# [Created with Taskstream](http://www.taskstream.com/%22%20%5Ct%20%22_blank)King's College Student Teaching Evaluation Rubric (Fall 2017)

Top of Form

|  | **Unsatisfactory**  | **Developing** | **Proficient**  | **Distinguished**  | **Score/Level** |
| --- | --- | --- | --- | --- | --- |
| 1a:Demonstratingknowledge ofcontent andpedagogy | * The teacher candidate makes content errors.
* The teacher candidate does not consider prerequisite relationships when planning.
* The teacher candidate’s plans use inappropriate strategies for the discipline.

 | * The teacher candidate’s understanding of the discipline is basic and displays a lack of awareness how concepts relate to one another.
* The teacher candidate’s knowledge of prerequisite relationships is inaccurate or incomplete.
* The lesson plan has limited instructional strategies, and some are not suitable to the content.
 | * The teacher candidate can identify important concepts of the discipline and their relationships to one another.
* The teacher candidate’s knowledge of prerequisite relationships is accurate or complete.
* Instructional strategies in the lesson plan are suitable to the content.
 | * The teacher candidate uses ongoing methods to assess students’ skill levels and designs instruction accordingly.
* The teacher candidate seeks out information from all students about their cultural heritages.
* The teacher candidate maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
 |   |
| 1b:Demonstratingknowledge ofstudents | * The teacher candidate does not understand child development characteristics and has unrealistic expectations for students.
* The teacher candidate does not try to identify the varied ability levels among students in the class.
* The teacher candidate takes no responsibility to learn about students’ medical or learning disabilities.
 | * The teacher candidate has knowledge of developmental theory but does not seek to integrate it into lesson planning.
* The teacher candidate is aware of the different ability levels in the class but plans to teach to the “whole group.”
* The teacher candidate recognizes that students have different interests and cultural backgrounds but does not draw on their contributions when planning the lesson.
* The teacher candidate is aware of medical issues and learning disabilities with some students but does not appear to incorporate this into the lesson plan.
 | * The teacher candidate knows, for groups of students, their levels of cognitive development and differentiates the lesson plan accordingly.
* The teacher candidate is aware of the special needs represented by students in the class and makes provision for those needs in the lesson.
* The teacher candidate is well informed about student’s cultural heritages and incorporates this knowledge in lesson planning.
 | * The teacher candidate uses ongoing methods to assess students’ skill levels and designs instruction accordingly.
* The teacher candidate seeks out information from all students about their cultural heritages and incorporates this into the lesson plan.
* The teacher candidate maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
 |   |
| 1c:Settinginstructionaloutcomes(objectives) | * Objectives lack rigor.
* Objectives do not represent important learning in the discipline.
* Objectives are not clear or are stated as activities.
* Objectives are not suitable for many students in the class.
 | * Objectives represent a mixture of low expectations and rigor.
* Some objectives reflect important learning in the discipline.
* Objectives are suitable for most of the students in the class.
 | * Objectives represent high expectations and rigor.
* Objectives are written in terms of what students will learn rather than do.
* Objectives represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
* Objectives, differentiated where necessary, meet the needs of groups of students in the class.
 | * The teacher candidate’s plans reference curricular frameworks to ensure accurate sequencing.
* The teacher candidate connects the objectives to previous and future learning.
* Objectives are differentiated to encourage individual students to take educational risks.
 |   |
| 1d:Demonstratingknowledge ofresources | * The teacher candidate uses only materials provided by the cooperating teacher.
* Although the teacher candidate is aware of some special student needs, he/she does not inquire about possible resources to meet those needs.
 | * The teacher candidate uses materials located in the school but does not search beyond the school for resources that would enhance the lesson.
* The teacher candidate locates materials and resources for students with special needs but does not use them in the lesson.
 | * The teacher candidate provides resources outside the classroom for all students to draw on.
* The teacher candidate facilitates the use of internet resources.
* Resources are multidisciplinary.
 | * The teacher candidate maintains a log of resources for student reference.
* The teacher candidate facilitates student contact with resources outside the classroom.
* The teacher candidate expands his/her knowledge of resources through professional organizations.
 |   |
| 1e:Designingcoherentinstruction | * Learning activities appear to be boring and/or not well aligned to the instructional goals.
* Materials are not developmentally appropriate or do not meet instructional objectives.
* Lesson plan is not structured or sequenced and is unrealistic in its expectations.
* Instructional group activities do not support learning objectives.
 | * Learning activities appear to be moderately challenging.
