

Student Teaching Evaluation Rubric for Common Areas

Planning and Preparation

	Exceeds Expectations for a Student Teacher: 4	Meets Expectations for a Student Teacher: 3	Approaching Expectations for a Student Teacher: 2	Not Yet Acceptable: 1
1. Demonstrates knowledge of human growth and development	Candidate displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns. Lesson plans and curriculum materials demonstrate knowledge of human growth and development and differentiate for variations in human growth and development.	Candidate displays thorough understanding of typical developmental characteristics of age group. Lesson plans and curriculum materials demonstrate knowledge of human growth and development.	Candidate displays general understanding of typical developmental characteristics of age group and incorporates this knowledge in a limited way into her/his lesson plans.	Candidate displays minimal and/or inaccurate understanding of typical development characteristics of age group and/or does not incorporate knowledge of human growth and development into her/his lesson plans.
2. Demonstrates the ability to articulate rigorous student learning goals aligned with College and Career Readiness Standards.	Candidate's goals/objectives are aligned with New York State Common Core/NY State Standards. Goals/objectives are appropriately challenging and rigorous, clearly stated, and directly linked to differentiated instructional strategies and activities occurring in the lesson and are aligned with assessments in the lesson.	Candidate's goals/objectives are aligned with New York State Common Core/NY state standards. Goals/objectives are clearly stated and directly linked to instructional strategies and activities occurring in the lesson.	Candidate's goals and objectives align with New York State Common Core/NY Standards. Goals/objectives attempt to set height standards but may lack clear connections instructional activities.	Candidate's goals/objectives lack alignment with New York State Common Core/NY Standards. Goals/objective are not rigorous and/or do not clearly link with lesson activities or assessments.
3. Demonstrates appropriate use of technology as part of professional practice	Candidate actively seeks out technological resources and demonstrates fluency in technology. Candidate uses technology selectively in order to accomplish instructional goals/objectives while supporting student engagement and learning. Candidate uses technology for her/his own planning and professional growth.	Candidate is aware of available technological resources and demonstrates fluency in technology by using it to plan instructional goals/objectives, and/or support student engagement and learning.	Candidate has limited awareness of available technology but attempts to incorporate technology into instructional goals/objectives in order to support student learning or engagement.	Candidate is unaware of available technology and does not attempt to incorporate technology into instructional goals/objectives.

<p>4. Creates learning experiences that make the discipline accessible and meaningful for learners [central concepts, tools of inquiry, structures his/her discipline(s) to assure mastery of content].</p>	<p>Candidate demonstrates knowledge of content by creating lesson experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content (e.g. multiple entry points, accessing prior knowledge, discipline specific structures, etc.)</p>	<p>Candidate demonstrates knowledge of content by creating lesson experiences that make the discipline accessible for learners for acquisition of content (e.g. multiple entry points, accessing prior knowledge, discipline specific structures, etc.)</p>	<p>Candidate demonstrates limited knowledge of content and attempts to create lesson experiences that make the discipline accessible for learners' for acquisition of content (e.g. multiple entry points, accessing prior knowledge, discipline specific structures, etc.)</p>	<p>Candidate lacks knowledge of content or demonstrates inaccurate knowledge of content in her/his attempt to create lesson experiences.</p>
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Student Teaching Evaluation Rubric for Common Areas

