

MEES Teacher Candidate Assessment Rubric

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> Provides no opportunity for students to process content. Makes mistakes and/or shares misinformation when teaching content. Makes no attempt to address needed vocabulary or terminology necessary to understand content. Students are not engaged in the content. 	<ul style="list-style-type: none"> Demonstrates an awareness of possible strategies to allow students to process content. Provides students basic information about content, but unable to convey a deep understanding of the topic. Plans to introduce vocabulary and terminology, but fails to use strategies to enhance student engagement and responses. Few students are engaged in the content. 	<ul style="list-style-type: none"> Provides students with limited opportunities to process content through discussion with others. Uses accurate content knowledge to support learning. Uses limited strategies to teach academic content, vocabulary, and terminology. Some students exhibit engagement in the content. 	<ul style="list-style-type: none"> Provides students opportunities to process the content through discussion with others. Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning. Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses. The majority of students exhibit engagement in the content, e.g. raising hands, participating in activities, using vocabulary. 	<ul style="list-style-type: none"> Identifies low engagement and responds with strategies to increase engagement. Uses a variety of skillful questioning strategies to promote active participation and depth of student response. Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.

Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter

Standard 2: Student Learning, Growth and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> • Makes no attempt to differentiate content, process, product, or environment. • Is unaware of students' background knowledge and/or learning needs. • Makes no attempt to differentiate to meet student needs. 	<ul style="list-style-type: none"> • Describes the possible ways to adjust instruction based on student differences. • Acknowledges student demographics, but does not consider during lesson implementation. • Describes possible differentiation strategies to meet student needs. 	<ul style="list-style-type: none"> • Varies activities within a lesson but does not intentionally consider student differences. • Uses knowledge of the class overall to meet needs. • Incorporates instructional strategies to meet needs of some students. 	<ul style="list-style-type: none"> • Designs and implements a lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment. • Uses knowledge of students to meet individual needs, including accommodations and modifications as needed. • Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs. 	<ul style="list-style-type: none"> • Designs and utilizes a blend of whole-class, group, and/or individual instruction. • Uses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response. • Recognizes student needs in the moment and adjusts teacher presentation and/or student groupings to address variations in student learning.

Representative Indicator: 2.4 Differentiated Lesson Design

Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):
<ul style="list-style-type: none"> Makes no attempt to access standards. Learning activities clearly do not align to standards. Does not include standards in lesson plans. Does not post or mention the learning objective during the lesson 	<ul style="list-style-type: none"> Designs lesson demonstrating knowledge of how to access district, state, and/or national standards. Plans for learning activities somewhat aligned to district, state, and/or national standards. Records the learning objectives on the lesson plan. Posts the learning objective but does not mention the objective during the lesson. 	<ul style="list-style-type: none"> Implements lesson and assessments exhibiting limited understanding of appropriate curriculum. Implements learning activities aligned to district, state, and/or national standards. Posts the learning objective(s) in student-friendly language but only refers to it minimally during instruction. States the learning objectives so that some students are able to articulate the objective of the lesson. 	<ul style="list-style-type: none"> Implements lessons and assessments exhibiting understanding of appropriate curriculum. Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards. Connects learning objectives to real world references to aid in student comprehension. Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language. 	<ul style="list-style-type: none"> Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives. Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons. Makes adjustments during the lesson while still following district curriculum.

