Student Teaching Performance Profile (STPP) Rubric

This rubric details the levels of performance for each objective in the first four sections of the Student Teaching Performance Profile. This rubric is to be used to determine the student teacher's performance in these sections. The fifth section is content specific. The Cooperating Teacher will use his/her content expertise to evaluate the fifth section. Consultation with the University Supervisor is suggested with this section.

A. **Planning and Preparation**	Levels of Performance			
Performance Indicators - Area emphasized is *italicized* after each indicator. However, more is included in the specific indicator performances	**Consistently & Extensively** 3 Points	**Usually & Substantially** 2 Points	**Sometimes & Basic** 1 Points	**Rarely or Superficially** 0 Points
1. Understands content knowledge. *Knowledge*	Teacher candidate: Displays extensive content knowledge. Integrates the use of additional resources.	Teacher candidate: Displays substantial content knowledge. Expands content knowledge using more resources.	Teacher candidate: ▪ Displays basic content knowledge. ▪ Uses some additional resources.	Teacher candidate: ▪ Displays little content knowledge ▪ Uses no additional resources
2. Develops goals and objectives for instruction. ➢ *Skill*	Teacher candidate: ▪ Identifies and selects clear, measurable, and realistic objectives consistently reflecting a balance of key concepts and skills and taking into account individual differences and learner needs (e.g. gender, culture, socioeconomic, diversity).	Teacher candidate: ▪ Identifies and selects clear, measurable, and realistic objectives frequently reflecting balance of key concepts and skills, taking into account individual differences and learner needs (e.g. gender, culture, socioeconomic, diversity).	Teacher candidate: ▪ Identifies and selects objectives that are only moderately clear, measurable, and realistic usually reflecting a minimal balance of key concepts and skills, little attention to individual differences and learner needs (e.g. gender, culture, socioeconomic, diversity).	Teacher candidate: ▪ Identifies and selects objectives that are not clear, measurable or realistic reflecting no balance of key concepts and skills and no attention to individual differences and learner needs (e.g. gender, culture, socioeconomic, diversity).
3. Demonstrates understanding of instructional planning. ➢ *Knowledge*	Teacher candidate: ▪ Designs well organized, logically sequenced, coherent, developmentally appropriate instructional plans reflecting	Teacher candidate: ▪ Designs well organized, logically sequenced, coherent, developmentally appropriate instructional plans. ▪ Incorporates data about	Teacher candidate: ▪ Designs organized, sequenced, developmentally appropriate instructional plans. ▪ Incorporates some data about learner achievement to make instructional decisions.	Teacher candidate: ▪ Designs disorganized, unsequenced, developmentally inappropriate instructional plans. ▪ Incorporates little or no data

	creativity and originality. ▪ Incorporates data about learner achievement to make instructional decisions. ▪ Uses appropriate instructional planning model that includes all the major components of planning and preparation. ▪ Plans for a wide variety of strategies to facilitate active engagement in the learning-teaching process.	learner achievement to make instructional decisions. ▪ Uses appropriate instructional planning model that includes most of the major components of planning and preparation. ▪ Plans for a variety of strategies to facilitate active engagement in the learning-	▪ Uses appropriate instructional planning model that includes some of the major components of planning and preparation. ▪ Plans a few strategies to facilitate active engagement in the learning-teaching process.	about learner achievement to make instructional decisions. ▪ Uses inappropriate instructional planning models. ▪ Plans strategies in which learners are passive in the learning-teaching process.
3. cont'd: Demonstrates understanding of instructional planning. *Knowledge*	▪ displays extensive understanding of planning for individual variations, diversity, and equity. ▪ Designs highly effective instruction that fosters the development of selfdirected learning.	▪ displays extensive understanding of planning for individual variations, diversity, and equity. ▪ Designs highly effective instruction that fosters the development of selfdirected learning.	▪ Displays basic understanding of planning for individual variations, diversity, and equity. ▪ Designs effective instruction that allows learners to assume some responsibility for learning.	▪ Displays little or no understanding of planning for individual variations, diversity, and equity. ▪ Designs instruction that allows learners to assume little or no responsibility for learning.
4. Sets expectations for learners. ➢ *Disposition*	Teacher candidate: ▪ Plans instruction that displays a highly developed disposition that all students can learn and master challenging curricula with appropriate accommodations. ▪ Prepares highly effective materials & resources reflecting appropriate accommodations for all students to learn.	Teacher candidate: ▪ Plans instruction that displays a developing disposition that all students can learn and master a challenging curriculum with appropriate accommodations. ▪ Prepares effective materials and resources reflecting appropriate accommodations enabling all students to learn.	Teacher candidate: ▪ Plans instruction that displays the disposition that some students can learn and master a challenging curriculum with appropriate accommodations. ▪ Prepares materials and resources reflecting appropriate accommodations enabling some students to learn.	Teacher candidate: ▪ Plans instruction that does not display the disposition that all students can learn and master a challenging curriculum with appropriate accommodations. ▪ Prepares materials and resources that do not reflect appropriate accommodations enabling all students to learn.

