



SCHOOL OF EDUCATION

SAMPLE STUDENT TEACHER/INTERN OBSERVATION/EVALUATION RUBRIC

College Supervisor completes full evaluation twice (#1 after mid-term and #2 after final lesson plans are posted in Taskstream):

- Evaluation #1 (1st Placement or at mid-term)
- Evaluation #2 (2nd Placement or at end of semester)

Candidate completes full self-evaluation at end of Student Teaching or Intern experience

- Self-Evaluation #3 (End of semester)

STUDENT TEACHER/INTERN OBSERVATION/EVALUATION RUBRIC

| Rubric | Unacceptable Performance | | | Emerging Performance | | | Expected Candidate Performance | Proficient Performance | | Distinguished Performance |
|--------|--------------------------|---|----|----------------------|----|----|--------------------------------|------------------------|---|---------------------------|
| Score | 1 | | | 2 | | | 3 | 4 | | 5 |
| Grade | F | D | C- | C | C+ | B- | B | B+ | A | A |

This evaluation rubric is designed to evaluate the overall performance of student teachers or interns using ten InTASC Standards: 1) learner development, 2) content knowledge, 3) planning for instruction, 4) learning differences, 5) learning environment, 6) application of content, 7) instructional strategies, 8) assessment, 9) professional learning and ethical practice, and 10) leadership and collaboration. Standards #1 and #5 are combined in the instrument. Using the above scale, evaluators (cooperating teachers, Lehman College supervisors, and student teachers/interns) will identify the performance level demonstrated for each competency area at different stages during the student teaching/internship experience. Performance indicators align with components from the Danielson Framework for Teaching, and indicators are labeled with their corresponding Danielson component(s) (Example: 1a). Scheduled conversations and written comments regarding the student’s performance/delivery of lessons, identify individual strengths (e.g., emergent, frequently used, or mastered skills), and provide recommendations for improvement are expected.

The evaluation rubric identifies five levels of proficiency expected of all student teachers or interns in each competency area at the end of the student teaching or internship experience. Achievement of a “Distinguished Performance”, “Proficient Performance” or “Expected Candidate Performance” level indicates a readiness to assume the professional responsibilities of a teaching career. In order to be recommended for certification, the student teacher’s or intern’s minimum level of performance on the Final Evaluation must be in the “Expected Candidate Performance” area (a minimum grade of B or above is required). Student teachers or interns may demonstrate exceptional skill in one or more competency areas, thus earning a rating of “Distinguished Performance” or “Proficient Performance”. A rating of “Unacceptable Performance” in any one standard on the Final Evaluation would indicate that the student teacher or intern is not yet ready to receive a passing score/grade in the student teaching/internship course and to receive the College’s endorsement for certification.

The comment sections of the evaluation rubric enable evaluators to elaborate on the performance rating. Strengths could be highlighted or examples cited to support the rating. Additional documentation using observational tools over the semester may also be provided to support the rating. Evaluators must identify and write about the candidate’s emergent (“Emerging”); frequently used (“Expected Candidate Performance” or “Proficient Performance”); and mastered skills (“Distinguished Performance”), as well as provide descriptions of exemplary behaviors. Recommendations for improvement are also required.

It is important to stress that the knowledge, skills, and dispositions required for most effective teaching are learned over several years of teaching practice and reflection. The student teaching or internship experience is the first step toward career-long learning. This lifelong commitment to self-reflection and professional and personal growth is expected as a result of the School of Education’s working themes:

- Empower Our Community of Educators and Learners
- Educate and Advocate for Social Action and Equity
- Realize Potential
- Affirm Our Diverse Ethnic and Cultural Contexts

LEHMAN COLLEGE SCHOOL OF EDUCATION STUDENT TEACHER/INTERN EVALUATION

Student Teacher/Intern: _____

Cooperating Teacher: _____

School and Class: _____

Principal: _____

Observation Date: _____

College Supervisor: _____

| Rubric | Unacceptable Performance | Emerging Performance | Expected Candidate Performance | Proficient Performance | Distinguished Performance |
|--------|--------------------------|----------------------|--------------------------------|------------------------|---------------------------|
| Score | 1 | 2 | 3 | 4 | 5 |
| Grade | F D C- | C C+ B- | B | B+ A | A |

_____ Observation _____ Midterm Evaluation _____ Final Evaluation

Area of Observation: Provide a score for all items observed. Check the score for each competency area. If there was no opportunity for the candidate to demonstrate a standard or if the evaluator did not have an opportunity to observe the candidate's performance on that standard, please check Not Observed.