* Learning resources are suitable, but there is limited variety.
* Lesson structure is uneven or may be unrealistic about time expectations (pacing.)
* Instructional group activities appear to only partially support objectives.
 | * Learning activities are matched to instructional objectives.
* Activities provide opportunity for higher-level thinking.
* Instructional student groups appear to maximize learning and build on students’ strengths.
* The lesson plan is well structure, with reasonable time allocations.
 | * Activities permit student choice.
* Learning experiences connect to other disciplines.
* The teacher candidate provides a variety of appropriately challenging resources that are differentiated for students in the class.
* The lesson plan differentiates for individual student needs.
 |   |
| 1f:Designing studentassessment | * Assessments do not match instructional objectives.
* Assessments lack criteria.
* No formative assessments have been designed.
* Assessment results do not affect future lessons.
 | * Only some of the instructional objectives are addressed in the planned assessments.
* Assessment criteria are vague.
* Lesson plan refers to the use of formative assessments, but they are not fully developed.
* Assessment results are used to design future lesson plans for the whole class, not individual students.
 | * All of the objectives have a method for assessment.
* Lesson plan indicates modified assessments when they are necessary for some students.
* Lesson plan includes formative assessments to use during instruction.
* Assessment criteria are clearly written.
 | * Assessments provide opportunities for student choice.
* Students participate in designing assessments for their own work.
* Students develop rubrics according to teacher-specified learning objectives.
* Students are actively involved in collecting information from formative assessments and provide input.
 |   |
| 2a:Creating anenvironment ofrespect andrapport | * The teacher candidate is disrespectful toward students or insensitive to students’ ages, cultural backgrounds, and developmental levels.
* Students’ body language indicates feelings of insecurity, hurt, or discomfort.
* The teacher candidate displays no familiarity with, or caring about, individual students.
* The teacher candidate disregards disrespectful interactions among students.
 | * The quality of interactions between teacher candidate and students, or among students, is uneven, with occasional disrespect or insensitivity.
* The teacher candidate attempts to respond to disrespectful behavior among students, with uneven results.
* The teacher candidate attempts to make connections with individual students, but with mixed results.
 | * Talk between teacher and students and among students is uniformly respectful.
* The teacher candidate successfully responds to disrespectful behavior among students.
* The teacher candidate makes general connections with individual students.
* Students exhibit respect for the teacher candidate.
 | * The teacher candidate demonstrates knowledge and caring about individual students’ lives beyond the class and school.
* When necessary, students respectfully correct one another.
* Students participate without fear of put-downs or ridicule from either the teacher candidate or other students.
* The teacher candidate respects and encourages all students’ efforts in the class.
 |   |
| 2b:Establishing aculture for learning | * The teacher candidate conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors – i.e. district, state, national standards.
* Students exhibit little or no pride in their work.
* Students use language incorrectly; the teacher candidate does not correct them.
 | * The teacher candidate’s energy is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to meet external demands.
* The teacher candidate conveys high expectations for only some students.
* Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”
* The teacher candidate’s only primary concern appears to be to complete the lesson.
 | * The teacher candidate communicates the importance of the content and the conviction that with hard work all students can master the material.
* The teacher candidate demonstrates a high regard for students’ abilities.
* All students expend outstanding effort to complete work of high quality.
 | * The teacher candidate communicates a passion for the subject and lesson.
* Students indicate through their questions and comments a desire to understand the content.
* Students assist their classmates in understanding the content of the lesson.
* Students take initiative in improving the quality of their work.
 |   |
| 2c:Managingclassroomprocedures | * Students not working with the teacher candidate are not productively engaged.
* Transitions are disorganized or non-existent with much loss of instructional time.
* There do not appear to be any established procedures for distributing and collecting materials.
* Paraprofessionals have no defined role and/or are idle much of the time.
 | * Students not working directly with the teacher candidate are only partially engaged.
* Procedures for transitions seem to have been established, but their operation is not smooth.
* There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
* Paraprofessionals require frequent supervision.
 | * Students are productively engaged during small group or independent work.
* Transitions between large and small group activities are evident.
* Routines for distribution and collection of materials and supplies work efficiently.
* Paraprofessionals work with minimal supervision.
 | * With minimal prompting by the teacher candidate, students ensure that their time is used productively.
* Students take initiative in distributing and collecting materials efficiently.;
* Students themselves ensure that transitions and other routines are accomplished smoothly.