Representative Indicator: 3.1 Implementation of Curriculum Standards

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.				
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<ul style="list-style-type: none"> • Uses only one strategy that was largely ineffective. • Provides no opportunities for students to share ideas and generate possible solutions. • Facilitates no opportunities for student to analyze and discuss problems and possible solutions. • Students are not encouraged to respond to or ask questions. • Facilitates instruction lacking in rigor and relevance. 	<ul style="list-style-type: none"> • Explains strategies to engage students to engage in self-monitoring, self-reflection, and/or self-directed learning. • Is knowledgeable about strategies to facilitate opportunities for students to share ideas and generate possible solutions. • Explains strategies for analyzing and discussing problems. • Includes questions that promote critical thinking in lesson plans. • Explains strategies to incorporate rigor and relevance. 	<ul style="list-style-type: none"> • Facilitates limited opportunities for students to engage in self-monitoring, self-reflection, and/or self-directed learning. • Provides limited opportunities for students to share ideas and generate possible solutions. • Facilitates limited opportunities for students to analyze and discuss problems and possible solutions. • Uses questioning techniques that prompt students to provide answers reflecting critical thinking. • Uses limited strategies to incorporate rigor and relevance. 	<ul style="list-style-type: none"> • Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning. • Provides opportunities in which all students convey their ideas and/or solutions through product and/or process. • Facilitates opportunities in which students analyze and discuss problems and possible solutions. • Facilitates reciprocal higher-order questioning. • Uses various evidence-based instructional strategies to promote rigor and relevance. 	<ul style="list-style-type: none"> • Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem. • Facilitates a student-centered lesson in which students discover for themselves the desired knowledge and/or skills, rather than relying on teacher-provided information. • Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences. • Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.

Representative Indicator: 4.1 Student Engagement in Critical Thinking

Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> • Lacks strategies for monitoring student behavior. • Students are not able to learn because the classroom environment is not conducive. • Unequipped to appropriately respond to student misbehavior, resulting in frustration. • Demonstrates hostility toward some students. • Lacks knowledge of the school's system for behavior. 	<ul style="list-style-type: none"> • Explains strategies for monitoring student behavior. • Describes strategies to minimize disruptions. • Plans to communicate expectations to maintain a safe learning environment. • Describes strategies for building relationships with students, but does not demonstrate in practice. • Accurately describes the behavior system implemented at the school. 	<ul style="list-style-type: none"> • Inconsistently monitors and responds to behavior. • Uses strategies to minimize disruptions to the learning environment. Behavior occasionally distracts other students from learning. • Reacts to student behavior in the moment without clearly communicating expectations in advance. • Demonstrates a positive rapport with most students in the classroom. • Uses the vocabulary and structure of the school's system for behavior. 	<ul style="list-style-type: none"> • Monitors student behavior and intervenes as needed. • Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment. • Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment. • Displays a strong relationship and rapport with individual students that promotes a positive learning environment. • Comfortably uses the vocabulary and structure of the school's system for behavior. 	<ul style="list-style-type: none"> • Candidate proactively intercepts student misbehavior or distraction. • Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning. • Seeks feedback from students on his or her teaching, strategies, classroom, etc.

Representative Indicators: 5.1 Classroom Management Techniques and 5.2 Management of Time, Space, Transitions, and Activities

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and

families to foster active inquiry, collaboration, and supportive interaction in the classroom.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):
<ul style="list-style-type: none"> Does not include instructions in lesson plan nor implements during lesson. Does not plan for nor understand the need to model desired outcomes to enhance student comprehension. Significant speech inadequacies, including volume, tone and/or inflection, convey candidate's lack of awareness. Grammar usage in written and/or verbal communication includes errors that demonstrate lack of candidate knowledge and significantly interfere with meaning. 	<ul style="list-style-type: none"> Provides clear instructions in the lesson plan, but fails to implement during lesson. Plans to model desired outcomes to enhance student comprehension in the lesson plan, but fails to do so. Speech qualities including volume, tone, and/or inflection are absent, negatively impacting lesson delivery. Grammar usage in written and/or verbal communication includes errors that significantly interfere with meaning. 	<ul style="list-style-type: none"> Provides clear instructions through verbal OR non-verbal cues. Models desired outcomes to enhance student comprehension, but does so without clarity and/or effectiveness. Inadequate speech qualities including volume, tone, and/or inflection minimally impact lesson delivery. Grammar usage in written and/or verbal communication includes errors that do not interfere with meaning. 	<ul style="list-style-type: none"> Provides clear instructions through verbal AND non-verbal cues. Clearly and effectively models desired outcomes to enhance student comprehension. Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery. Models proper grammar consistently in written and verbal communication. 	<ul style="list-style-type: none"> Adjust conversation skills to support individual student understanding. Encourages students to develop effective speech qualities including volume, tone, and inflection. Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.