Instruction and Environment

	Exceeds Expectations for a Student Teacher: 4	Meets Expectations for a Student Teacher: 3	Approaching Expectations for a Student Teacher: 2	Not Yet Acceptable: 1
5. Utilizes a variety of appropriate instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Candidate consistently uses a variety of instructional strategies to support students in developing deep understanding of content by making connections to prior learning, organizing information and/or increasing automaticity and providing opportunity for application in authentic ways. Candidate promotes students' self-monitoring and evaluation of their own learning.	Candidate uses instructional strategies to support students in developing understanding by making connections to prior learning, organizing information and/or increasing automaticity and providing opportunity for application.	Candidate sometimes uses instructional strategies to support students in developing understanding by making connections to prior learning, organizing information, and/or increasing automaticity that often results in a superficial student understanding	Candidate uses instructional strategies that confuse or do not support students' understanding of content.
6. Uses multiple methods of assessment, research, and evidence to guide decision-making and understanding of their own professional practice and students' progress.	Candidate uses multiple methods of assessment and research to analyze evidence of student progress, guide future instructional decision-making, and further her/his own professional practice.	Candidate uses multiple methods of assessment to analyze evidence of student progress and guide future instructional decision-making.	Candidate uses limited methods of assessment and/or minimally analyzes evidence of student progress to guide future instructional decision-making.	Candidate does not use assessment to analyze student progress or to guide future instructional decision-making.
7. Utilizes management procedures and approaches to facilitate instruction.	Candidate creates and implements safe classroom culture by supporting routines and rules; using visuals, and both verbal and non-verbal cues to facilitate transitions, student completion of learning tasks, and collaboration.	Candidate supports safe classroom culture by supporting pre-existing routines and rules; using visuals, and both verbal and non-verbal cues to facilitate transitions and student completion of learning tasks.	Candidate ineffectively supports safe classroom culture and minimally uses pre-existing general routines, visuals, and/or verbal and non-verbal cues. Candidate's ineffective use limits or prevents successful completion of learning tasks.	Candidate does not support safe classroom culture and does not use pre-existing general routines, visuals, and verbal and non-verbal cues. Lack of use and or lack of awareness of these tools prevent successful completion of learning tasks and prevents Candidate effectiveness.

<p>8. Demonstrates awareness of student behaviors and responses by monitoring students proactively and positively</p>	<p>Candidate is proactive and can anticipate potential triggers of disruption. Senses and adapts to mood and energy of the class. Actively scans, monitors, and is aware of student behavior throughout the class period, gives positive reinforcement, and redirects inappropriate student behaviors, when engaging with the</p>	<p>Candidate is responsive to inappropriate student behaviors- Candidate monitors and works to be aware of student behavior throughout the class period and gives positive reinforcement. Responds to behavior problems and redirects inappropriate.</p>	<p>Candidate is reactive to inappropriate behaviors. Candidate attempts to monitor student behavior but misses and/or ineffectively addresses classroom disruption and has trouble monitoring the whole class.</p>	<p>Candidate is unaware of inappropriate student behaviors. Candidate does not monitor or scan the classroom environment.</p>
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Student Teaching Evaluation Rubric for Common Areas

Professional Practice

	Exceeds Expectations for a Student Teacher: 4	Meets Expectations for a Student Teacher: 3	Approaching Expectations for a Student Teacher: 2	Not Yet Acceptable: 1
9. Engages in meaningful and intensive professional learning and self-renewal by regularly examining practice, particularly the effects of his/her choices and actions on others, through ongoing study, critical self-reflection, and collaboration.	Candidate independently engages in meaningful and intensive professional learning and self-renewal by seeking out and using feedback to regularly examine practice, particularly the effects of his/her choices and actions on others, through ongoing study, critical self-reflection, and collaboration.	Candidate engages in professional learning and adjustment through mentored interactions and use of feedback to critically examine practice, particularly the effects of his/her choices and actions on others.	Candidate participates in professional learning through mentored interactions to examine practice, resulting in minimal adjustments to practice. Does not effectively use feedback.	Candidate resists participating in professional learning, resulting in no change in practice. Ignores feedback.
10. Demonstrates awareness and appreciation for broad definition of diversity in interactions with students, faculty and staff.	Candidate's word choices, actions, instructional choices, and interactions with students, faculty, staff, families, and surrounding community, consistently demonstrate awareness, respect, sensitivity, and appreciation for a broad definition of diversity.	Candidate's word choices, actions, instructional choices, and interactions with students, faculty, and staff usually demonstrate awareness and respect for a broad definition of diversity.	Candidate's word choices and interactions with students, faculty, and staff usually demonstrate awareness and respect for a broad definition of diversity.	Candidate's word choices and interactions do not demonstrate awareness or respect for a broad definition of diversity.
11. Demonstrates appropriate written communication skills	Candidate consistently applies conventions of writing. Writing is professional and virtually error free. Handwriting is legible.	Candidate accurately applies conventions of writing. Writing contains few errors. Handwriting is legible.	Candidate applies most conventions of writing, but errors interfere with communication. Handwriting is generally legible.	Candidate's writing interferes with communication. Handwriting is illegible.
12. Demonstrates appropriate oral communication skills	Candidate consistently models error free communication skills. Voice is audible and clear, and demonstrates confidence. Candidate demonstrates language that is sensitive to students' age and proficiency. Candidate's instructions are clear to students and contain an appropriate level of detail and anticipate possible student misunderstanding.	Candidate generally models error free communication skills. Voice is audible and clear. Candidate demonstrates language that is sensitive to students' age and proficiency. Candidate's instructions are usually clear to students and contain an appropriate level of detail.	Candidate often demonstrates errors in communication skills. Voice is sometimes difficult to hear or is unclear. Candidate's voice lacks confidence. Candidate's instructions are sometimes confusing to students and contain an inappropriate level of detail.	Candidate demonstrates frequent errors in communication skills. Voice is difficult to hear and is unclear. Candidate's voice lacks confidence. Candidate's instructions are confusing to students and contain an inappropriate level of detail.