5. Incorporates outside resources into instructional plans. ➢ *Skill*	Teacher candidate: ▪ Extensively draws upon educational research in the planning process. ▪ Integrates a wide-range of appropriate print, nonprint, and multi-media and technological resources to facilitate learner understanding. ▪ Incorporates highly interesting and motivating material to enhance learning.	Teacher candidate: ▪ Usually draws upon educational research in the planning process. ▪ Integrates appropriate print, non-print, multi-media, and technological resources to facilitate learner understanding. ▪ Incorporates interesting and motivating material to enhance learning.	Teacher candidate: ▪ Recognizes the need for research but does not draw upon educational research in the planning process. ▪ Integrates limited appropriate print, non-print, and multi-media and technological resources to facilitate learner understanding. ▪ Incorporates some material to enhance learning.	Teacher candidate: ▪ Recognizes little or no need for drawing upon educational research in the planning process. ▪ Integrates little or no print, nonprint, and multi-media and technological resources to facilitate learner understanding. ▪ Incorporates little or no interesting and motivating material to enhance learning.
6. Selects/determines assessment strategies. ➢ *Knowledge*	Teacher candidate: ▪ Plans reflect extensive understanding of authentic assessment. ▪ Aligns highly effective assessment strategies with the learning goals and objectives of a teaching episode and clearly specifies the alignment within the instructional plan ▪ Creates and/or adapts appropriate, authentic assessment instruments and tasks. ▪ Incorporates a wide variety of formal and informal assessment techniques. ▪ Analyzes learner data and uses the data to plan assessments. ▪ Designs challenging assessment strategies that effectively	Teacher candidate: ▪ Plans reflect substantial understanding of authentic assessment. ▪ Aligns effective assessment strategies with the learning goals and objectives of a teaching episode and specifies the alignment within the instructional plan. ▪ Creates and/or adapts appropriate assessment instruments and tasks. ▪ Incorporates a variety of formal and informal assessment techniques. ▪ Analyzes learner data and uses the data to plan assessments. ▪ Designs assessment strategies that effectively accommodate learners' interests and preferences.	Teacher candidate: ▪ Plans reflect basic understanding of authentic assessment ▪ Aligns basic assessment strategies with the learning goals and objectives of a teaching episode but does not specify the alignment within the instructional plan. ▪ Creates and/or adapts limited, appropriate assessment instruments. ▪ Incorporates some formal and informal assessment techniques. ▪ Analyzes learner data but does not use the data to plan assessments. ▪ Designs assessment strategies that accommodate learners' interests and preferences.	Teacher candidate: ▪ Displays little understanding of authentic assessment. ▪ Aligns little or no assessment strategies with the learning goals and objectives of a teaching episode and does not specify the alignment within the instructional plan. ▪ Creates and/or adapts little or no appropriate assessment instruments. ▪ Incorporates few formal and informal assessment techniques. ▪ Does not analyze learner data and does not use the data to plan assessments. ▪ Designs assessment strategies that do not accommodate learners' interests and preferences.

	accommodate learners' interests and preferences.			
7. Collaborates with other professionals as instructional partners. ➢ *Disposition*	Teacher candidate: ▪ Recognizes that the practice of teaching is a collaborative effort and consistently seeks resources available within the educational community. ▪ Demonstrates highly effective skills of communication, negotiation, and personal relations that are essential to the collaborative effort among colleagues in the planning process.	Teacher candidate: ▪ Recognizes that the practice of teaching is a collaborative effort and usually seeks resources available within the educational community. ▪ Demonstrates effective skills of communication, negotiation, and personal relations that are essential to the collaborative effort among colleagues.	Teacher candidate: ▪ Recognize that the practice of teaching is collaborative effort and sometimes seeks resources available within the educational community. ▪ Demonstrates basic skills of communication, negotiation, and personal relations that are essential to the collaborative effort among colleagues.	Teacher candidate: ▪ Does not recognize that the practice of teaching is a collaborative effort and does not seek resources available within the educational community. ▪ Demonstrates ineffective skills of communication, negotiation, and personal relations that are essential to the collaborative effort among colleagues.

B. **Classroom Environment**		Levels of Performance		
Performance Indicators	Outstanding	Competent	Satisfactory	Unsatisfactory
1. Demonstrates and encourages a positive disposition for learning. ➢ *Disposition*	Teacher candidate: ▪ Uses highly appropriate verbal and nonverbal responses to promote a positive learning environment. ▪ Constructs positive rapport consistently with learners using class greetings, positive feedback, and encouragement.	Teacher candidate: ▪ Uses appropriate verbal and nonverbal responses to promote a positive learning environment. ▪ Usually constructs positive rapport with learners using class greetings, positive feedback, and encouragement. ▪ Usually shows genuine enthusiasm for learning	Teacher candidate: ▪ Uses appropriate verbal and nonverbal responses. ▪ Occasionally constructs rapport with learners using positive feedback and encouragement. ▪ Shows some enthusiasm for learning but does not build excitement or generate interest in subject matter. ▪ Creates an adequate caring and nonthreatening environment for	Teacher candidate: ▪ Uses inappropriate verbal and nonverbal responses. ▪ Does not construct positive rapport with learners. ▪ Lacks enthusiasm for learning and does not build excitement or generate interest in subject matter. ▪ Does not create a caring and non-threatening environment for learning.

