**ST-11 Summative Evaluation Rubric**

Standard 1: CURRICULUM AND PLANNING

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|  | Exceeds Standard (All of Meets Standard +) | Meets Standard | Approaches Standard | Unsatisfactory |
| A.  Content | Demonstrates a strong knowledge of core content and subject matter;  Researched topic for additional information | Demonstrates knowledge of core content and subject matter; | Demonstrates minimal knowledge of content and subject matter; | Has content errors in plans of lessons and units of instruction;  Unfamiliar with topic; |
| Consistently and appropriately plans integrated lessons using interdisciplinary themes and/or skills that are aligned to standards. | Integrates interdisciplinary themes and/or skills. | Rarely or inconsistently integrates interdisciplinary themes and/or skills. | No integration planned. |
| B.  Pedagogy | Consistently plans a variety of subject-appropriate instructional strategies; | Plans include some variety of subject-appropriate instructional strategies; | Plans lessons with a minimum of instructional strategies; | Designs lessons and units that rely on student reading of text, seatwork, and direct instruction. |
| Consistently and appropriately develops inter-disciplinary connections by creating lessons with integrated subject areas that are aligned to standards; | Develops inter-disciplinary connections by creating lessons with integrated subject areas; | Attempt at integration is inappropriate for objectives and does not lead to students’ understanding of content; |  |
| Designs differentiated instruction that appropriately promotes creativity, innovation, and problem-solving. | Designs instruction that promotes creativity, innovation, and problem-solving. | No indication of creativity, innovation, or problem-solving in plans. |  |
| C.  Goals &  Objectives | Sets and adjusts instructional goals and objectives for short-term and long-term planning;  And  Objectives reflect skills to be learned. | Sets instructional goals and objectives for short-term and long-term planning;  And  Objectives reflect at least one skill to be learned. | Goals and objectives are for short-term;  And  Goals and objectives consist of list of activities only. | Lessons are designed with missing or poorly constructed learning goals, objectives and learning outcomes; |
| Aligns and adjusts instructional goals and objectives and assessments with state content standards and local curriculum; | Aligns instructional goals and objectives with state content standards and local curriculum; | Goals and objectives do not align with state or local content standards; | Goals are not aligned with standards. |
| Uses assessment data to guide instructional planning; | Aligns assessments with state content standards and local curriculum; |  |  |
| D. Instructional  Design | Designs relevant and engaging learning activities that consistently make use of appropriate resources and technology; | Designs relevant and engaging learning activities that provide student use of available appropriate resources and technology; | Instruction does not engage students;  And  Limited use of technology; | Lessons do not engage students in differentiated activities;  And  Textbook is the primary resource |
| Purposefully plans for differentiated instruction through large group, small-group and individual learning as appropriate; | Plans large group, small-group and individual learning as appropriate; |  | Designs lessons and units that use activities not suitable to students; |
| Develops a coherent sequence of relevant activities to meet objectives. | Develops instruction with a sequence of activities to meet objectives; | Instructional sequence focuses on completing an activity rather than developing student understanding; | Sequence is confusing. |
|  | Allocates time for lesson components. | Lack of awareness of appropriate time for lesson. |  |
| E.  Assessment | Plans both formative and summative assessments to evaluate learning and guide future instruction; | Plans summative assessments to evaluate learning and guide future instruction; | Plans summative assessments to evaluate learning;  and  Does not use formative and summative assessments results for planning. | No assessments planned  . |
| Differentiates successful performance expected of students; | Clearly defines successful performance expected of students; |  | Lesson and/or unit design does not establish clear assessment criteria. |
| Uses aligned assessments to guide instructional planning. | Aligns assessments with goals and objectives of the lesson. |  |  |