13. Demonstrates initiative and responsibility.	Candidate initiates professional tasks in a self-sufficient manner, taking on increasing and more complex roles over time, asking clarifying questions as appropriate. Candidate identifies and pro-actively problem solves issues of concern in the educational environment.	Candidate completes professional tasks in a self-sufficient manner, taking on increasing roles over time, and asking clarifying questions as appropriate.	Candidate completes professional tasks when prompted and does not ask clarifying questions when needed.	Candidate lacks initiative and responsibility, and does not complete professional tasks.
14. Interacts professionally with members of the school community	Candidate consistently interacts professionally with all members of the school community.	Candidate interacts professionally with most members of the school community.	Candidate's interactions with members of the school community are not consistently professional.	Candidate is unprofessional in interactions with the school community.

Student Teaching Evaluation Rubric for Program Specific Areas *EARLY CHILDHOOD/CHILDHOOD INCLUSIVE EDUCATION*

	Exceeds Expectations for a Student Teacher: 4	Meets Expectations for a Student Teacher: 3	Approaching Expectations for a Student Teacher: 2	Not Yet Acceptable: 1
15. Implementation of individualized Family Service Plans (IFSPs)/Individualized Education Program (IEPs) for students with disabilities	Candidates participate in the implementation of IEP/IFSPs. Candidates refer to the IEP/IFSP in lesson planning and actualizes the plan through instruction with continued monitoring and data collection for future planning.	Candidates participate in the implementation of the goals, accommodations and modifications as outlined in the IEP/IFSP and monitor student progress.	Candidates are developing in their role of implementation of the goals, accommodations and modifications as outlined in the IEP/IFSP and monitoring student progress.	Candidates do not participate in the implementation of the goals, accommodations or modifications as outlined in the IEP/IFSP.