* Paraprofessionals take initiative in their work, but with the affirmation of the teacher candidate.
 |   |
| 2d:Managing studentbehavior | * The classroom environment is chaotic, with no standards of conduct evident.
* The teacher candidate does not monitor student behavior.
* Some students disrupt the classroom, without apparent awareness on the part of the teacher candidate or with an ineffective response.
 | * The teacher candidate attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
* The teacher candidate attempts to keep track of student behavior, but with no apparent system.
* The teacher candidate’s response to student misbehavior is inconsistent; sometimes harsh; other times lenient.
 | * Standards of conducts appear to have been established and implemented successfully.
* Overall, student behavior is generally appropriate.
* The teacher candidate’s response to student misbehavior is effective.
 | * Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
* The teacher candidate silently and subtly monitors student behavior.
* Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
 |   |
| 2e:Organizingphysical space | * There are physical hazards in the classroom, endangering student safety.
* Some students can’t see or hear the teacher candidate or see the board.
* Available technology is not being used, even if it is available, and its use would enhance the lesson.
 | * The classroom environment is safe and all students can see and hear the teacher or see the board.
* The physical environment is not an impediment to learning but does not enhance it.
* The teacher candidate makes limited use of available technology and other resources.
 | * The classroom is safe and arranged to fully support the instructional objectives and learning activities.
* The teacher makes appropriate use of available technology in the classroom.
 | * Modifications are made to the classroom to accommodate students with special needs.
* Students take the initiative to adjust the classroom to support the learning activities.
* The teacher candidate and students make extensive and imaginative use of available technology.
 |   |
| 3a:Communicatingwith students | * At no time during the lesson does the teacher candidate convey to students what they will be learning.
* Students indicate through body language or questions that they don’t understand the content being presented.
* The teacher candidate makes a serious content error that will affect students’ understanding of the lesson.
* Students indicate through their questions that they are confused about the learning task.
* The teacher’s vocabulary is not appropriate to the age or culture of the students and/or includes errors of vocabulary.
 | * The teacher candidate provides little elaboration or explanation of what the students will be learning.
* The teacher candidate’s explanations of the content consists of a monologues, with minimal participation or intellectual engagement by students.
* The teacher candidate makes no serious content errors but made minor ones.
* The teacher candidate’s explanations of content are purely procedural, with no indication how students can think strategically.
* The teacher must clarify the learning task so students can complete it.
* When the teacher candidate attempts to explain academic vocabulary, it is only partially successful.
* The teacher candidate’s vocabulary is too advanced, or too juvenile, for students.
 | * The teacher candidate states clearly, at some point during the lesson, what the students will be learning.
* The teacher candidate’s explanation of content is clear and invites student participation and thinking.
* The teacher candidate makes no content errors.
* The teacher candidate describes specific strategies students might use, inviting them to interpret them in the context of what they are learning.
* Students engage with the learning task, indicating that they understand what they are to do.
* The teacher candidate’s vocabulary is appropriate to students’ ages and levels of development.
* If appropriate, the teacher candidate models the process to be followed in the task.
* The teacher candidate’s vocabulary and usage are correct and entirely suited to the lesson.
 | * If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
* The teacher candidate explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
* The teacher candidate invites students to explain the content to their classmates.
* Students suggest other strategies they might use in approaching a challenge or analysis.
* The teacher candidate offers vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
* Students use academic language correctly.
* The teacher candidate points out possible areas for misunderstanding.
 |   |
| 3b:Using questioningand discussiontechniques | * Questions are rapid-fire requiring a single correct answer.
* Questions do not invite student thinking, beyond “recall.”
* The teacher candidate doe not ask students to explain their thinking.
* All discussion is between the teacher candidate and students; students are not invited to speak directly to one another.
* Only a few students dominate the discussion.
 | * The teacher candidate frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
* The teacher candidate invites students to respond directly to one another’s ideas, but few students respond.
* The teacher candidate calls on many students, but only a small number actually participate in the discussion.
* The teacher candidate asks students to explain their reasoning, but only some students attempt to do so.
 | * The teacher candidate uses open-ended questions, inviting students to think and/or offer multiple possible answers.
* The teacher candidate makes effective use of wait time.
* Discussions enable students to talk to one another without ongoing mediation by the teacher candidate.
* The teacher candidate calls on most students, even those who don’t initially volunteer.
* The teacher candidate asks students to justify their reasoning, and most attempt to do so.
 | * Students initiate higher-order questions.