I. LEARNER DEVELOPMENT AND DIFFERENCES

1. Teacher candidate **shows and applies understanding of how learners grow and develop, recognizing learners' developmental differences and potential bias (cognitive, linguistic, social, personal and emotional)** in the context of teaching
InTASC: [#1]; DF: [1b]
 - 5-Distinguished:** In addition to an accurate knowledge of each learner's developmental differences and exceptions to the general patterns, displays and applies knowledge of the extent to which individual students follow the general patterns. No prompting is necessary.
 - 4-Proficient:** Displays and applies accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Minimal prompting is necessary.
 - 3-Expected:** Displays and applies partial but enough understanding of each learner's developmental differences. Repeated prompting is necessary.
 - 2-Emerging:** Inconsistently shows and applies understandings of each learner's developmental differences in the context of teaching. Additional support is needed to facilitate growth in this area.
 - 1-Unacceptable:** Displays or applies little or no understanding of each learner's developmental differences in the context of teaching. Major support is needed to facilitate growth in this area.
 - Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

2. Teacher Candidate **displays and applies understandings of diverse learners' unique culture, interests, and experiences** in the context of teaching.
InTASC: [#2]; DF: [1b]
 - 5- Distinguished:** Recognizes and consistently applies understanding of each learner's unique culture, interests and experiences in the context of teaching. No prompting is necessary.
 - 4-Proficient:** Recognizes the value of understanding each learner's unique culture, interests, and experiences, and displays this knowledge to groups of students. Minimal prompting is necessary.
 - 3-Expected:** Recognizes the value of understanding each learner's unique culture, interests, and experiences but partially displays this knowledge or only displays it for the class as a whole. Repeated prompting is necessary.
 - 2-Emerging:** Recognizes some value in understanding each learner's unique culture, interests, and experiences and displays no knowledge of such understanding in the classroom. Additional support is needed to facilitate growth in this area.
 - 1-Unacceptable:** Shows no knowledge of each learner's unique culture, interests, and experiences and does not indicate that such knowledge is valuable. Major support is needed to facilitate growth in this area.

- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

3. **Displays and applies understanding of diverse students' skills, language proficiency, and special needs,** and possesses such information from a variety of sources.

InTASC: [#2]; DF: [1b]

- **5-Distinguished:** Recognizes the value of, and displays and applies to understand, individual students' skills, language proficiency, and special needs, and possesses such information from a variety of sources. No prompting is necessary.
- **4-Proficient:** Recognizes the value of understanding students' skills, language proficiency, and special needs, displays this knowledge for groups of students, and possesses sufficient relevant information about it. Minimal prompting is necessary.
- **3-Expected:** Recognizes the value of understanding students' skills, language proficiency, and special needs, but displays this knowledge only for the class as a whole and/or possesses incomplete or inaccurate information about it. Repeated prompting is necessary.
- **2-Emerging:** Recognizes some value in understanding students' skills, language proficiency, and special needs and displays very limited knowledge of such understanding in the classroom. Additional support is needed to facilitate growth in this area.
- **1-Unacceptable:** Displays no understanding and knowledge of students' skills, language proficiency, and special needs and does not indicate that such knowledge is valuable. Major support is needed to facilitate growth in this area.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

Evaluator's Comments: Indicate Level of Performance and provide specific example(s) as evidence of the teacher candidate's performance in this area: Distinguished, Proficient, Expected, Emerging, or Unacceptable. Provide specific comments and/or recommendations for improvement.

Learner Development and Differences Overall Score:

5-Distinguished 4-Proficient 3-Expected 2-Emerging 1-Unacceptable

II. CONTENT AND PEDAGOGY

4. Displays solid **knowledge of the important concepts in the discipline** and the ways they relate to one another.

InTASC: [#4]; DF: [1a; 1e]

- **5-Distinguished:** Demonstrates extensive knowledge and understanding of academic content for instruction, making relevant connections within and outside of the discipline. No prompting is necessary.
- **4-Proficient:** Demonstrates solid knowledge and understanding of academic content for instruction making some connections within and outside of the discipline. Minimal prompting is necessary.
- **3-Expected:** Is familiar with the important concepts for instruction in the discipline but displays a lack of awareness of how these concepts relate to one another making minimum connections within and outside of the discipline. Repeated prompting is necessary.
- **2-Emerging:** Shows little knowledge and understanding of important concepts for instruction in the discipline and does not make connections within and outside of the discipline. Additional support is needed to facilitate growth in this area.
- **1-Unacceptable:** Makes content errors and/or does not correct errors made by students and shows a complete lack of understanding of how academic content relate to concepts within and outside of the discipline. Major support is needed to facilitate growth in this area.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

5. Teacher Candidate’s plans and practice reflect an accurate **understanding of prerequisite knowledge and skills**.

InTASC: [#4]; DF: [1a]

- **5-Distinguished:** Plans show extensive understanding of prerequisite relationships among topics and concepts, anticipate misconceptions, use powerful analogies or examples, and break down central concepts or processes.
- **4-Proficient:** Plans demonstrate an accurate understanding of prerequisite relationships among topics and concepts, and make content accessible and relevant to students.
- **3-Expected:** Plans display sufficient awareness of prerequisite learning, anticipating some misconceptions and making content accessible enough for students' understanding.
- **2-Emerging:** Plans indicate some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. Additional support is needed to facilitate growth in this area.
- **1-Unacceptable:** Plans completely ignore prerequisite knowledge important to student learning of the content. Major support is needed to facilitate growth in this area.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate’s performance on this standard.