	- Consistently shows genuine enthusiasm for learning while building excitement and generating interest in subject matter. - Creates a highly caring and non-threatening environment for learning. - Consistently builds and sustains an instructional environment of acceptance, encouraging creativity, inquisitiveness, and risktaking.	while building excitement and generating interest in subject matter. • Creates a substantially caring and non-threatening environment for learning. • Frequently builds and sustains an instructional environment of acceptance, encouraging creativity, inquisitiveness, and risktaking.	learning. • Sometimes builds and sustains an instructional environment of acceptance, encouraging creativity.	• Does not build or sustain an instructional environment or acceptance, encouraging creativity.
2. Exhibits respect for individual differences, diversity, and equity (cultural and gender). ➢ *Disposition*	• Fosters an appropriate classroom climate that consistently promotes feelings of belonging, care, acceptance and appreciation for every learner.	Teacher candidate: • Makes effective and appropriate instructional and human relations decisions demonstrating consistent sensitivity to the diversity within the educational environment. • Uses appropriate materials reflecting an appreciation for a variety of diverse groups (e.g. cultural, gender, ethnic). • Demonstrates effective and consistent respect and caring for the dignity and worth of every individual in order to establish an environment of mutual respect and learning. • Demonstrates genuine interest in most learners' outside interests and activities.	Teacher candidate: • Makes appropriate instructional and human relations decisions without demonstrating consistent sensitivity to the diversity within the educational environment. • Uses materials reflecting an appreciation for a variety of diverse groups (e.g. cultural, gender, ethnic). • Demonstrates respect and caring for the dignity and worth of every individual but does not consistently establish an environment of mutual respect and learning. • Demonstrates interest in most learners' outside interests and activities. • Fosters an appropriate classroom climate that sometimes promotes feelings of belonging, care, acceptance and appreciation for learners.	Teacher candidate: • Makes inappropriate instructional and human relations decisions without demonstrating sensitivity to the diversity within the educational environment. • Does not use materials reflecting an appreciation for a variety of diverse groups (e.g. cultural, gender, ethnic). • Does not demonstrate respect and caring for the dignity and worth of every • Does not demonstrate interest in learners' outside interests and activities. • Does not foster an appropriate classroom climate that sometimes promotes feelings of belonging, care, acceptance and appreciation for learners.

		Fosters an appropriate classroom climate that frequently promotes feelings of belonging, care, acceptance and appreciation for learners.		
3. Maintains on-task and engaged-time behaviors. ➢ *Skill*	Teacher candidate: ▪ Establishes highly consistent procedures and routines to facilitate high levels of on-task and engaged-time behaviors. ▪ Circulates consistently to monitor on-task and engaged-time behaviors.	Teacher candidate: ▪ Establishes consistent procedures and routines to facilitate high levels of ontask and engaged-time behaviors. ▪ Circulates frequently to monitor on-task and engaged-time behaviors.	Teacher candidate: ▪ Establishes some procedures and routines to facilitate high levels of on-task and engaged-time behaviors. ▪ Circulates sometimes to monitor ontask and engaged-time behaviors.	Teacher candidate: ▪ Establishes little or no procedures and routines to facilitate high levels of on-task and engaged-time behaviors. ▪ Does not circulate to monitor on-task and engaged-time behaviors.
4. Manages classroom behaviors. ➢ *Skill*	Teacher candidate: ▪ Communicates rules, procedures, and expectations clearly, convincingly, consistently, and appropriately to the situation. ▪ Maintains a consistent, high state of awareness of the total environment. ▪ Consistently holds learners accountable for unacceptable behavior and follows through with classroom management procedures clearly and convincingly. ▪ Uses proximity, eye contact, voice quality, and/or body language appropriate to the situation in a clear,	Teacher candidate: ▪ Communicates rules, procedures, and expectations clearly, convincingly, and appropriately to the situation. ▪ Maintains a consistent state of awareness of the total environment. ▪ Frequently holds learners accountable for unacceptable behavior and follows through with classroom management and procedures clearly. ▪ Uses proximity, eye contact, voice quality, and/or body language appropriate to the situation in a clear manner. ▪ Utilizes positive reinforcement for	Teacher candidate: ▪ Communicates rules, procedures, and expectations clearly and appropriately to some situations. ▪ Maintains an awareness of the environment some of the time. ▪ Sometimes holds learners accountable for unacceptable behavior and follows through with classroom management procedures. ▪ Uses proximity, eye contact, voice quality, and/or body language appropriate to the situation in a limited manner. ▪ Utilizes positive reinforcement for appropriate behavior sometimes. ▪ Responds to the management of classroom behaviors with limited sensitivity.	Teacher candidate: ▪ Demonstrates little or no evidence of communicating rules, procedures, and expectations. ▪ Lacks an awareness of the environment. ▪ Does not hold learners accountable for unacceptable behaviors and does not follow through with classroom management procedures. ▪ Demonstrates little or no evidence of proximity, eye contact, voice quality, and/or body language. ▪ Does not utilize positive reinforcement for appropriate behavior. ▪ Responds to the management of classroom behaviors with little or no sensitivity.

	convincing, and consistent manner. ■ Utilizes positive reinforcement for appropriate behavior clearly, convincingly, and consistently. ■ Responds to the management of classroom behaviors with a high level of sensitivity.	appropriate behavior clearly and frequently. ■ Responds to the management of classroom behaviors with sensitivity.		
5. Creates visual displays to enhance learning. ➢ *Skill*	Teacher candidate: ■ Arranges the classroom effectively to promote interest using visual displays including bulletin boards, posters, and learner work samples appropriate to grade level. ■ Exhibits high levels of creativity and originality in the selection and presentation of stimulating and motivating visual displays. ■ Creatively incorporates visual displays into instruction to enhance learning. ■ Creates highly durable and interactive displays and/or centers that are self-checking for independent learning.	Teacher candidate: ■ Arranges the classroom to promote interest using visual displays including bulletin boards, posters, and learner work samples. ■ Exhibits creativity and originality in the selection and presentation of stimulating and motivating visual displays. ■ Somewhat incorporates visual displays into instruction to enhance learning. ■ Creates durable and interactive displays and/or centers that are selfchecking for independent learners.	Teacher candidate: ■ Arranges the classroom using visual displays including bulletin boards, posters, and learner work samples. ■ Exhibits some creativity and originality in the selection and presentation of visual displays. ■ Minimally incorporates visual displays into instruction to enhance learning. ■ Creates minimally durable and interactive displays and/or centers that are self-checking for independent learning.	Teacher candidate: ■ Arranges the classroom without using visual displays such as bulletin boards, posters, and learner work samples. ■ Exhibits little or no creativity and originality in the selection and presentation of visual displays. ■ Does incorporate visual displays into instruction to enhance learning. ■ Does not create durable and interactive displays and/or centers that are self-checking for independent learning.

