson plans that have clearly stated goals and objectives reflecting curriculum frameworks and standards. These plans, goals and objectives are usually suitable to the varying needs of all students.	The pre-service teacher develops lesson plans that consistently have clearly stated goals and objectives reflecting curriculum frameworks and standards. These plans, goals and objectives are consistently suitable to the varying needs of all students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
7b. Lesson Plans	The pre-service teacher seldom states instructional procedures, which include required resources, time allocations, and means of assessing student learning.	The pre-service teacher sometimes states instructional procedures, which include required resources, time allocations, or means of assessing student learning.	The pre-service teacher usually states instructional procedures, which include required resources, time allocations, and means of assessing student learning.	The pre-service teacher consistently states instructional procedures, which include required resources, time allocations, and means of assessing student learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
7c. Learning Activities	The pre-service teacher seldom plans learning activities suitable instructional goals. Variation in teaching strategies, student grouping, and support resources are seldom apparent.	The pre-service teacher sometimes plans learning activities suitable to the students and instructional goals. Variations in teaching strategies, student grouping and support resources are sometimes apparent.	The pre-service teacher usually plans learning activities suitable to the students and instructional goals. Variations in teaching strategies, student groupings, and support resources are usually apparent.	The pre-service teacher consistently plans learning activities suitable to the instructional goals. Variations in teaching strategies, student grouping, and support resources are consistently apparent.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
7d. Long-term planning – Unit planning	The pre-service teacher seldom develops long-term unit plans that involve clear goals and objectives, appropriate learning activities, suitable materials and clear time allocations.	The pre-service teacher develops long-term unit plans that involve clear goals and objectives, appropriate learning activities, suitable materials and clear time allocations.	The pre-service teacher usually develops long-term unit plans that involve clear goals and objectives, appropriate learning activities, suitable materials and clear time allocations.	The pre-service teacher consistently develops long-term unit plans that involve clear goals and objectives, appropriate learning activities, suitable materials and clear time allocations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
7e. Planning interdisciplinary learning experiences	The pre-service teacher seldom plans and constructs interdisciplinary units that integrate various and multiple domains of content area knowledge, thinking and learning cohesiveness across disciplines.	The pre-service teacher sometimes plans and constructs interdisciplinary units that integrate various and multiple domains of content area knowledge, thinking and learning cohesiveness across disciplines.	The pre-service teacher usually plans and constructs interdisciplinary units that integrate various and multiple domains of content area knowledge thinking and learning cohesiveness across disciplines.	The pre-service teacher consistently plans and constructs interdisciplinary units that integrate various and multiple domains of content area knowledge, thinking and learning cohesiveness across disciplines.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment

*** Performance level 3-Proficient is the target for student teacher performance.**

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Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Certification Candidates

Standard 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.

	1 – Minimal	2 – Progressing	3 – Proficient*	4 – Advanced	
8a. Knowledge of assessment strategies	The pre-service teacher displays inadequate knowledge of assessment strategies that are used to determine if students are learning.	The pre-service teacher displays limited knowledge of assessment strategies that are used to determine if students are learning.	The pre-service teacher displays adequate knowledge of assessment strategies that are used to determine if students are learning.	The pre-service teacher displays thorough knowledge of assessment strategies that are used to determine if students are learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
8b. Assessment and evaluation techniques for measuring student learning outcomes	The pre-service teacher seldom uses assessment techniques that are effective in evaluating what students know.	The pre-service teacher sometimes uses assessment techniques that are effective in evaluating what students know.	The pre-service teacher generally uses assessment techniques that are effective in evaluating what students know.	The pre-service teacher consistently uses assessment techniques that are effective in evaluating what students know.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
8c. Judgments using assessment strategies	The pre-service teacher seldom uses assessments to guide instruction, including determining the effect on both individuals and the class as a whole and making modifications according to student success.	The pre-service teacher sometimes uses assessments to guide instruction, determining the effect on both individuals and the class as a whole and making modifications according to student success.	The pre-service teacher usually uses assessments to guide instruction, including determining the effect on both individuals and the class as a whole and making modifications according to student success.	The pre-service teacher consistently uses assessments to guide instruction, including determining the effect on both individuals and the class as a whole and making modifications according to student success.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
8d. Feedback to students	Feedback is seldom provided in a timely manner.	Feedback is sometimes provided in a timely manner.	Feedback is usually provided in a timely manner.	Feedback is consistently provided in a timely manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
8e. Learner's self-assessment	The pre-service teacher seldom involves the learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.	The pre-service teacher sometimes involves the learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.	The pre-service teacher usually involves the learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.	The pre-service teacher consistently involves the learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment

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Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Certification Candidates

<p>8f. Record keeping</p>	<p>The pre-service teacher seldom uses an organized system for maintaining information on student completion of assignments and progress in learning.</p>	<p>The pre-service teacher sometimes uses an organized system for maintaining information on student completion of assignments and progress in learning.</p>	<p>The pre-service teacher usually uses an organized system for maintaining information on student completion of assignments and progress in learning.</p>	<p>The pre-service teacher consistently uses an organized system for maintaining information on student completion of assignments and progress in learning.</p>	<p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment </p>
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Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Certification Candidates

