

ST-11 Summative Evaluation Rubric

Standard 1: CURRICULUM AND PLANNING

| | Exceeds Standard (All of Meets Standard +) | Meets Standard | Approaches Standard | Unsatisfactory |
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| 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- | Plans large group, small-group and individual learning as appropriate; | | Designs lessons and units that use activities not suitable to |

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| | group and individual learning as appropriate; | | | 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. | |

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| 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; |

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| | 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 21 st 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 | Uses a limited number of instructional approaches; Uses available technology only | Uses one style or strategy to achieve instructional goals; Does not differentiate |

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| | | enhances learning; | as a reward or punishment for behavior or as an end unto itself rather than as a tool | 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; | | |

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| | | 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; | |

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| | 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 <i>teachable moments</i> ; | 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 | <u>Routinely and actively</u> engages with colleagues in school and/or | Engages with colleagues in school placement and/or university to | Participates in a collaborative team when invited to do so; | Chooses to work in isolation; |

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| Collaboration | university to develop effective teaching strategies; Participates in school's grade level team meetings. | develop effective teaching strategies; | | |
| | <u>Actively</u> 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 | <u>Routinely</u> 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 <u>adapt ideas</u> 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

| | Exceeds | Meets Standard | Approaches Standard | Unsatisfactory |
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| 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. |

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| 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. StrategicPlanni ng/ 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; |

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| | 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. |