6. Teacher candidate’s plans and practice reflect familiarity with a range of **effective pedagogical approaches** in the discipline.

InTASC: [#5]; DF: [1a; 1e]

- **5-Distinguished:** Plans reflect familiarity with a wide range of effective pedagogical approaches in the discipline creating ample learning opportunities for students to think critically, creatively, and collaboratively.
- **4-Proficient:** Plans reflect familiarity with a range of effective pedagogical approaches in the subject, creating sufficient learning opportunities for students to think critically, creatively, and collaboratively.
- **3-Expected:** Plans reflect familiarity with a suitable range of effective pedagogical approaches creating some learning opportunities for students to think critically, creatively, and collaboratively.
- **2-Emerging:** Plans reflect a limited range of pedagogical approaches to the discipline or to the students and offer little opportunities for effective student learning. Some strategies are not suitable to the content.
- **1-Unacceptable:** Plans display no understanding of pedagogical approaches suitable to student learning of the content and offer no opportunities for students to think critically, creatively, or collaboratively.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate’s performance on this standard.

Evaluator’s Comments: Indicate Level of Performance and provide specific example(s) as evidence of the teacher candidate’s performance in this area: Distinguished, Proficient, Expected, Emerging, or Unacceptable. Provide specific comments and/or recommendations for improvement.

Learner Development and Differences Overall Score:

5-Distinguished 4-Proficient 3-Expected 2-Emerging 1-Unacceptable

III. PLANNING FOR INSTRUCTION

7. The teacher selects appropriate materials/resources that align with articulated learning objectives for all students, including **linguistically and culturally diverse students and students with exceptionalities (i.e., disability, physical, multiple, behavioral, communicational or intellectual gifted)**.

InTASC: [#7]; DF: [1e]

- **5-Distinguished:** All of the materials and resources are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning.
- **4-Proficient:** Most of the materials and resources are suitable for students, support the instructional outcomes, and are designed to engage students in meaningful learning.

- **3-Expected:** Some of the materials and resources are suitable for students, support the instructional outcomes, and engage students in meaningful learning.
- **2-Emerging:** Materials and resources chosen don't seem to be suitable for students nor support the instructional outcomes or can engage students in meaningful learning.
- **1-Unacceptable:** Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

8. Teacher candidate coordinate knowledge of content, students, and of resources, to **design a series of learning experiences aligned to instructional outcomes** and suitable to groups of students, including students with disabilities.

InTASC: [#5]; DF: [1e]

- **5-Distinguished:** Learning activities follow a coherent sequence aligned to instructional goals, are designed to engage students in high-level cognitive activity and are appropriately differentiated for individual learners.
- **4-Proficient:** Learning activities are aligned to instructional goals, have reasonable time allocations, and represent significant cognitive challenges, with some differentiation for different groups of students and varied use of instructional groups.
- **3-Expected:** Most of the learning activities are aligned to instructional outcomes and follow an organized progression suitable to groups of students. Instructional groups are varied appropriately.
- **2-Emerging:** Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no differentiation for different students.
- **1-Unacceptable:** Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, and are not designed to engage students in active intellectual activity.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

9. Teacher candidate identifies the **specific instructional technologies** to be used and discusses how the use of these technologies has the potential to have a positive impact on all student learning.

InTASC: [#5]; DF: [1e]

- **5-Distinguished:** Technology used is appropriate, highly suitable to students' learning, and is aligned with learning objectives. Strong evidence of how it engages engage students in meaningful learning is provided.
- **4-Proficient:** Technology used is appropriate, suitable to students' learning, and is aligned with learning objectives. Appropriate evidence of how it engages engage students in meaningful learning is provided.
- **3-Expected:** Technology used is appropriate, suitable to students' learning, and is aligned with learning objectives. Some evidence of how it engages engage students in meaningful learning is provided.
- **2-Emerging:** Technology used is not clearly aligned with learning objectives. There is little or no evidence that it can engage students in meaningful learning.
- **1-Unacceptable:** Technology used is not appropriate, nor suitable to students' learning, and does not support the instructional outcomes or engage students in meaningful learning.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

10. Creates and selects **multiple assessments that adequately measure the stated learning objectives.**

InTASC: [#6]; DF: [1f]

- **5-Distinguished:** Proposed approach to assessment is fully aligned with instructional outcomes in both content and process.
- **4-Proficient:** All the instructional outcomes are assessed through a well-developed assessment strategy, including assessment methodologies adapted for groups of students.
- **3-Expected:** Most of the instructional outcomes are assessed through a clear assessment strategy, including some assessment methodologies adapted for groups of students.
- **2-Emerging:** Some of the instructional outcomes are assessed through the proposed approach, but many are not.