* The teacher candidate builds on and uses student responses to questions in order to deepen student understanding.
* Students extend the discussion with deeper questions and thought processes.
* Students invite comments from their classmates during a discussion and challenge one another’s thinking.
* Virtually all the students in the class are engaged in the discussion.
 |   |
| 3c:Engaging studentsin learning | * Few students are intellectually engaged in the lesson.
* Learning tasks/activities and materials require only recall or have a single correct response.
* Instructional materials used are unsuitable to the lesson and/or the students.
* The lesson drags or is rushed (pacing is poor.)
* Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.
 | * Some students are intellectually engaged in the lesson.
* Learning tasks are a mix of those requiring thinking and those requiring recall.
* Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
* The materials and resources are partially aligned to the lesson objectives.
* Few of the materials and resources require student thinking or ask students to explain their thinking.
* The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others.
* The instructional groupings used are partially appropriate to the activities.
 | * Most students are intellectually engaged in the lesson.
* Most learning tasks have multiple correct responses or approaches and /or encourage higher-order thinking.
* Students are invited to explain their thinking as part of completing tasks.
* Materials and resources support the learning goals and require intellectual engagement, as appropriate.
* The pacing of the lesson provides students the time needed to be intellectually engaged.
* The teacher candidate uses groupings that are suitable to the lesson activities.
 | * Virtually all students are intellectually engaged in the lesson.
* Lesson activities require high-level student thinking and explanations of their learning.
* Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggestion modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
* Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
 |   |
| 3d:Using Assessmentin Instruction | * The teacher candidate gives no indication of what high-quality work looks like.
* The teacher candidate makes no effort to determine whether students understand the lesson.
* Students receive no feedback, or feedback is global or directed to only one student.
* The teacher candidate does not ask students to evaluate their own or classmates’ work.
 | * There is little evidence that the students understand how their work will be evaluated.
* The teacher candidate monitors understanding through a single method, or without eliciting evidence of understanding from students.
* Feedback to students is vague and not oriented toward future improvement of work.
* The teacher candidate makes only minor attempts to engage students in self-or peer assessment.
 | * The teacher candidate makes the standards of high-quality work clear to students.
* The teacher candidate elicits evidence of student understanding.
* Students are invited to assess their own work and make improvements; most of them do so.
* Feedback includes specific and timely guidance, at least for groups of students.
 | * Students indicate that they clearly understand what is high-quality work, and there is evidence that students have helped establish the evaluation criteria.
* The teacher candidate is constantly ‘taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
* Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
* High-quality feedback comes from many sources, including student; it is specific and focused on improvement.
 |   |
| 3e: Demonstratingflexibility andresponsiveness | * The teacher candidate ignores indications of student boredom (disengagement) or lack of understanding.
* The teacher candidate brushes aside students’ questions.
* The teacher candidate conveys to students that when they have difficulty learning, it is their own fault.
* In reflecting on practice, the teacher candidate does not indicate that it is important to reach all students.
* The teacher candidate makes no attempt to adjust the lesson in response to student confusion.
 | * The teacher candidate makes minimal attempts to incorporate students’ questions and interests into the lesson.
* The teacher candidate conveys to students a level of responsibility for their learning but also his/her uncertainty about how to assist them.
* In reflecting on practice, the teacher candidate indicates the desire to reach all students but does not devise strategies for doing so.
* The teacher candidate’s attempts to adjust the lesson are only partially successful.
 | * The teacher candidate incorporates students’ interests and questions into the heart of the lesson.
* The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty.
* In reflecting on practice, the teacher candidate cites multiple approaches undertaken to reach students having difficulty.
* When improvising becomes necessary, the teacher candidate makes adjustments to the lesson.
 | * The teacher candidate seizes on a teachable moment to enhance a lesson.
* The teacher candidate conveys to students that he/she won’t consider a lesson “finished” until every student understands and that he/she has a broad range of approaches to use.
* In reflecting on practice, the teacher candidate can cite others in the school and beyond whom he/she has contacted for assistance in reaching some students.
* The teacher candidate makes adjustments, as needed, to assist individual students.
 |   |
| 4a:Reflecting onTeaching | * The teacher candidate reflects on the lesson but draws incorrect conclusions about its effectiveness.
* The teacher candidate makes no suggestions for improvement.

.  | * The teacher candidate has a general sense of whether or not the instructional objectives were effective.
* The teacher offers general modifications for future instruction.
 | * The teacher candidate accurately assesses the effectiveness of how the objectives of the lesson were met.