Standard 9: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

	1 - Minimal	2 - Progressing	3 - Proficient*	4 - Advanced	
9a. Self-assessment	Upon completion of a lesson/unit the pre-service teacher seldom uses classroom observation, information about students, or research as sources for evaluating outcomes of teaching and revising practice.	Upon completion of a lesson/unit the pre-service teacher sometimes uses classroom observation, information about students, or research as sources for evaluating outcomes of teaching and revising practice.	Upon completion of a lesson/unit the pre-service teacher usually uses classroom observation, information about students, and/or research as sources for evaluating outcomes of teaching and revising practice.	Upon completion of a lesson/unit the pre-service teacher consistently uses classroom observation, information about students, and research as sources for evaluating outcomes of teaching and revising practice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
9b. Response to students	The pre-service teacher seldom exhibits sensitivity to student achievement needs and seldom implements appropriate pedagogical responses to those needs.	The pre-service teacher sometimes exhibits sensitivity to student achievement needs and implements appropriate pedagogical responses to those needs.	The pre-service teacher usually exhibits sensitivity to student achievement needs and usually implements appropriate pedagogical responses to those needs.	The pre-service teacher consistently exhibits sensitivity to student achievement needs and consistently implements appropriate pedagogical responses to those needs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
9c. Commitment to professional growth	The pre-service teacher seldom seeks out opportunities for professional development in both content knowledge and pedagogical skill.	The pre-service teacher sometimes seeks out opportunities for professional development in both content knowledge and pedagogical skill.	The pre-service teacher usually seeks out opportunities for professional development in both content knowledge and pedagogical skill.	The pre-service teacher consistently seeks out opportunities for professional development in both content knowledge and pedagogical skill.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
9d. Benefits of lessons, methods and resources	The pre-service teacher seldom evaluates lessons, methods and resources to ensure that they provide maximum benefits to the individual learner and the community.	The pre-service teacher sometimes evaluates lessons, methods and resources to ensure that they provide maximum benefits to the individual learner and the community.	The pre-service teacher usually evaluates lessons, methods and resources to ensure that they provide maximum benefits to the individual learner and the community.	The pre-service teacher consistently evaluates lessons, methods and resources to ensure that they provide maximum benefits to the individual learner and the community.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
9e. Drawing on expertise of colleagues	The pre-service teacher seldom draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.	The pre-service teacher sometimes draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.	The pre-service teacher usually draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.	The pre-service teacher consistently draws upon professional colleagues and supervisors for reflection, problem-solving, and new ideas, sharing experiences and responding to feedback.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment

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Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Certification Candidates

<p>9f. Reforming and maximizing education environment for students</p>	<p>The pre-service teacher seldom seeks opportunities to reform and maximize the educational environment for all students and seldom initiates action to take advantage of those opportunities.</p>	<p>The pre-service teacher sometimes seeks opportunities to reform and maximize the educational environment for all students and sometimes initiates action to take advantage of those opportunities.</p>	<p>The pre-service teacher usually seeks opportunities to reform and maximize the educational environment for all students and usually initiates action to take advantage of those opportunities.</p>	<p>The pre-service teacher consistently seeks opportunities to reform and maximize the educational environment for all students and consistently initiates action to take advantage of those opportunities.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/></p> <p>No basis for judgment</p>
<p>9g. Influence of parents and community</p>	<p>The pre-service teacher seldom considers the influence of parents and community on the curriculum and instruction in the classroom.</p>	<p>The pre-service teacher sometimes considers the influence of parents and community on the curriculum and instruction in the classroom.</p>	<p>The pre-service teacher usually considers the influence of parents and community on the curriculum and instruction in the classroom.</p>	<p>The pre-service teacher consistently considers the influence of parents and community on the curriculum and instruction in the classroom.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4</p> <p><input type="checkbox"/></p> <p>No basis for judgment</p>

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Early Childhood-Middle Childhood and Middle Childhood-Early Adolescence Certification Candidates

Standard 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

	1 – Minimal	2 – Progressing	3 – Proficient*	4 – Advanced	
10a. Interaction with teachers, staff, and administration	The pre-service teacher seldom develops and maintains relationships with professional colleagues, and seldom makes contributions to projects and activities.	The pre-service teacher sometimes develops and maintains relationships with professional colleagues, and sometimes makes contributions to projects and activities.	The pre-service teacher usually develops and maintains relationships with professional colleagues, and usually makes contributions to projects and activities.	The pre-service teacher consistently develops and maintains relationships with professional colleagues, and consistently makes contributions to projects and activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
10b. Interaction with families	The pre-service teacher seldom provides information to parents about the instructional program and the positive and negative aspects of student progress.	The pre-service teacher sometimes provides information to parents about the instructional program and the positive and negative aspects of student progress.	The pre-service teacher usually provides information to parents about the instructional program and the positive and negative aspects of student progress.	The pre-service teacher consistently provides information to parents about the instructional program and the positive and negative aspects of student progress.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
10c. Use of community resources	The pre-service teacher seldom seeks and integrates into instruction materials and resources from professional organizations and the community.	The pre-service teacher sometimes seeks and integrates into instruction materials and resources from professional organizations and the community.	The pre-service teacher usually seeks and integrates into instruction materials and resources from professional organizations and the community.	The pre-service teacher consistently seeks and integrates into instruction materials and resources from professional organizations and the community.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
10d. Punctuality	The pre-service teacher is seldom punctual.	The pre-service teacher is sometimes punctual.	The pre-service teacher is usually punctual.	The pre-service teacher is consistently punctual.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment
10e. Professional appearance	The pre-service teacher is seldom professional in attire and personal appearance.	The pre-service teacher is sometimes professional in attire and personal appearance.	The pre-service teacher is usually professional in attire and personal appearance.	The pre-service teacher is consistently professional in attire and personal appearance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 <input type="checkbox"/> No basis for judgment

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