6. Organizes physical space and materials. ➢ *Skill*	Teacher candidate: ■ Arranges physical environment in a highly skillful manner to provide accessibility to learning materials and the use of physical resources for all students. ■ Maintains safety and health standards of the school (lighting, heating and ventilation, traffic flow, and organization of equipment). ■ Organizes materials in advance of instruction to enhance the classroom environment in a highly effective manner.	Teacher candidate: ■ Arranges physical environment skillfully to provide accessibility to learning materials and the use of physical resources for all students. ■ Maintains safety and health standards of the school ■ Organizes materials in advance of instruction to enhance the classroom environment in an effective manner.	Teacher candidate: ■ Arranges physical environment adequately to provide accessibility to learning materials and the use of physical resources for all students. ■ Maintains safety and health standards of the school ■ Organizes materials in advance of instruction to enhance the classroom environment in an adequate manner.	Teacher candidate: ■ Arranges the physical environment poorly and does not provide accessibility to learning materials and the use of physical resources for all students. ■ Does not maintain safety and health standards of the school ■ Does not organize materials in advance of instruction to enhance the classroom environment.

C. **Instruction** Performance Indicators: 1. Demonstrates understanding of pedagogical content knowledge. ➢ *Knowledge*	Levels of Performance Outstanding Teacher candidate: ■ Links content with learners' prior knowledge, experiences, and diverse backgrounds ■ Facilitates learners' contributions to the presentation of content. ■ Presents content skillfully by providing effective and appropriate examples/non-examples and illustrations.	Competent Teacher candidate: ■ Links content with learners' prior knowledge, experiences, and diverse backgrounds. ■ Represents content frequently by providing appropriate examples/nonexamples and illustrations.	Satisfactory Teacher candidate: ■ Links content inconsistently with learners' prior knowledge, experiences, and diverse backgrounds. ■ Represents content by sometimes providing examples/non-examples and illustrations.	Unsatisfactory Teacher candidate: ■ Does not link content with learners' prior knowledge, experiences, and diverse backgrounds. ■ Does not represent content and provides inappropriate and unclear examples/nonexamples and illustrations.

	Teacher candidate:	Teacher candidate:	Teacher candidate:	Teacher candidate:
2. Communicates directions and expectations. ➢ *Skill*	▪ Articulates clearly and accurately specific instructional and procedural outcomes to learners and anticipates possible learner misunderstanding. ▪ Clearly, consistently, and convincingly models the skills, concepts, attributes, and/or thinking processes to be learned. ▪ Communicates high expectations and challenges learners in a positive and supportive manner. ▪ Checks learners' understanding of directions and expectations during and after every instructional episode and uses that information in planning future instruction.	▪ Articulates clearly and accurately specific instructional and procedural outcomes to learners. ▪ Models the skills, concepts and attributes to be learned clearly and consistently. ▪ Communicates expectations and challenges learners in a positive manner. ▪ Checks learners' understanding of directions and expectations during and after every instructional episode.	▪ Articulates specific instructional and procedural outcomes to learners after initial learner confusion. ▪ Models skills, concepts, and attributes, to be learned clearly. ▪ Communicates expectations. ▪ Checks learners' understanding of directions and expectations during and after most instructional episodes	▪ Articulates confusing instructional and procedural outcomes to learners and does not clarify the directions and expectations. ▪ Does not model the skills, concepts, attributes, and/or thinking processes to be learned. ▪ Does not communicate expectations and does not challenge learners. ▪ Checks learners' understanding of directions and expectations during and after some or none of the instructional episodes.
3. Uses a variety of instructional strategies ➢ Skills	▪ Actively involves the learner in challenging and motivating experiences. ▪ Guides the learner to effectively apply knowledge, skills, and critical thinking processes to similar and new situations. ▪ Consistently integrates skills, content, and	▪ Frequently involves the learner in challenging and motivating experiences. ▪ Guides the learner to effectively apply knowledge, skills, and critical thinking processes to similar, but not new, situations. ▪ Frequently integrates skills and content, but not thinking processes, across disciplines clearly, appropriately, and	▪ Attempts to involve the learner actively in experiences. ▪ Guides the learner to apply knowledge, skills, and critical thinking processes to the present situation only. ▪ Sometimes integrates skills and content across disciplines clearly. ▪ Sometimes attempts teacherinitiated discussions that use multiple perspectives and differing viewpoints with limited success.	▪ Mainly utilizes recitation in teacher directed instruction. ▪ Does not guide the learner to apply knowledge, skills, and critical thinking processes. ▪ Does not integrate skills and content across disciplines. ▪ Does not facilitate learnerinitiated or teacher-initiated discussions. ▪ Does not enhance learning through collaboration.