Standard 2: THE LEARNER AND THE LEARNING ENVIRONMENT

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|  | Exceeds Standard (All of Meets Standards +) | Meets Standard | Approaches Standard | Unsatisfactory |
| A.  Developmentally Appropriate  Activities | Develops instruction that builds upon the needs of individual learners based on their cognitive, social, and emotional development; | Considers the needs of individual learners based on their cognitive, social, and emotional development; | Aware of the learning process, but inconsistent in its implementation; | Assigned tasks demonstrate little or no understanding of cognitive, social, and emotional development and |
| Implements developmentally appropriate and differentiated instruction. | Designs developmentally appropriate and differentiated instruction to support learning process. | Support for the learning process (i.e., scaffolding) is not evident. | do not lead to student learning; |
| B.  Respectful  Environment | Consistently creates an environment of respect and rapport among students and between students and teacher; | Frequently creates an environment of respect and rapport among students and respect between students and teacher; | Encourages respect for self, peers, and adults;  Respect for teacher is inconsistent; | Allows put-downs, sarcasm, and conflict with peers. |
| Clearly defines expectations for academics and behavior; | Defines expectations for academics and behavior; | Some expectations defined; |  |
|  | Communicates interest in students as individuals; | Interaction with students is appropriate but inconsistent; | Interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students; |
| Encourages positive engagement among students. | Encourages engagement among students. | Infrequent positive comments during student engagement. |  |
| C.  Culture for  Learning | Establishes a culture for students to develop pride in and responsibility for their learning; | Encourages students to take responsibility for their learning; | Attempts to have students take responsibility for their learning; | Does not encourage students to take responsibility for their learning;  and  Students demonstrate little or no pride in their work; |
|  | Often provides for student collaboration in learning activities; | No clearly defined roles, behavior expectations, or procedures for student collaboration; | Provides few opportunities for student collaboration; |
| Holds appropriately high academic expectations of all students including those with exceptionalities; | Holds high academic expectations of students; | Expectations for most students are low; | Does not establish criteria for high-quality work; |
| Encourages student collaboration and active participation in authentic tasks; | Encourages student participation in meaningful tasks; |  |  |
| Maximizes academic engaged time. | Makes good use of academic engaged time. | Gets sidetracked during lessons resulting in loss of academic engaged time. | Wastes instructional time. |
| D.  Managing  Time and  Resources | Consistently assures a smoothly functioning learning environment and appropriate student classroom participation by posting and enforcing rules, routines, and procedures; | Frequently assures a smoothly functioning learning environment and appropriate student classroom participation by enforcing rules, routines, and procedures; | Plans for transitions;  . | Allows chaotic transitions;  Operational routines are not established or Co-op’s routines are not followed; |
| Minimizes transitions that diminish learning time; | Minimizes transitions that diminish learning time; | Not always clear about operational routines, roles or student responsibilities during a transition; | Measurable loss of instructional time during transitions; |
| Always maintains all supplies and materials ready and available when needed. | Usually has supplies and materials ready and available when needed. | Has routines for handling materials and supplies but with some loss of instructional time | Materials and supplies are not prepared ahead of time, resulting in measureable loss of instructional time. |
| E.  Managing  Student  Behavior | Willingly implements established classroom rules; and  Consistently implements effective behavior plan; | Able to follow established classroom rules; and  Makes use of established effective behavior plans; and  Collaborates with Co-op Teacher to implement agreed upon behavior plan with clearly defined actions and consequences to assure a focus on learning; | Inconsistently applies established standards of conduct; | Does not abide by established rules or behavior plans; |
| Routinely provides clear expectations for students; | Usually provides clear expectations for students; | Occasionally fails to apply and/or monitor the accepted classroom management system; |  |
| Encourages students to monitor own behavior*;* |  |  |  |
| Responds to student behavior in respectful ways to preserve student dignity; | Responds to student behavior in ways that preserve student dignity; | Inconsistently responds to student misbehavior; | Is repressive or disrespectful to students in responding to misbehavior. |
| Effectively implements some new or different management strategies as needed. | Redirects student behavior effectively. | Unsuccessfully attempts to redirect student misbehavior. | Does not appropriately address student misbehavior; |
| F.  Organization  And Safety | Anticipates possible areas of need and provides a safe, orderly learning environment; | Provides a safe, orderly learning environment; | Provides for some grouping;  Can see all students most of the time; | Creates or allows an unsafe environment; |
| Clearly and routinely communicates safety rules and procedures to students, both in physical and virtual environments; | Communicates safety rules and procedures to students; | After an incident occurs, realizes the need to communicate safety rules and arrange the environment to ensure safety and learning. | Safety rules or procedures are not implemented or communicated to students; |
| Designs, plans, and implements the arrangement of the learning environment to maximize the monitoring of student behavior. | Arranges the learning environment so student behavior can be monitored; | Students are usually able to see the teacher and view the lesson; |  |
|  | Arranges the learning environment appropriately when needed for large group, small-group, and individual learning. |  | Classroom arrangement appropriate for whole group instruction;  Classroom arrangement limits ability to observe all students. |