Student Teaching Evaluation Rubric for Program Specific Areas

UNDERGRADUATE ADOLESCENCE EDUCATION

	Exceeds Expectations for a Student Teacher: 4	Meets Expectations for a Student Teacher: 3	Approaching Expectations for a Student Teacher: 2	Not Yet Acceptable: 1
15. Candidate displays solid content knowledge (science, mathematics, social studies, English/language arts, LOTE)	Candidate's lesson designs, demonstrations, direct instruction, research, assessments, and conversations with students reflect accurate and deep knowledge and synthesis of candidate's certification area.	Candidate's lesson designs, demonstrations, direct instruction, assessments, and conversations with students reflect accurate knowledge or candidate's certification area.	Candidate's lesson designs, demonstrations, direct instruction, assessments, and conversations with students show basic/developing knowledge of candidate's certification area.	Candidate's lesson designs, demonstrations, direct instruction, assessments, and conversations with students show inaccurate and/or incomplete knowledge of candidate's certification area.
16. Candidate demonstrates awareness of the language and literacy demands associated with learning in his/her content area and is able to support language and literacy development in the content area	Candidate consistently demonstrates the ability to design supports that address the language demands within specific lessons (vocabulary, symbols, discourse and/or syntax). Language supports are designed to meet the needs of students with differing levels of language learning.	Candidate demonstrates the ability to design supports that address the language demands within specific lessons *vocabulary, symbols, discourse and/or syntax).	Candidate is still developing the ability to design supports that address the language demands within specific lessons (vocabulary, symbols, discourse and/or syntax).	Candidate seems unaware of language and literacy demands within his/her content area.
17. Candidate is able to build positive, professional, learning-centered relationships with students	Candidate demonstrates and openness to learn from and with students, their families, and communities. Candidate creates an environment that welcomes student voice, opinions, and choices. Candidate builds appropriate relationships, routines and structures that foster independence, facilitate safe exchanges and support co-construction of knowledge.	Candidate demonstrates and openness to learn from and with students. Candidate works to create an environment that welcomes student voice, opinions, and choices. Candidate works to build appropriate relationships, routines and structures that foster independence and facilitate safe exchanges.	Candidate espouses an openness to student ideas and opinions, but is unable to create an environment that is welcoming to student voice, opinions or choices. Candidate ability to relate to students is limited, rigid, or unprofessional.	Candidate demonstrates poor judgment and understanding regarding teacher-student roles and relationships.
18. Candidate demonstrates cultural competency	Candidate demonstrates an awareness of how race, class, gender, sexuality, and ability privilege some students and marginalize others in our education system and can integrate this knowledge into his/her pedagogy. Candidate possesses an asset-based outlook on students, their families, and communities.	Candidate demonstrates an awareness of how race, class, gender, sexuality, and ability privilege some students and marginalize others in our educational system. Candidate possesses an asset-based outlook on students.	Candidate is still developing awareness of how race, class, gender, sexuality, and ability privilege some students and marginalize others in our educational system.	Candidate lacks awareness of privilege and marginalization, and cannot perceive the repercussions of actions and statements made towards others with regard to race, class, gender, sexuality, and ability.

19. Candidate attends to the needs of all students and ability levels in the classroom	Candidate consistently reads and implements IEPs/504 plans, demonstrating thorough understanding of each student's learning needs and how s/he can support opportunities for all students to learn together.	Candidate consistently reads and works to implement IEPs/504 plans, demonstrating and understanding of student learning needs and how to support each student.	Candidate reads IEPs/504 plans and is aware of their importance, but has trouble implementing modifications consistently.	Candidate shows little or no awareness of varying student learning needs and/or the implications of specific learning plans.
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Student Teaching Evaluation Rubric for Program Specific Areas

GRADUATE ADOLESCENCE EDUCATION

	Exceeds Expectations for a Student Teacher: 4	Meets Expectations for a Student Teacher: 3	Approaching Expectations for a Student Teacher: 2	Not Yet Acceptable: 1
15. Candidate displays solid content knowledge (e.g., science, mathematics, social students, English/language arts) and makes connections between the content and other parts of the discipline and other disciplines.	Candidate displays extensive knowledge, application, and analysis of the concepts in the discipline and the content standards associated with the grade level or course. Teacher builds upon and relates concepts and standards to one another, to other disciplines.	Candidate displays solid knowledge of the concepts in the discipline and the content standards associated with the grade level or course. Teacher builds upon and relates these concepts and standards to one another.	Candidate is familiar with the important concepts in the discipline and the content standards associated with the grade level or course, but may display lack of awareness of how these concepts or standards build upon and relate to one another.	In planning and practice, Candidate makes content errors, or does not correct errors made by students.
16. Content-related pedagogical practices reflect current research on best pedagogical practice within the discipline and anticipate student misconceptions.	Candidate's plans and practice include a wide range of effective research-based pedagogical approaches in the discipline, including authentic application, and use of appropriate media.	Candidate's plans and practice reflect familiarity with a wide range of effective research-based pedagogical approaches in the discipline with appropriate use of technology.	Candidate's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or the student.	Candidate's displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
17. Candidate develops and implements individualized adaptations, including assistive technology, to support learning of general education curriculum and opportunities for all students to learn together.	Candidate consistently used appropriate adaptations, including technology, to modify the pace and presentation of instruction for students with learning needs. Adaptations enhance access to the curriculum and are based on the individual needs of students.	Candidate used appropriate adaptations to modify the pace and presentation of instruction for students with learning needs. Adaptations support access to the curriculum and are based on the individual needs of students.	Candidate attempts to make adaptations and/or modify the pace and presentation of instruction for students with learning needs. However, modifications are not effective, limit opportunities to access the curriculum or unnecessarily separate.	Candidate does not attempt to make appropriate adaptations or modify the pace and presentation of instruction for students with learning needs.