	▪ thinking processes across disciplines clearly, appropriately, and accurately. Consistently facilitates ▪ discussions that use multiple perspectives and differing viewpoints that are learner-initiated. Consistently enhances ▪ learning through effective collaboration generated by students' interests and aspirations. Consistently implements a variety of developmentally appropriate ▪ learningteaching strategies that are highly relevant to the learners and reflect professional research. Consistently incorporates varied strategies to address differences among learners (e.g. learning styles, exceptionalities, culture, etc.) and provides opportunities for learner choice.	▪ accurately. Frequently facilitates discussions that use multiple perspectives and differing viewpoints that are primarily teacher-initiated. ▪ Frequently enhances learning through effective collaboration designed by ▪ the teacher. Frequently implements a variety of developmentally appropriate learningteaching strategies that are relevant to ▪ learners. Frequently incorporates varied strategies to address differences among learners and provides some opportunities for learner choice.	▪ Sometimes enhances learning through collaboration designed by the teacher. ▪ Sometimes implements a variety of developmentally appropriate learning strategies. ▪ Sometimes incorporates varied strategies to address differences among learners and provides limited opportunities for learner choice.	▪ Does not implement a variety of developmentally appropriate learning-teaching strategies. ▪ Incorporates few strategies to address differences among learners and provides little or no opportunity for learner choice.

| 4. Measures learners knowledge, skills, and dispositions using a variety of assessments.

➢ Knowledge	Teacher candidate: ▪ Designs multiple assessment tools that match objectives and are challenging and authentic. ▪ Alters multiple assessment tools after reflection to better meet learners needs and to more effectively match objectives. ▪ Correlates formal and informal assessments consistently with national, state, and/or local standards. ▪ Consistently adapts formal and informal assessment tools to meet the needs of exceptional learners.	Teacher candidate: ▪ Designs assessment tools that match objectives and are challenging. ▪ Alters assessment tools after reflection to better meet learner needs and to more effectively match objectives. ▪ Correlates formal and informal assessments frequently with national, state, and/or local standards. ▪ Frequently adapts formal and informal assessment tools to meet the needs of exceptional learners.	Teacher candidate: ▪ Designs assessment tools that match objectives. ▪ Alters assessment tools after reflection to more effectively match objectives. ▪ Correlates formal and informal assessments in a limited manner with national, state, and/or local standards. ▪ Sometimes adapts formal and informal assessment tools to meet the needs of exceptional learners.	Teacher candidate: ▪ Designs assessment tools that do not match objectives. ▪ Does not alter assessment tools after reflection to more effectively match objectives. ▪ Does not correlate informal assessments manner with national, state, and/or local standards. ▪ Does not adapt formal and informal assessment tools to meet the needs of exceptional learners.
5. Reflects on learner progress and adapts instruction.

➢ *Skill* | Teacher candidate:
▪ Collects and maintains data about learner progress in a systematic manner and uses the data to improve learning and teaching.
▪ Consistently communicates progress clearly to learners and to cooperating professionals in a timely manner. | Teacher candidate:
▪ Collects and maintains data about learner progress in a systematic manner.
▪ Frequently communicates progress clearly to learners and to cooperating professionals. | Teacher candidate:
▪ Collects and maintains data about learner progress.
▪ Sometimes communicates progress to learners and to cooperating professionals. | Teacher candidate:
▪ Does not collect and maintain data about learner progress.
▪ Does not communicate progress to learners and to cooperating professionals. |

6. Utilizes dimensions of classroom time. ➢ *Skill*	Teacher candidate: ▪ Consistently adheres to school and/or cooperating professional specifications of allocated time for content area or topic. ▪ Completes routines and administrative tasks efficiently and creatively to provide maximum use of instructional time. ▪ Organizes instruction to provide maximum amounts of engaged time in which learners are attending and involved successfully. ▪ Consistently displays high levels of flexibility to modify instructional processes and procedures maximizing the use of classroom time. ▪ Consistently provides appropriate transitions within instructional procedures and between instructional episodes.	Teacher candidate: ▪ Frequently adheres to school and/or cooperating professional specifications of allocated time for content area or topic. ▪ Completes routines and administrative tasks efficiently to provide maximum use of instructional time. ▪ Organizes instruction to provide adequate amounts of engaged time in which learners are attending and involved successfully. ▪ Frequently displays flexibility to modify instructional processes and procedures maximizing the use of classroom time. ▪ Frequently provides appropriate transitions within instructional procedures and between instructional episodes.	Teacher candidate: ▪ Sometimes adheres to school and/or cooperating professional specifications of allocated time for content area or topic. ▪ Requires prompting to complete routines and administrative tasks to provide adequate use of instructional time. ▪ Organizes instruction to provide minimal amounts of engaged time in which learners are attending and involved successfully some of the time. ▪ Sometimes displays flexibility to modify instructional processes and procedures to adequately use classroom time. ▪ Sometimes provides transitions within instructional procedures and between instructional episodes.	Teacher candidate: ▪ Does not adhere to school and/or cooperating professional specifications of allocated time for content area or topic. ▪ Does not complete routines and administrative tasks efficiently to provide adequate use of instructional time. ▪ Organizes instruction that does not provide engaged time in which learners are attending and involved. ▪ Does not display flexibility to modify instructional processes and procedures. ▪ Does not provide transitions within instructional procedures and between instructional episodes.