Standard 3: TEACHING

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|  | Exceeds Standard (All of Meets Standard +) | Meets Standard | Approaches Standard | Unsatisfactory |
| A.  Importance  Of Content |  | Provides content-focused and content-rich instruction; | Minimizes value of content (for the test). | Provides activities which do not relate to required content; |
|  | Sequences instruction to clarify concepts being taught; |  | Delivery methods and content sequence are textbook driven; |
|  | Makes learning relevant and meaningful to students; |  |  |
| Connects lesson content to authentic 21st century application; |  |  |  |
| Has students use technology in a way that enhances their learning. | Effectively uses a wide variety of content-appropriate instructional strategies utilizing technology that enhances learning; | Uses a limited number of instructional approaches;  Uses available technology only as a reward or punishment for behavior or as an end unto itself rather than as a tool | Uses one style or strategy to achieve instructional goals; Does not differentiate instruction. |
| Engages students in collaboration, critical thinking, and problem-solving with the subject matter. |  |  |  |
| B.  Communicating  With Students |  | Maintains a culture of positive, supportive classroom communication among students and between student and teacher; |  |  |
| Provides individual and/or group scaffolding of concepts and skills as appropriate to foster student mastery of learning objectives; |  |  | Indifferent to students’ abilities to reach mastery; |
| Clearly communicates the belief that all students can learn; | Communicates the belief that all students can learn; | Rarely communicates the belief that all students can learn; |  |
|  | Explains directions and procedures clearly and sequentially; |  | Seldom explains directions or procedures; |
| Differentiates based on special needs of individual students when giving directions, modeling steps, and checking for understanding; | Considers needs of individual students when giving directions, modeling steps, and checking for understanding; | Attempts to clarify the learning target(s), but does not differentiate instruction; | Doesn’t consider students’ needs when giving directions; |
| Promotes literacy: models effective use of oral and written language; provides opportunities for students to develop oral and written communication skills;  Uses a variety of ways to communicate with students (voice, signs, written communication). | Encourages literacy: models effective use of oral and written language; provides opportunities for students to develop oral and written communication skills;  Uses limited ways to communicate with students. | Corrects errors in oral and written communication. | Fails to promote effective use of oral and written language;  Doesn’t’ correct students’ misuse of oral and written language |
| C.  Questioning  & Discussion  Techniques | Prepares questioning and prompts prior to lesson. | Asks questions that engage students, including effective use of response/wait time;  Sometimes has questions prepared ahead of time. |  | Only uses recitation and lecture ,mediating all questions, answers, and ideas; |
| Asks open-ended questions and initiates discussions that promote understanding of concepts and higher-order thinking; |  | Questioning elicits pre-determined responses;  Most questions require lower-level thinking skills; | Forms questions that do not enhance student learning; |
| Asks questions and initiates discussions using techniques that engage many or most students in active participation, differentiating for students with exceptionalities; | Initiates discussions using techniques that engage many or most students in active participation; |  |  |
|  | Establishes procedures and expectations for productive discussions; | Only calls on students who raise their hands. | Calls on the same students, ignoring the disengagement of other students. |
| D.  Student  Engagement | Delivers instruction that motivates and engages students in deep understanding of concepts;  Provides relevant, challenging work; |  | Provides relevant and developmentally activities, but may occasionally not be engaging;  Does not vary presentation methods to match student needs; | Provides activities and assignments inappropriate for students’ ability level or prior knowledge;  Doesn’t engage students; |
|  | Encourages exploration of content beyond textbook and lecture; |  |  |
| Uses criteria to pre-determine groups. Creates flexible and varied instructional groups to encourage student engagement in meaningful learning; | Groups students based on some criteria, but not preplanned.  Instructional grouping assists in the learning process;  Creates instructional groups appropriate for most student needs or meet most instructional outcomes; | Groups students without thought. | Only delivers instruction to the whole group or creates instructional groups, which are inappropriate for student needs or fail to address instructional outcomes. |
| Encourages collaboration and communication among students; | Encourages communication among students. |  |  |
| Allows student choice, as appropriate, to encourage motivation and engagement;  Uses appropriate lesson pace to motivate and engage students; | Uses appropriate lesson pace appropriate to lesson; | Lesson pacing does not engage students; |  |
| E.  Instruction  Based on  Assessment |  | Uses formative and summative assessment results in planning instruction; | Uses assessment results for grading or evaluative feedback;  Uses assessment for grading for evaluative feedback, and often to sort and rank students according to group performance; | Rarely uses assessment data when planning.  Primarily uses commercially developed assessments; |
| Clearly aligns assessments with content standards and instructional objectives; | Aligns assessments with content standards and instructional objectives; | Assessment items do not match the complexity of the learning target. | The number of assessment items is often insufficient to provide a true measure of student achievement;  Uses assessments that do not fully reflect the learning targets; |
| Records assessment data to use for differentiating instruction; | Records assessment data for instructional decision making; |  | Has minimal if any data recorded; |
| Provides on-going, formative feedback to students; | Provides formative feedback to students; | Does not offer formative, descriptive feedback to students; |  |
| Analyzes summative/benchmark assessment data to monitor student progress; |  |  |  |
| Provides students with rubrics, checklists, and other self-assessment tools; |  |  |  |
| Encourages student goal-setting and self-monitoring of learning.  Facilitates student goal-setting and self-monitoring of learning; | Encourages student goal-setting for learning. | Does not use rubrics or engage students in other self-assessment methods; |  |
| F.  Flexibility/  Responsiveness | Adjusts instruction based on needs of the students and in response to *teachable* *moments;* | Adjusts instruction based on needs of the students; | Follows lesson plans with some flexibility; | Follows plans exclusively even when change is needed;  Does not revisit material even when students need additional assistance; |
|  | Uses lesson plans and textbooks flexibly as guides to learning; | Focuses on covering the required material. |  |
|  | Demonstrates knowledge of students’ personal interests, cultures, and language diversity; |  |  |
| Incorporates students’ interests, culture, and language diversity into instructional choices; |  | Provides some lessons based on the interests, cultures, and language diversity of a minority of students; | Does not vary lessons based on student interest. |
| Monitors individual students’ learning to provide differentiated additional instruction or resources as needed. | Monitors students’ learning to provide additional instruction or resources as needed. | Sometimes adjusts instruction in response to student feedback; | Not aware of students who may need extra help. |