- **1-Unacceptable:** Proposed assessment procedures are not congruent with instructional outcomes or there is no proposed approach to assessment.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

Evaluator's Comments: Indicate Level of Performance and provide specific example(s) as evidence of the teacher candidate's performance in this area: Distinguished, Proficient, Expected, Emerging, or Unacceptable. Provide specific comments and/or recommendations for improvement.

Learner Development and Differences Overall Score:

5-Distinguished 4-Proficient 3-Expected 2-Emerging 1-Unacceptable

IV. LEARNING ENVIRONMENT

11. Teacher candidate uses effective classroom management techniques **to monitor student behavior**. InTASC: [#3]; DF: [2d]

- **5-Distinguished:** Monitoring is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
- **4-Proficient:** Is alert to student behavior at all times, and Student behavior is generally appropriate. Standards of conduct are clearly established.
- **3-Expected:** Monitors student behavior against established standards of conduct.
- **2-Emerging:** Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher is generally aware of student behavior but may miss the activities of some students.
- **1-Unacceptable:** There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

12. Teacher candidate uses effective classroom management techniques by incorporating social and emotional practices to **respond to student behavior**.

InTASC: [#3]; DF: [2d]

- **5-Distinguished:** Response to misbehavior is highly effective and sensitive to students' individual needs.
- **4-Proficient:** Response to misbehavior is appropriate and successful and respects the student's dignity. Response to student misbehavior is consistent, proportionate, and respectful to students and is highly effective.
- **3-Expected:** Response to student misbehavior is consistent, proportionate, and respectful to students and is somewhat effective.
- **2-Emerging:** Attempts to respond to student misbehavior but with uneven results.
- **1-Unacceptable:** Does not respond to misbehavior, or the response is inconsistent, repressive, or disrespectful of student dignity.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

13. Teacher candidate uses effective classroom management techniques to **create an environment of respect and rapport**.

InTASC: [#3]; DF: [2a]

- **5-Distinguished:** Candidate interactions with students reflect genuine respect and caring for individuals as well as groups of students.
- **4-Proficient:** Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age cultures of the students. Students exhibit respect for the teacher.

- **3-Expected:** Candidate-student interactions are consistently appropriate but may reflect inconsistencies in a few areas. Students exhibit satisfactory respect for the teacher.
- **2-Emerging:** Candidate-student interactions are appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.
- **1-Unacceptable:** Interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the candidate.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

14. Well-established **classroom procedures and routines** are evident and maximize instructional time and student engagement.
InTASC: [#3]; DF: [2c; 2e]

- **5-Distinguished:** Instructional time is maximized due to efficient classroom routines and procedures; students are meaningfully engaged; routines are well understood and may be initiated by students.
- **4-Proficient:** Little or no loss of instructional time due to efficient classroom routines and procedures; students are suitably engaged; with minimal guidance and prompting, students follow established classroom procedures.
- **3-Expected:** Little or no loss of instructional time due to efficient classroom routines and procedures; students are minimally but meaningfully engaged; with repeated guidance and prompting, students follow established classroom procedures.
- **2-Emerging:** Some instructional time is lost due to only partially efficient classroom routines and procedures; students' engagement is not meaningful; guidance and prompting don't always lead students to follow established routines.
- **1-Unacceptable:** Much instructional time is lost due to inefficient classroom routines and procedures; students are not meaningfully engaged; there is no evidence that students know or follow established routines.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

15. The teacher candidate maintains a **physically and emotionally safe learning environment** for all students.
InTASC: [#3]; DF [2c; 2e]

- **5-Distinguished:** Classroom is safe; candidate and students use physical resources easily and skillfully; students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.
- **4-Proficient:** Classroom is safe; candidate uses physical resources skillfully; his/her management of instructional groups, transitions, and/or the handling of materials and supplies is consistently successful.
- **3-Expected:** Classroom is safe; candidate's use of physical resources is appropriate; his/her management of instructional groups, transitions, and/or the handling of materials and supplies is successful.
- **2-Emerging:** Classroom is safe; the candidate's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent leading to some disruption of learning.
- **1-Unacceptable:** Classroom is unsafe; the candidate makes poor use of physical resources and space; there is no evidence of the candidate managing instructional groups, transitions, and the handling of materials and supplies effectively.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

Evaluator's Comments: Indicate Level of Performance and provide specific example(s) as evidence of the teacher candidate's performance in this area: Distinguished, Proficient, Expected, Emerging, or Unacceptable. Provide specific comments and/or recommendations for improvement.

Learner Development and Differences Overall Score:

5-Distinguished 4-Proficient 3-Expected 2-Emerging 1-Unacceptable

V. APPLICATION OF CONTENT

16. The teacher candidate clearly communicates the **instructional purpose of the lesson**, including where it is situated within broader learning and explains procedures and directions clearly.