7. Expresses oral and written language. ➢ *Skill*	Teacher candidate: • Consistently uses voice inflections and tone to enhance instruction effectively. • Consistently models correct grammar and expressive, well-chosen vocabulary to enrich instruction. • Consistently avoids annoying, distracting speaking habits (e.g. "um", "okay", etc.). • Consistently uses language that is clearly appropriate for the age, background, and ability of learners.	Teacher candidate: • Frequently uses voice inflections and tone to enhance instruction effectively. • Frequently models correct grammar and expressive vocabulary to enrich instruction. • Frequently avoids annoying, distracting speaking habits frequently. • Frequently uses language that is consistently appropriate for the age, background, and ability of learners.	Teacher candidate: • Sometimes uses voice and tone to enhance instruction. • Sometimes models correct grammar and vocabulary to enrich instruction. • Sometimes avoids annoying, distracting speaking habits. • Sometimes uses language that is appropriate for the age, background, and ability of learners.	Teacher candidate: • Does not use voice inflections and tone to enhance instruction. • Does not model correct grammar and vocabulary. • Frequently uses language that includes annoying, distracting speaking habits. • Does not use language appropriate for the age, background, and ability of the learners.
8. Responds verbally and non-verbally to learners. ➢ *Skill*	Teacher candidate: • Demonstrates highly effective active listening skills to learner questions and responses. • Demonstrates a high level of appreciation for alternative perspectives and opinions. • Responds with a high level of enthusiasm and animation vie eye contact, voice and gestures. • Consistently utilizes praise and positive reinforcement.	Teacher candidate: • Demonstrates effective active listening skills to learner questions and responses. • Demonstrates an adequate level of appreciation for alternative perspectives and opinions. • Responds with an adequate level of enthusiasm and animation via eye contact, voice, and gestures. • Frequently utilizes praise and positive reinforcement.	Teacher candidate: • Demonstrates some active listening skills to learner questions and responses. • Demonstrates limited appreciation for alternative perspectives and opinions. • Responds with limited enthusiasm and animation via eye contact, voice, and gestures. • Sometimes utilizes praise and positive reinforcement.	Teacher candidate: • Does not demonstrate active listening skills to learner questions and responses. • Does not demonstrate appreciation for alternative perspectives and opinions. • Does not respond with enthusiasm and animation via eye contact, voice, and gestures. • Does not use praise and positive reinforcement.

9. Demonstrates knowledge of motivation. ➢ *Knowledge*	Teacher candidate: ▪ Consistently uses highly motivational and varied strategies to focus learner interest and attention during instruction. ▪ Incorporates outstanding visual displays and aids using artifacts, media, and other resources to motivate and interest learners. ▪ Utilizes extensive knowledge of the needs, interests, and experiences of learners as a motivational tool. ▪ Displays highly appropriate animation using voice and gestures to motivate and interest learners.	Teacher candidate: ▪ Frequently uses motivational and varies strategies to focus learner interest and attention during instruction. ▪ Incorporates appropriate visual displays and aids using artifacts, media, and other resources to motivate and interest learners. ▪ Utilizes adequate knowledge of the needs, interests, and experiences of learners as a motivational tool. ▪ Displays appropriate animation using voice and gestures to motivate and interest learners.	Teacher candidate: ▪ Sometimes uses motivational strategies to focus learner interest and attention during instruction. ▪ Incorporates adequate visual displays and aids using artifacts, media, and other resources to motivate and interest learners. ▪ Utilizes minimal knowledge of the needs, interests, and experiences of learners as a motivational tool. ▪ Displays minimal appropriate animation using voice and gestures to motivate and interest learners.	Teacher candidate: ▪ Does not use motivational strategies to focus learner interest and attention during instruction. ▪ Does not incorporate visual displays and aids using artifacts, media, and other resources to motivate and interest learners. ▪ Does not utilize knowledge of the needs, interests, and experiences of learners as a motivational tool. ▪ Displays inappropriate or no animation using voice and gestures to motivate and interest learners.

10. Integrates audiovisual equipment and technology into instruction. ➢ *Skill*	Teacher candidate: ▪ Explores, evaluates, and uses a wide range of audiovisual and technological resources in a highly effective manner for individual, small group, and large group learning activities. ▪ Consistently models, instructs, and supervises learners in the equitable, ethical, and legal use of technology ▪ Facilitates life-long learning through the highly consistent use of technology. ▪ Consistently uses a wide range of technology to effectively support multiple assessments of learners. ▪ Integrates technology into instruction in highly creative and original ways.	Teacher candidate: ▪ Explores, evaluates, and uses a variety of audiovisual and technological resources effectively for individual, small group, and large group learning activities. ▪ Frequently models, instructs, and supervises learners in the equitable, ethical, and legal use of technology. ▪ Facilitates life-long learning through the consistent use of technology. ▪ Frequently uses a variety of technologies to support multiple assessments of learners. ▪ Integrates technology into instruction in creative and original ways.	Teacher candidate: ▪ Explores, evaluates, and uses few audiovisual and technological resources for individual, small group, and large group learning activities. ▪ Sometimes models, instructs, and supervises learners in the equitable, ethical, and legal use of technology. ▪ Facilitates life-long learning through the limited use of technology. ▪ Sometimes uses technology to support assessments of learners. ▪ Integrates technology into instruction with limited creativity.	Teacher candidate: ▪ Does not use audiovisual and technological resources for individual, small group, and large group learning activities. ▪ Does not model, instruct, and supervise learners in the equitable, ethical, and legal use of technology. ▪ Does not facilitate life-long learning through the limited use of technology. ▪ Uses limited or no technology to support assessments of learners. ▪ Does not integrate technology into instruction in creative and original ways.

| 11. Implements creative and original instruction.