Standard 4: PROFESSIONAL RESPONSIBILITY FOR SELF-RENEWAL

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|  | Exceeds Standard (All of Meets Standard + some of below) | Meets Standard | Approaches Standard | Unsatisfactory |
| A.  Professional  Learning | Regularly participates in professional learning opportunities at school and university;  Acts promptly to incorporate feedback on teaching; | Engages in continuous learning to develop as a professional educator;  Endeavors to incorporate suggestions on teaching performance from both supervisors and professional colleagues. | Participates in professional development activities to a limited extent when required;  Accepts feedback on teaching performance from both supervisors and professional colleagues. | Does not engage in required school-based, professional development opportunities;  Resists feedback on teaching performance. |
| Enthusiastically engages with new materials, resources, strategies, and digital tools. |  |  |  |
| B.  Professional  Collaboration | Routinely and actively engages with colleagues in school and/or university to develop effective teaching strategies;  Participates in school’s grade level team meetings. | Engages with colleagues in school placement and/or university to develop effective teaching strategies; | Participates in a collaborative team when invited to do so; | Chooses to work in isolation; |
| Actively participates in regular discussions with Cooperating Teacher to improve teaching skills and student achievement; | Participates in regular discussions with Cooperating Teacher focused on improving teaching practice and student achievement. | Seldom acts upon ideas shared;  Ineffective in making improvements suggested by Cooperating Teacher. | Avoids talking to Cooperating Teacher about plans and activities;  Student achievement is suffering. |
| C.  Reflection on  Practice | Routinely engages in critical self-evaluation of own teaching practice and articulates adjustments needed for improvement;  Aware of what worked and what needs to be changed with a willingness to examine why for both; | Engages in critical self-evaluation of own teaching practice and articulates adjustments needed for improvement;  Demonstrates willingness to learn from experiences; | Engages in self-evaluation of own teaching practice but is unable to articulate adjustments needed for improvement; | Reflections don’t illustrate an understanding of need to make changes; |
| Arranges a mid-experience meeting with Cooperating Teacher and Supervisor to go over and explain rationale of self assessment on ST-11;  Willing to adapt ideas based on feedback from colleagues, Co-op teacher or supervisor. | Meets with Cooperating Teacher and Supervisor to go over Self Assessment on ST-11;  Willing to try new ideas suggested by colleagues, Co-op Teacher or supervisor in subsequent lessons. | Somewhat willing to learn from experiences, but often takes a position of helplessness. | Doesn’t examine student performance to determine effectiveness of instruction;  Feels successful if completed lesson plan. |
| D.  Professional Contribution |  | Demonstrates **awareness** of a teacher’s role in engagement in new ideas to improve teaching effectiveness and learning for students beyond his/her own classroom;  Demonstrates **awareness** of a teacher’s responsibility to contribute to on-going development of the teaching profession | Realizes there is an expectation for a teacher to be responsible for engaging in new ideas but does not think it is important to do so during student teaching. | Unwilling to participate in or unaware of the ongoing expectation for a teacher to be responsible for engaging in new ideas to improve teaching. |