InTASC: [#5]; DF: [3a]

- 5-Distinguished:** The purpose of the lesson or unit is clear, including where it is situated within broader learning, linking that purpose to student interest.
- 4-Proficient:** The purpose for the lesson or unit is evident, including where it is situated within broader learning.
- 3-Expected:** The purpose for the lesson or unit is clear with acceptable implementation success.
- 2-Emerging:** Attempts to explain the instructional purpose, with limited success.
- 1-Unacceptable:** The purpose in a lesson or unit is unclear to students.
- Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

17. The teacher candidate's explanation of content is well scaffolded, clear and accurate, and connects with all students' knowledge and experience, including **linguistically and culturally diverse students and students with exceptionalities (i.e., disability, physical, multiple, behavioral, communicational or intellectual gifted)**.

InTASC: [#5]; DF: [3a]

- 5-Distinguished:** Explanation of content is creative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
- 4-Proficient:** Explanation of content is appropriate and connects with students' knowledge and experience.
- 3-Expected:** Explanation of the content is uneven but still connects with students' knowledge and experience.
- 2-Emerging:** Explanation of the content is uneven; some are done skillfully, but most portions are difficult to follow.
- 1-Unacceptable:** Explanation of the content is unclear or confusing or uses inappropriate language.
- Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

18. All students display **active intellectual engagement with important and challenging content** and are supported in that engagement by teacher candidate scaffolding.

InTASC: [#5]; DF: [3c]

- 5-Distinguished:** All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
- 4-Proficient:** Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.
- 3-Expected:** Activities and assignments are appropriate to most students and engage them mentally, with a limited number of them not engaged.
- 2-Emerging:** Activities and assignments are appropriate to some students and engage them mentally, but a large number of them are not involved.
- 1-Unacceptable:** Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.
- Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

19. The teacher candidate's **spoken, and written language** is clear, correct and developmentally appropriate, and culturally responsive.

InTASC: [#1; #2]; DF: [3c]

- 5-Distinguished:** Spoken and written language is correct, and expressive, with well-chosen vocabulary that enriches the lesson. The candidate finds opportunities to extend students' vocabularies.
- 4-Proficient:** Spoken and written language is clear, and correct and uses vocabulary appropriate to the students' ages and interests.

- **3-Expected:** Spoken and written language is correct. Vocabulary is limited but sufficient and clear enough for student understanding.
- **2-Emerging:** Spoken and written language are correct but vocabulary lacks clarity or is not appropriate to the students' ages or backgrounds.
- **1-Unacceptable:** Spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or incorrectly, leaving students confused.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

20. Teacher candidate selects **Instructional Outcomes** aligned with appropriate NYS K-12/Common Core standards and measurable through formal and informal student assessment.

InTASC: [#6; #7]; DF: [1c]

- **5-Distinguished:** All outcomes are rigorous and represent important learning in the discipline. They are written in the form of student learning, are measurable, and take into account the varying needs of individual students.
- **4-Proficient:** Most outcomes are rigorous and represent important learning in the discipline. They are clearly written in the form of student learning, are measurable, and take into account the varying needs of groups of students.
- **3-Expected:** Outcomes are moderately rigorous. Most important, learning in the discipline is measurable and suitable for most of the students in the class based on a global assessment of student learning.
- **2-Emerging:** Outcomes lack rigor. Some reflect essential learning in the discipline are measurable and suitable for some of the students in the class based on global assessment of student learning.
- **1-Unacceptable:** Outcomes represent low expectations for students and a lack of rigor. They do not reflect meaningful learning in the discipline or a connection to a sequence of learning.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

Evaluator's Comments: Indicate Level of Performance and provide specific example(s) as evidence of the teacher candidate's performance in this area: Distinguished, Proficient, Expected, Emerging, or Unacceptable. Provide specific comments and/or recommendations for improvement.

Learner Development and Differences Overall Score:

5-Distinguished 4-Proficient 3-Expected 2-Emerging 1-Unacceptable

VI. INSTRUCTIONAL STRATEGIES

21. Teacher candidate uses a variety of **instructional and grouping strategies including co-teaching** to ensure that students are engaged in productive tasks.

InTASC: [#8]; DF: [3c]

- **5-Distinguished:** Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson; all students are intellectually engaged in challenging content through well-designed learning tasks; there is evidence of some student initiation of inquiry and contributions to the exploration of important content.
- **4-Proficient:** Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson; most students are intellectually engaged in challenging content through well-designed learning tasks.
- **3-Expected:** Instructional groups are productive and reasonably appropriate to the students or the instructional purposes of the lesson; the learning tasks are aligned with the instructional outcomes but require only minimal thinking by students and some opportunity for them to explain their thinking.
- **2-Emerging:** Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson; the learning tasks are moderately aligned with the instructional

outcomes but require only minimal or no thinking by students and little or no opportunity for them to explain their thinking.

- **1-Unacceptable:** Instructional groups are inappropriate for students or the instructional outcomes. The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes or require only rote responses with only one approach.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

22. Teacher candidate creates opportunities for genuine **discussion** by providing adequate time for students to respond, employing a range of strategies to promote participation, and **fostering student-to-student interactions**.