➤ *Skill* | Teacher candidate:
▪ Consistently includes learning experiences that convincingly encourage learners to be highly creative, resourceful, flexible, and adaptable.
▪ Incorporates suitable creative activities in a wide variety of teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation).
▪ Consistently uses materials and resources in highly creative, original, unique, and unusual ways. | Teacher candidate:
▪ Frequently includes learning experiences that encourage learners to be creative, resourceful, flexible, and adaptable.
▪ Incorporates suitable creative activities in a variety of teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation).
▪ Frequently uses materials and resources in creative, original, unique, and unusual ways. | Teacher candidate:
▪ Sometimes includes learning experiences that encourage learners to be creative, resourceful, flexible, and adaptable.
▪ Incorporates some suitable creative activities in teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation).
▪ Sometimes uses materials and resources in creative and original ways. | Teacher candidate:
▪ Does not include learning experiences that encourage learners to be creative, resourceful, flexible, and adaptable.
▪ Incorporates limited or no creative activities in teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation).
▪ Does not use materials and resources in creative and original ways. |

12. Demonstrates questioning skills. ➢ Skill	Teacher candidate: ▪ Consistently asks clear and purposeful questions, redirecting and prompting as necessary. ▪ Consistently uses logical questioning sequences that elicit thoughtful responses from learners. ▪ Consistently uses questioning to clearly and convincingly identify misconceptions or confusions and to monitor learner work. ▪ Consistently uses higher order questions to engage learners in creative and evaluative thinking. ▪ Consistently uses adequate wait time to encourage higher-order, reflective thinking. ▪ Stimulates and promotes critical thinking and learner questions using a wide variety of teaching strategies and inquiry approaches. ▪ Motivates, encourages, and supports high levels of individual and group inquiry. ▪ Consistently capitalizes on learner questions and gives complete, targeted, and effective responses.	Teacher candidate: ▪ Frequently asks clear and purposeful questions, redirecting and prompting as necessary. ▪ Frequently uses logical questioning sequences that elicit thoughtful responses from learners. ▪ Frequently uses questioning to identify misconceptions or confusion and to monitor learner work. ▪ Frequently uses higher-order questions to engage learners in creative and evaluative thinking. ▪ Frequently uses adequate wait time to encourage higher-order, reflective thinking. ▪ Stimulates and promotes critical thinking and learner questions using a variety of teaching strategies and inquiry approaches. ▪ Motivates, encourages, and supports moderate levels of individual group inquiry. ▪ Frequently capitalizes of learner questions and gives complete, targeted, and effective responses.	Teacher candidate: ▪ Sometimes asks clear and purposeful questions, sometimes redirecting and prompting as necessary. ▪ Sometimes uses logical questioning sequences that elicit thoughtful responses from learners. ▪ Sometimes uses questioning to identify misconceptions or confusion and to monitor learner work. ▪ Sometimes uses higher-order questions to engage learning in creative and evaluative thinking. ▪ Sometimes uses adequate wait time to encourage higher-order thinking. ▪ Stimulates and promotes critical thinking and learner questions using little variety of teaching strategies and inquiry approaches. ▪ Motivates, encourages, and supports minimal levels of individual and group inquiry. ▪ Sometimes capitalizes on learner questions and gives completes, targeted, and effective responses.	Teacher candidate: ▪ Asks some clear and purposeful questions, but does not redirect and prompt. ▪ Does not use logical questioning sequences that elicit thoughtful responses from learners. ▪ Does not use questioning to identify misconceptions or confusion and to monitor learner work. ▪ Uses limited or no higherorder questions to engage learners. ▪ Does not use adequate wait time. ▪ Does not stimulate or promote critical thinking and learner questions. ▪ Motivates, encourages, and supports limited or no individual and group inquiry. ▪ Does not capitalize on learner questions and gives incomplete, non-targeted, and ineffective responses.

D. Professionalism	Levels of Performance			
Performance Indicators	Outstanding	Competent	Satisfactory	Unsatisfactory

| 1. Communicates professionally with learners and their families.

➢ *Disposition*	Teacher candidate: ▪ Values and encourages multiple modes of communication in the classroom (verbal, nonverbal, written, etc.) ▪ Consistently listens thoughtfully and responsively to learners. ▪ Consistently seeks to foster culturally sensitive communication and gender differences with and among all learners in the class.	Teacher candidate: ▪ Values and encourages some modes of communication in the classroom (verbal, nonverbal, written, etc.) ▪ Frequently listens thoughtfully and responsively to learners. ▪ Frequently seeks to foster culturally sensitive communication and gender differences with and among all learners in the class.	Teacher candidate: ▪ Values and encourages limited modes of communication in the classroom (verbal, nonverbal, written, etc.) ▪ Sometimes listens thoughtfully and responsively to learners. ▪ Sometimes seeks to foster culturally sensitive communication and gender differences by and among all learners in the class.	Teacher candidate: ▪ Minimally values or encourages modes of communication in the classroom (verbal, nonverbal, written, etc.) ▪ Rarely listens thoughtfully and responsively to learners rarely or not at all. ▪ Does not foster culturally sensitive communication and gender differences with and among learners in the class.
2. Communicates professionally within the educational community.

➢ *Disposition* | Teacher candidate:
▪ Demonstrates highly effective interpersonal skills.
▪ Consistently seeks opportunities to build positive relationships within the educational community.
▪ Consistently shares information about situations, events, and persons in the school or agency with careful regard to confidentiality. | Teacher candidate:
▪ Demonstrates effective interpersonal skills
▪ Frequently seeks opportunities to build positive relationships within the educational community.
▪ Frequently shares information about situations, events, and persons in the school or agency with careful regard to confidentiality. | Teacher candidate:
▪ Demonstrates basic interpersonal skills
▪ Sometimes seeks opportunities to build positive relationships within the educational community.
▪ Sometimes shares information about situations, events, and persons in the school or agency with careful regard to confidentiality. | Teacher candidate:
▪ Demonstrates limited or no interpersonal skills.
▪ Does not seek opportunities to build positive relationships within the educational community.
▪ Shares information about situations, events, and persons in the school or agency without careful regard to confidentiality. |

| 3. Meets professional responsibilities.