Representative Indicator: 6.1 Verbal and Nonverbal Communication

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> Collects no data from assessments to monitor the progress of students. Provides no evidence that formative assessments are needed to guide future instruction. Lacks an ethical understanding of maintaining student records. 	<ul style="list-style-type: none"> Collects limited or incomplete assessment data and does not articulate how to use the data to monitor the progress of students. Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction, but does not implement. Articulates the importance of maintaining student records ethically, but does not always demonstrate this understanding in practice. 	<ul style="list-style-type: none"> Uses multiple types of assessment data to monitor the progress of most students. Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction. Maintains student records inconsistently, but always in a confidential and ethical manner. 	<ul style="list-style-type: none"> Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole. Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction. Maintains student records consistently and in a confidential and ethical manner. 	<ul style="list-style-type: none"> Analyzes trend data to respond instructionally resulting in a positive impact on student learning. Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole. Supports students in creating and articulating progress toward goals. Uses formative assessment strategies to adjust mid-lesson instruction. Provides evidence of how the lesson format, instructional techniques, etc. were designed using previously gathered assessment data.

Representative Indicators: 7.1 Effective Use of Assessments, 7.2 Assessment Data to Improve Learning, 7.5 Communication of Student Progress and Maintaining Records

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> • Demonstrates no reflection on the effectiveness of the lesson based on student learning and engagement even when prompted by the evaluator. • Rejects or ignores feedback provided through conferencing with mentors. • Does not recognize or acknowledge own weaknesses even when prompted. • <i>Resists or ignores</i> opportunities to grow professionally. 	<ul style="list-style-type: none"> • Reflects on the lesson based on student learning and engagement when prompted by the evaluator, but on a superficial level. • Accepts feedback but does not utilize feedback to adjust and improve practice. • Acknowledges weaknesses when prompted, but does not improve professional conduct. • <i>Attends</i> school/and or district professional development. 	<ul style="list-style-type: none"> • Reflects on the lesson but makes limited connections to student learning and engagement. • Accepts and utilizes feedback to adjust practices with limited success. • Monitors and adjusts professional conduct when prompted. • <i>Participates</i> in school and/or district professional development. 	<ul style="list-style-type: none"> • Reflects on the effectiveness of a lesson based on student learning and engagement. • Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice. • Monitors and adjusts professional conduct through self-assessment. • <i>Fully engages</i> in school and/or district professional development to grow professionally. 	<ul style="list-style-type: none"> • Uses techniques or strategies introduced in district/school professional development in the classroom. • The candidate is committed to the learning of the entire school, not just his or her own growth. • Actively participates in a professional organization to improve practice. • Identifies areas of weakness and seeks out opportunities to strengthen, e.g. webinars, books, PD opportunities, professors, etc.

Representative Indicator: 8.1 Self-Assessment and Improvement

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.				
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<ul style="list-style-type: none"> Resists participation in school-wide functions. Resists collaboration. Avoids communication with students, staff, and families. Fails to build rapport with students, staff, and families; including the cooperating teacher. 	<ul style="list-style-type: none"> Recognizes the importance of participating in school-wide functions, but does not attend. Recognizes the importance of collaboration, but does not fully participate. Recognizes the importance of communication to support student success, but does not implement communication strategies. Maintains limited relationships with students, staff, and families. 	<ul style="list-style-type: none"> Recognizes the importance of participating in school-wide functions and attends sporadically. Participates in collaborative meetings. Communicates with students, staff, and families to support student success in alignment with expectations. Maintains appropriate relationships with students, staff, and families. 	<ul style="list-style-type: none"> Participates in school-wide functions to enhance student learning. Prepares for and fully engages in collaborative meetings to enhance student learning. Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success. Builds and seeks out positive, appropriate relationships with students, staff, and families. 	<ul style="list-style-type: none"> Volunteers to be a member of a school-wide committee. Collaborates with parents, colleagues, and/or community members for the benefit of students. Actively participates in school or district events to build a broad network of collaboration.

Representative Indicator: 9.3 Cooperative Partnerships in Support of Student Learning