InTASC: [#8]; DF: [3b]

- **5-Distinguished:** Creates an atmosphere where students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Teacher's questions or prompt challenge student cognitively.
- **4-Proficient:** Creates a genuine discussion among students, stepping aside when appropriate and poses questions designed to promote student thinking.
- **3-Expected:** Creates a discussion among students rather than recitation, with most students involved with some successful results.
- **2-Emerging:** Makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. Only a few students are involved.
- **1-Unacceptable:** Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

23. **Pacing** of the lesson is appropriate, providing most students the time needed to be **intellectually engaged**.

InTASC: [#2; #8]; DF: [3c]

- **5-Distinguished:** Lesson's structure is highly coherent and the pacing is appropriate for all students allowing for reflection and closure.
- **4-Proficient:** Lesson has a clearly defined structure, and pacing is generally appropriate, providing most students the time to be intellectually engaged.
- **3-Expected:** Lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing is slow at times but sufficiently appropriate to allow most students to be meaningfully engaged.
- **2-Emerging:** Lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the class is inconsistent and may not provide students the time needed to be meaningfully engaged.
- **1-Unacceptable:** Lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both with little or no meaningful student engagement.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

Evaluator's Comments: Indicate Level of Performance and provide specific example(s) as evidence of the teacher candidate's performance in this area: Distinguished, Proficient, Expected, Emerging, or Unacceptable. Provide specific comments and/or recommendations for improvement.

Learner Development and Differences Overall Score:

5-Distinguished 4-Proficient 3-Expected 2-Emerging 1-Unacceptable

VII. ASSESSMENT

24. **Assessment is used regularly** by teacher candidates and/or students during the lesson through **monitoring of learning progress** and results in accurate, specific **feedback** that advances learning among all students and those in the subgroups in particular.

InTASC: [#6]; DF: [3d]

- **5-Distinguished:** Teacher actively and systematically assesses individual students' understanding, and monitors their progress each; High-quality, accurate and specific feedback comes from many sources, including students.
- **4-Proficient:** Teacher monitors the progress of groups of students, making use of diagnostic prompts to check evidence of learning; feedback includes specific and timely guidance, at least for groups of students; some students engage in self-assessment.
- **3-Expected:** Teacher monitors the progress of groups of students, making limited use of diagnostic prompts to check evidence of learning; feedback includes specific and timely guidance, at least for groups of students; little or students engage in self-assessment.
- **2-Emerging:** The teacher monitors the progress of the class as a whole through a single method but elicits evidence of student understanding; feedback to students is vague and not oriented toward future improvement of work.
- **1-Unacceptable:** Teacher does not monitor student learning; feedback is absent or of poor quality; students do not engage in self- or peer assessment.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

25. Students appear to be **aware of the assessment criteria**; teacher candidate appears to engage them in self-assessment.

InTASC: [#6]; DF: [3d]

- **5-Distinguished:** Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Students self-assess and monitor their own progress.
- **4-Proficient:** Students are fully aware of the criteria and performance standards their work will be evaluated. Most students self-assess and monitor their own progress.
- **3-Expected:** Students know some of the criteria and performance standards by which their work will be evaluated. Some students self-assess and monitor their own progress.
- **2-Emerging:** Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning.
- **1-Unacceptable:** Students are not aware of the criteria and performance standards by which their work will be evaluated.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

26. Questions prompt and formative assessments are used to provide evidence of learning and/or learning difficulties, **specifically for linguistically and culturally diverse needs and students with exceptionalities (i.e., disability, physical, multiple, behavioral, communicational or intellectual gifted).**

InTASC: [#6]; DF: [3d]

- **5-Distinguished:** Creates an atmosphere where students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
- **4-Proficient:** Creates a genuine discussion among students, stepping aside when appropriate.
- **3-Expected:** Creates a discussion among students, stepping aside when appropriate.
- **2-Emerging:** Makes some attempts to engage students in genuine discussion rather than recitation, with uneven results.
- **1-Unacceptable:** Interaction between candidates and students is predominantly recitation style, with the teacher mediating all questions and answers.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

27. The teacher candidate makes an **accurate, unbiased assessment of the lesson's effectiveness** and the extent to which it **achieved its instructional outcomes**; the candidate can **cite general references** to support the judgment.

InTASC: [#6]; DF: [4a]

- **5-Distinguished:** Accurately assesses the lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples as evidence.
- **4-Proficient:** Accurately assesses the lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing general references as evidence.
- **3-Expected:** Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met, citing only a few pieces of evidence.
- **2-Emerging:** Has a partially accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met and cited inaccurate evidence.
- **1-Unacceptable:** Cannot assess nor tell whether the lesson was effective or achieved its instructional outcomes or profoundly misjudges the success of the lesson.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

Evaluator's Comments: Indicate Level of Performance and provide specific example(s) as evidence of the teacher candidate's performance in this area: Distinguished, Proficient, Expected, Emerging, or Unacceptable. Provide specific comments and/or recommendations for improvement.