➢ *Disposition* | Teacher candidate:
▪ Consistently dresses appropriately for the school/agency community.
▪ Consistently is punctual.
▪ Consistently communicates tardiness and absenteeism to the Cooperating Teacher and University Supervisor.
▪ Consistently demonstrates professional behavior at all times.
▪ Consistently completes all university requirements in a timely manner.
▪ Consistently organizes a high quality instructional materials file.
▪ Consistently reflects on professional growth and development.
▪ Develops and sustains relationships and networks with vested stakeholders – families, teachers, administrators, teacher educators and/or support personnel – to share information and develop strategies to resolve issues. | Teacher candidate:
▪ Frequently dresses appropriately for the school/agency community.
▪ Frequently is punctual.
▪ Frequently communicates tardiness and absenteeism to the Cooperating Teacher and University Supervisor.
▪ Frequently demonstrates professional behavior at all times.
▪ Frequently completes university requirements in timely manner.
▪ Frequently organizes a quality instructional materials file.
▪ Frequently reflects on professional growth and development.
▪ Develops relationships and networks with vested stakeholders- families, teachers, teacher educators and/or support personnel – to share information and develop strategies to resolve issues. | Teacher candidate:
▪ Sometimes dresses appropriately for the school/agency community.
▪ Sometimes is punctual.
▪ Sometimes communicates tardiness and absenteeism to the Cooperating Teacher and University Supervisor.
▪ Sometimes demonstrates professional behavior at all times.
▪ Sometimes completes all university requirements in a timely manner.
▪ Sometimes organizes a basic instructional materials file.
▪ Sometimes reflects on professional growth and development.
▪ Develops relationships with vested stakeholders – teachers, teacher educators and/or support personnel – to share information and develop strategies to resolve issues. | Teacher candidate:
▪ Dresses inappropriately for the school/agency community.
▪ Rarely is punctual.
▪ Does not communicate tardiness and absenteeism to the Cooperating Teacher and University Supervisor.
▪ Infrequently demonstrates professional behavior.
▪ Does not complete all university requirements in a timely manner.
▪ Does not organize an instructional materials file.
▪ Does not reflect on professional growth and development.
▪ Does not develop relationships with vested stakeholders to share information and develop strategies to resolve issues |

	Teacher candidate:	Teacher candidate:	Teacher candidate:	Teacher candidate:
4. Accepts constructive feedback. ➤ *Disposition*	▪ Consistently displays a highly appropriate openness to new ideas and a sincere willingness to learn from suggestions of qualified individuals. ▪ Consistently appreciates and highly values the reflective dialogues with cooperating professionals and University Supervisors. ▪ Asks clarifying questions to ensure an extensive understanding of constructive feedback. ▪ Consistently, professionally, thoughtfully, and ethically articulates differences of opinion about constructive feedback. ▪ Consistently recognizes opportunities for growth and development	▪ Frequently displays an appropriate openness to new ideas and a sincere willingness to learn from suggestions of qualified individuals. ▪ Frequently appreciates and values the reflective dialogues with cooperating professionals and University Supervisors. ▪ Asks clarifying questions to ensure a sound understanding of constructive feedback. ▪ Frequently, professionally, thoughtfully, and ethically articulates differences of opinion about constructive feedback. ▪ Frequently recognizes opportunities for growth and development.	▪ Sometimes displays an appropriate openness to new ideas and a willingness to learn from suggestions of qualified individuals. ▪ Sometimes appreciates and values the reflective dialogues with cooperating professionals and University Supervisors. ▪ Asks clarifying questions to ensure a basic understanding of constructive feedback. ▪ Sometimes professionally, thoughtfully, and ethically articulates differences of opinion about constructive feedback. ▪ Sometimes recognizes opportunities for growth and development.	▪ Displays limited openness to new ideas and is not willing to learn from suggestions of qualified individuals. ▪ Does not appreciate or value the reflective dialogues with cooperating professionals and University Supervisors. ▪ Does not ask clarifying questions to ensure an understanding of constructive feedback. ▪ Does not professionally, thoughtfully, and ethically articulate differences of opinion about constructive feedback. ▪ Rarely recognizes opportunities for growth and development.
5. Responds to constructive feedback to improve teaching. ➤ **Disposition**	▪ Consistently analyzes, evaluates & synthesizes constructive feedback and formulates strategies to modify instruction. ▪ Demonstrates high initiative to incorporate suggestions for professional growth/development in a timely manner.	▪ Frequently analyzes, evaluates, and synthesizes constructive feedback and formulates strategies to modify instruction. ▪ Demonstrates adequate initiative to incorporate suggestions for professional growth and development in a timely manner.	▪ Sometimes analyzes, evaluates, and synthesizes constructive feedback and formulates strategies to modify instruction. ▪ Demonstrates minimal initiative to incorporate suggestions for professional growth and development in a timely manner**.**	▪ Does not analyze, evaluate, and synthesize constructive feedback to formulate strategies to modify instruction. ▪ Demonstrates little or no initiative to incorporate suggestions for professional growth and development in a timely manner.