Standard 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY

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|  | Exceeds | Meets Standard | Approaches Standard | Unsatisfactory |
| A.  School  Mission |  | Demonstrates **awareness** of the School Mission;  Recognizes the importance of school-level articulation of mission and development of school-wide requirements and procedures. | Unable to articulate the school mission. | Unaware that there is a school mission. |
| B.  School-wide  Activities |  | Demonstrates **awareness** of any school-wide initiatives in curriculum, instruction, and assessment;  Recognizes the importance of participating in school-level initiatives on academics and participates as appropriate and approved by school. | Has an idea that the principal and teachers discuss instruction. | Demonstrates little or no understanding of school-wide initiatives in curriculum, instruction and assessment. |
| C.  Learner-centered  Culture |  | Demonstrates **awareness** of any school-wide initiatives to encourage learner-centered instruction;  Recognizes the importance of participating in any school-wide development of learner-centered instruction and participates as appropriate and approved by school. | Has an idea that the principal and teachers in discuss instruction. | Doesn’t know of any school-wide initiatives. |
| D.  Student Support  Systems |  | Demonstrates **awareness** of any school-wide support systems that enhance student learning;  Recognizes the importance of participating in school-wide support systems and participates as appropriate and approved by school. | Has an idea that the school has some policies in place that relate to student needs. | Isn’t aware of any school-wide activities to support students. |
| E.  Student  Management  Systems |  | Demonstrates **awareness** of any school-wide student management systems; Recognizes the importance of participating in school-wide student management systems and participates as appropriate and approved by school; | Has an idea that many of the teachers use the same management strategy. | Permits or engages in behaviors that are destructive to school facilities. |
| F.  Teacher  Leadership |  | Demonstrates **awareness** of the value and importance of a teacher taking personal responsibility for active participation in department or grade level and school-level planning for curricular change or improvement. | Abstains from participating in department or grade level planning meetings. | Isn’t aware of meetings. |
| G.  StrategicPlanning/  Continuous  Improvement |  | Demonstrates **awareness** of the value and importance for teacher, department or grade level, and school to engage in strategic planning and continuous improvement to enhance student achievement. | Has an idea that school members meet to develop improvements. | Demonstrates little or no understanding of the need for school strategic planning . |
| H.  School/Family  Connections | Actively participates in school-wide initiatives to engage families; | Demonstrates **awareness** of any school-wide initiatives to engage families; |  | Consistently absent from school-wide family activities; |
| Initiates contact with families and community for instructional support, i.e. phone calls, conferences, guest speakers; | Recognizes the importance of participating in school-wide initiatives to engage families; |  | Exhibits negativity, inappropriate language, condescending demeanor, etc.;  Avoids interaction with families. |
| Develops ways to engage families in what is happening in the classroom (i.e., newsletters, letters home) | Participates in classroom-level engagement with families and community, i.e. parent conferences. | Ineffectively communicates with families | Fails to communicate with families; |
| I.  Ethical  Standards | Dresses appropriately for school environment and professional meetings or meetings with parents; | Dresses appropriately for the school environment; | Quickly responds to suggestions about dress; | Dresses inappropriately; |
| Helps students learn to use language appropriate for different audiences and instances; | Uses appropriate and professional language with students, school faculty, staff, administrators, and parents; | Uses appropriate language with students, school faculty, staff, administrators, and parents; |  |
| Helps students understand and uphold honesty and integrity; | Upholds standards of honesty and integrity; | Upholds standards of honesty; | Displays dishonesty or disrespect in interactions with colleagues, students, and the community; |
| Is punctual, attends regularly, is confidential with information. | Follows guidelines of conduct regarding attendance, punctuality, confidentiality, and all professional behavior. | Usually follows guidelines of conduct regarding attendance, punctuality, confidentiality, and all professional behavior. | Is late;  Doesn’t treat information confidentially. |