Learner Development and Differences Overall Score:

5-Distinguished 4-Proficient 3-Expected 2-Emerging 1-Unacceptable

VIII. PROFESSIONAL LEARNING AND ETHICAL PRACTICE

28. The teacher makes one or more specific suggestions for ways that the lesson could be improved.

InTASC: [#9]; DF: [4a]

- **5-Distinguished:** Drawing on an extensive repertoire of skills, offers extensive specific alternate actions complete with the probable success of different courses of action.
- **4-Proficient:** Makes a few specific suggestions of what could be tried another time the lesson is taught.
- **3-Expected:** Makes general suggestions about how the lesson could be improved another time the class is taught.
- **2-Emerging:** Makes unclear suggestions about how the lesson could be improved another time the lesson is taught.
- **1-Unacceptable:** Has no suggestions for how the lesson could be improved another time the lesson is taught.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

29. Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills.

InTASC: [#9]; DF: [4e]

- **5-Distinguished:** Seeks out opportunities for professional development and makes a systematic effort to conduct action research.
- **4-Proficient:** Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
- **3-Expected:** Participates in multiple professional activities to a limited extent when they are convenient.
- **2-Emerging:** Participates in some professional activities to a limited extent and does not seek out opportunities.
- **1-Unacceptable:** Engages in no professional development activities to enhance knowledge or skill resists feedback on teaching performance from either supervisors or experienced colleagues.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

30. Teacher demonstrates **professional behavior**: accepts **constructive criticism** and **recommendations**; implements **suggestions**; **practices social justice and equity**.

InTASC: [#9]; DF: [4f]

- **5-Distinguished:** Always shows professional behavior, is punctual; notifies school and supervisors of absences; accepts constructive criticism and recommendations; and implements suggestions.
- **4-Proficient:** Teacher shows professional behavior, is punctual; notifies school and supervisors of absences; accepts constructive criticism and recommendations; and implements suggestions.
- **3-Expected:** Shows professional behavior, is punctual; notifies school and supervisors of absences; accepts constructive criticism and recommendations; and attempts to implement suggestions.
- **2-Emerging:** Does not always show professional behavior, is sometimes late; notifies school and supervisors of absences; accepts constructive criticism but does not attempt to implement suggestions.
- **1-Unacceptable:** Professional behavior is entirely inappropriate; comes late often; does not notify school and supervisors of absences; reluctantly accepts constructive criticism and recommendations; no attempt to implement suggestions.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

31. Teacher displays high standards of **honesty, integrity, and confidentiality** in interactions with colleagues, students, and the public.

InTASC: [#9]; DF: [4f]

- **5-Distinguished:** Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
- **4-Proficient:** Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.
- **3-Expected:** Honest in interactions with colleagues, students, and the public.
- **2-Emerging:** Honest in interactions with colleagues, students, and the public but fails to maintain confidentiality at times.
- **1-Unacceptable:** Displays dishonesty in interactions with colleagues, students, and the public.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

32. The teacher has **appropriate hygiene/attire** and displays a **positive attitude**.

InTASC: [#9]; DF: [4f]

- **5-Distinguished:** Hygiene/attire is always appropriate and professional; teacher always displays a positive attitude taking a leadership role with colleagues.
- **4-Proficient:** Hygiene/attire is appropriate; teacher displays positive attitude taking a leadership role with colleagues.
- **3-Expected:** Hygiene/attire is most of the time appropriate; teacher displays positive attitude taking a leadership role with colleagues.
- **2-Emerging:** Hygiene/attire is sometimes inappropriate; teacher attitude is sometimes reluctant.
- **1-Unacceptable:** Hygiene/attire is highly inappropriate; teacher candidate has a negative attitude.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

Evaluator's Comments: Indicate Level of Performance and provide specific example(s) as evidence of the teacher candidate's performance in this area: Distinguished, Proficient, Expected, Emerging, or Unacceptable. Provide specific comments and/or recommendations for improvement.

Learner Development and Differences Overall Score:

5-Distinguished 4-Proficient 3-Expected 2-Emerging 1-Unacceptable

IX. LEADERSHIP AND COLLABORATION

33. Teacher candidate **establishes good relationships with colleagues.**

InTASC: [#10]; DF: [4d]

- 5-Distinguished:** Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.
- 4-Proficient:** Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.
- 3-Expected:** Maintains cordial relationships with colleagues to fulfill duties that the school or district requires.
- 2-Emerging:** Attempts to maintain cordial relationships with colleagues to fulfill duties that the school or district requires but with limited success.
- 1-Unacceptable:** Relationships with colleagues are negative or self-serving.
- Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

34. Teacher candidate becomes involved in the **school's culture of professional inquiry** when invited to do so.

InTASC: [#10]; DF: [4d]

- 5-Distinguished:** Takes a leadership role in promoting a culture of professional inquiry.
- 4-Proficient:** Actively participates in a culture of professional inquiry.
- 3-Expected:** Teacher becomes involved in the school's culture of professional inquiry when invited to do so.
- 2-Emerging:** Teachers' participation in the school's culture of professional inquiry is limited when invited to do so.
- 1-Unacceptable:** Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.
- Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

35. Teacher candidate participates in **school events and school and district projects** when specifically asked to do so.