<p>18. Candidate utilizes a wide repertoire of strategies to address challenging behaviors. When appropriate, candidate works with others to conduct Functional Behavioral Assessments (FBAs) and create and implement a positive individual behavior support plan using evidence-based practices.</p>	<p>Candidate seeks opportunities to work with others to address the needs of students with challenging behaviors. Participates in gathering information to determine the functions of challenging behavior and to design and implement positive behavior plans that use evidence-based practices.</p>	<p>Candidate works with others to address the needs for students with challenging behaviors. Candidate participates in gathering information to determine the functions of challenging behavior and to design and implement positive behavior plans that use evidence-based practices.</p>	<p>Candidate displays some collaborative effort in working with others to meet the needs of students with challenging behavior. Candidate displays some understanding of the function of challenging behavior. Candidate implements behavior plans with support from others.</p>	<p>Candidate does not address the needs of students with challenging behavior. Candidate does not understand the functions of challenging behavior presented by students. Candidate does not implement behavior plans that are in place.</p>
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Student Teaching Evaluation Rubric for Program Specific Areas

TEACHING ENGLISH TO SPEAKER OF OTHER LANGUAGES

	Exceeds Expectations for a Student Teacher: 4	Meets Expectations for a Student Teacher: 3	Approaching Expectations for a Student Teacher: 2	Not Yet Acceptable: 1
15. Demonstrates knowledge of program procedures and services for English language learners	Candidate is very familiar with the curriculum and operation of programs for English language learners.	Candidate is familiar with the curriculum and operation of programs for English language learners.	Candidate is somewhat familiar with the curriculum and operation of programs for English language learners.	Candidate has little familiarity with or understanding of the curriculum and operation of programs for English language learners.
16. Integrates content with instruction in language, language function and dimensions of literacy	Plans include integrated and holistic speaking, listening and writing activities that include instruction in vocabulary, syntax, pronunciation, and/or pragmatics, across the subject areas, encouraging students to create in this process. Candidate uses and displays continuing search for best TESOL practices.	Plans include speaking, listening, and writing activities that include instruction in vocabulary, syntax, pronunciation, and/or pragmatics, across the subject areas. Pedagogical practices reflect research on best pedagogical practice within TESOL.	Candidate attempts to use some interconnected speaking, listening, and writing but is inconsistent. Candidate displays basic pedagogical knowledge in TESOL.	Plans include skills in isolation without regard to speaking, listening and writing in all subject areas. Candidate displays little understanding of pedagogical issues involved in ELL student learning of language and content.
17. Creates opportunities for meaningful communication between students.	Candidate consistently demonstrates ability to actively engage learners in authentic and meaningful classroom interactions that enhance language acquisition.	Candidate demonstrates ability to engage learners in meaningful classroom interactions.	Interactions occasionally feel forced or inauthentic.	Candidate dominates interactions with little to no student interaction.
18. Modifies language and instruction appropriately for English language learners.	Candidate consistently speaks clearly, at an appropriate pace, and through meaningful, contextual scaffolding, provides comprehensible input for ELL students. Consistently models appropriate registers of English. Enhances students' awareness of pragmatics, helping them develop culturally appropriate linguistic styles and non-verbal communication.	Candidate usually speaks clearly, at an appropriate pace and often provides comprehensible input for ELL students. Usually used appropriate registers of English.	Candidate attempts to provide comprehensible input for ELL students but occasionally does not speak clearly, and/or has moments of inappropriate pacing. Occasionally uses inappropriate registers of English.	Candidate often speaks in a manner that is incomprehensible to ELL students.