* The teacher candidate identifies specific ways in which a lesson might be improved.
 | * The teacher candidate’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
* The teacher candidate’s suggestions for improvement draw on extensive background and understanding.
 |   |
| 4b:MaintainingAccurate Records | * There is no system for either instructional or non-instructional records.
* Record keeping systems are in disarray and provide incorrect or confusing information.
 | * The teacher candidate has a process for recording student work completion.
* The teacher candidate’s process for tracking student progress is cumbersome to use.
* The teacher candidate has a process for tracking some, but not all, non-instructional information.
 | * The teacher candidate’s process for recording completion of student work is efficient and effective.
* The teacher candidate has an efficient and effective process for recording student attainment of learning goals.
* The teacher candidate’s process for recording non-instructional information is both efficient and effective.
 | * Students contribute to and maintain records indicating completed and outstanding work assignments.
* Students contribute to and maintain data files indicating their own progress in learning.
* Students contribute to maintaining non-instructional records for the class.
 |   |
| 4c:Supervisedcommunicationwith families | * Little or no information regarding the instructional program is available to parents.
* Families are unaware of their children’s progress.
* Family engagement activities are lacking.
* There is some culturally inappropriate communication.
 | * School or district created materials about the instructional program are sent home.
* The teacher candidate maintains a school-required grade book but does little else to inform families about student progress.
* Some of the teacher candidate’s communications are inappropriate to families’ cultural norms.
 | * The teacher candidate regularly sends home information about student progress.
* The teacher candidate develops activities designed to engage families successfully and appropriately in their children’s learning.
* The teacher candidate’s communications are appropriate to families’ cultural norms.
 | * Students regularly develop materials to inform their families about the instructional program.
* Students contribute to regular and ongoing projects designed to engage families in the learning process.
* Students maintain records about their learning progress and share this information with their families.
 |   |
| 4d:Participating in aProfessionalCommunity | * The teacher candidate’s relationships with colleagues are characterized by negativity or combativeness.
* The teacher candidate avoids or does not participate in school activities and/or district projects outside of school hours.
 | * The teacher candidate has good relationships with colleagues.
* When asked or invited, the teacher candidate participates in school activities and/or district projects outside of school hours.
 | * The teacher candidate has supportive and collaborative relationships with colleagues.
* The teacher candidate frequently volunteers to participate in school activities and/or district projects outside of school hours.
 | * The teacher candidate regularly contributes to events that positively impact school life.
* The teacher candidate regularly contributes to school activities and/or district projects outside of school hours.
 |   |
| 4e:Growing andDevelopingprofessionally | * The teacher candidate is not interested in any activity that might enhance knowledge or skill.
* The teacher candidate purposefully resists discussing performance with his/her supervisors.
 | * When invited, the teacher candidate participates in professional activities when they are provided by the school/district.
* The teacher candidate reluctantly accepts feedback from supervisors and sporadically puts their recommendations into practice.
 | * The teacher candidate seeks opportunities for continued professional development to enhance content knowledge and pedagogical skill.
* The teacher candidate accepts feedback from supervisors and puts their recommendations into practice as often as possible.
 | * The teacher candidate actively seeks feedback from supervisors that will enhance their classroom performance.
* The teacher candidate seeks membership in professional organizations that will enhance their classroom performance.
 |   |
| 4f:ShowingProfessionalism | * The teacher candidate is dishonest.
* The teacher candidate does not dress professionally.
* The teacher candidate does not notice the needs of students.
* The teacher candidate engages in practices that are self-serving.
* The teacher candidate does not follow school and/or district regulations or only when they serve his/her needs.
 | * The teacher candidate is honest.
* The teacher candidate dresses professionally.
* The teacher candidate notices the needs of students but is inconsistent in addressing them.
* The teacher candidate complies with school/district regulations.
 | * The teacher candidate is honest and is known for having high standards of integrity.
* The teacher candidate dresses and acts in a professional manner.
* When invited, the teacher candidate attends team and departmental meetings.
* The teacher candidate works to provide opportunities for student success.
* The teacher candidate complies completely with school/district regulations.
 | * The teacher candidate is highly regarded for his/her professionalism.
* The teacher candidate consistently dresses and acts in a professional manner.
* When invited, the teacher candidate actively participates in team and departmental meetings.
* The teacher candidate is highly proactive in serving students.
* The teacher candidate consistently and completely complies with school/district regulations.
 |   |
|  |

Bottom of Form