InTASC: [#10]; DF: [4d]

- 5-Distinguished:** Volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
- 4-Proficient:** Volunteers to participate in school events and in school and district projects, making a substantial contribution.
- 3-Expected:** Participates in school events and school and district projects when specifically asked to do so.
- 2-Emerging:** Participation in school events and school and district projects is limited when asked to do so.
- 1-Unacceptable:** Avoids becoming involved in school events or school and district projects.
- Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

Evaluator's Comments: Indicate Level of Performance and provide specific example(s) as evidence of the teacher candidate's performance in this area: Distinguished, Proficient, Expected, Emerging, or Unacceptable. Provide specific comments and/or recommendations for improvement.

Learner Development and Differences Overall Score:

5-Distinguished

4-Proficient

3-Expected

2-Emerging

1-Unacceptable

X. TECHNOLOGY INTEGRATION

36. Teacher candidate uses presentation tools or video to teach content and has a positive impact on student participation and learning (i.e., PowerPoint; Google slides, SlideShare, tutorials, flipped classroom; etc.)

InTASC: [#3]; DF: [1e]

- **5-Distinguished:** Technology used is appropriate, highly suitable to students' learning, and is aligned with learning objectives. Strong evidence of how it engages engage students in meaningful learning is provided.
- **4-Proficient:** Technology used is appropriate, suitable to students' learning, and is aligned with learning objectives. Appropriate evidence of how it engages engage students in meaningful learning is provided.
- **3-Expected:** Technology used is appropriate, suitable to students' learning, and is aligned with learning objectives. Some evidence of how it engages engage students in meaningful learning is provided.
- **2-Emerging:** Technology used is not clearly aligned with learning objectives. There is little or no evidence that it can engage students in meaningful learning.
- **1-Unacceptable:** Technology used is not appropriate, nor suitable to students' learning, and does not support the instructional outcomes or engage students in meaningful learning.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

37. Teacher candidate uses educational technology tools for formative, summative or self-assessment of PK – 12 student learning (i.e., online quiz tools, polling tools, Kahoot, Quizziz, computer-based testing, etc.) and/or data collection and analysis tools (Excel, Google Sheets, online surveys, Google Forms, Microsoft forms, charts, graphs, etc.)

InTASC: [#8]; DF: [3d]

- **5-Distinguished:** Teacher actively and systematically assesses individual students' understanding, monitors their progress each; High-quality accurate and specific feedback comes from many sources, including students.
- **4-Proficient:** Teacher monitors the progress of groups of students, making use of diagnostic prompts to check evidence of learning; feedback includes specific and timely guidance, at least for groups of students; some students engage in self-assessment.
- **3-Expected:** Teacher monitors the progress of groups of students, making limited use of diagnostic prompts to check evidence of learning; feedback includes specific and timely guidance, at least for groups of students; little or no students engage in self-assessment.
- **2-Emerging:** Teacher monitors the progress of the class as a whole through a single method but eliciting evidence of student understanding; feedback to students is vague and not oriented toward future improvement of work.
- **1-Unacceptable:** Teacher does not monitor student learning; feedback is absent or of poor quality.
- **Not Observed:** There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

Evaluator's Comments: Indicate Level of Performance and provide specific example(s) as evidence of the teacher candidate's performance in this area: Distinguished, Proficient, Expected, Emerging, or Unacceptable. Provide specific comments and/or recommendations for improvement.

Learner Development and Differences Overall Score:

5-Distinguished 4-Proficient 3-Expected 2-Emerging 1-Unacceptable

EVALUATOR

Check kind of evaluation and circle final letter grade

_____ Observation _____ Midterm Evaluation _____ Final Evaluation

| Rubric | Unacceptable Performance | Emerging Performance | Expected Candidate Performance | Proficient Performance | Distinguished Performance |
|--------|--------------------------|----------------------|--------------------------------|------------------------|---------------------------|
| Score | 1 | 2 | 3 | 4 | 5 |
| Grade | F D C- | C C+ B- | B | B+ A | A |
| | | | | | |

Provide justification (as needed and attach additional page if need be)

Evaluator's Signature: _____

Evaluator's Name: _____

Evaluator Role (Check one.):

_____ College Supervisor _____ Student Teacher/Intern

STUDENT TEACHER/TEACHING INTERN

The content of this evaluation has been discussed with me by my evaluator: **yes** ___/ **no** ___

I understand the content of this evaluation: **yes** ___/ **no** ___

I agree ___ / disagree ___ with this assessment.

Signature: _____