

Spadoni College of Education and Social Sciences

ADEPT Rubric

Intern:	<input type="text"/>	University Supervisor:	<input type="text"/>
CCU ID:	<input type="text"/>	Cooperating Teacher:	<input type="text"/>
Program:	<input type="text"/>	School Site:	<input type="text"/>
Course:	<input type="text"/>	Grade/Subject:	<input type="text"/>
Semester:	<input type="text"/>	Date:	<input type="text"/>
Evaluation Type:	<input type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> Consensus	Completed by:	<input type="checkbox"/> University Supervisor <input type="checkbox"/> Cooperating Teacher <input type="checkbox"/> Intern

Candidates: The SCTS 4.0 instrument is administered twice as part of the internship course: once during the Formative Conference and once during the Summative Conference. The Intern, Cooperating Teacher, and University Supervisor all complete their own evaluations, and then a consensus evaluation is reached during the conference. Candidates are expected to earn a minimum of a 2 on each scored element of their consensus summative evaluation.

Raters: The SCTS 4.0 instrument is administered twice during internship: once during the Formative Conference and once during the Summative Conference. The Intern, Cooperating Teacher, and University Supervisor all complete their own evaluation, and then a consensus evaluation is reached during the conference. Candidates are expected to earn a minimum of a 2 on each scored element of their consensus summative evaluation.

Comments: Each group of elements within the instrument contains a comments section. While raters may choose to add comments as needed, comments are required in each of the following events: an earned score of a 1 on the formative consensus evaluation (a formal improvement plan may be implemented as well), an earned score of a 4 on either the formative or summative consensus evaluations, and any element deemed not applicable for a candidate's particular context. Please read below for further details about the N/A option.

N/A items: During the consensus evaluation, the Cooperating Teacher and University Supervisor may decide that an item is not applicable for the candidate's context, and choose not to score the element. In these cases, a note indicating the specific element that is not being scored should be indicated in the comments section for that element, with a brief but clear explanation for why the element is inappropriate for the candidate's context. Raters should also notify the program coordinator about the intention to use the N/A option, and receive approval from the program coordinator. The items indicated as N/A should be indicated in both the formative and summative consensus evaluations.

INSTRUCTION: Standards/Objectives:								
	(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
1.1	Communicating Learning Objectives and Standards	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. State standards are displayed, and referenced throughout the lesson with explanations. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. State standards are displayed and referenced in the lesson. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. State standards are appropriately displayed. 	<ul style="list-style-type: none"> Learning objectives and state content standards are not communicated. State standards are not appropriately displayed. 			

	(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
1.2	Aligning Sub-objectives	Sub-objectives are aligned and logically sequenced to the lesson's major objective.	Sub-objectives are mostly aligned to the lesson's major objective.	Sub-objectives are sometimes aligned to the lesson's major objective.	Sub-objectives are rarely aligned to the lesson's major objective.			

	(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
1.3	Connecting Learning Objectives	Learning objectives are consistently connected to what students have previously learned, know from life experiences, and integrated with other disciplines.	Learning objectives are connected to what students have previously learned.	Learning objectives are not clearly connected to what students have previously learned.	Learning objectives are rarely connected to what students have previously learned.			

	(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
1.4	Student Performance Expectations	Expectations for each student's performance are clear, demanding, and high .	Expectations for student performance are clear, demanding and high .	Expectations for student performance are clear .	Expectations for student performance are vague .			

	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
1.5	Student Mastery	There is evidence that most students demonstrate mastery of the objective.	There is evidence that some students demonstrate mastery of the objective.	There is evidence that few students demonstrate mastery of the objective.		

Comments:

INSTRUCTION: Motivating Students:									
		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
2.1	Engaging Students	The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students.		The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students.		The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students.		The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students.	

		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
2.2	Learning Experiences	The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued.		The teacher often develops learning experiences where inquiry, curiosity and exploration are valued.		The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued.		The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued.	

		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
2.3	Reinforcement	The teacher consistently reinforces and rewards effort.		The teacher regularly reinforces and rewards effort.		The teacher sometimes reinforces and rewards effort.		The teacher rarely reinforces and rewards effort.	

Comments:

INSTRUCTION: Presenting Instructional Content:									
		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
3	Presenting Instructional Content	Presentation of content always includes:		Presentation of content most of the time includes:		Presentation of content sometimes includes:		Presentation of content rarely includes:	
		<ul style="list-style-type: none"> · visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective · explicit examples, illustrations, analogies, and labels for new concepts and ideas. · modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. · concise communication. · logical sequencing and segmenting. · all essential information. · no irrelevant, confusing, or non- essential information. 							

Comments:

INSTRUCTION: Lesson Structure and Pacing:

		(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
4.1	Start of Lesson	The lesson starts promptly.	The lesson starts somewhat promptly.	The lesson does not start promptly.

		(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
4.2	Structure	The lesson's structure is coherent, with a beginning, middle, end, and reflection.	The lesson's structure is coherent, with a beginning, middle, and end.	The lesson has a structure, but may be missing closure or introductory elements.

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
4.3	Pacing	Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates.	Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates.	Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates.	Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates.

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
4.4	Routines and Transitions	<ul style="list-style-type: none"> · Routines for distributing materials are seamless. · No instructional time is lost during transitions. 	<ul style="list-style-type: none"> · Routines for distributing materials are efficient. · Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> · Routines for distributing materials are efficient. · Instructional time is lost during transitions. 	<ul style="list-style-type: none"> · Routines for distributing materials are inefficient. · Considerable time is lost during transitions.

Comments:

INSTRUCTION: Activities and Materials:

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
5.0	Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> · support the lesson · are challenging. · sustain students' attention. · elicit a variety of thinking. · provide time for reflection. · are relevant to students' lives. · provide opportunities for student to student interaction. · induce student curiosity and suspense. · provide students with choices. · incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). · incorporate multimedia and technology which enhances student learning and thinking. · In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self- direction and self-monitoring. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> · support the lesson · are challenging. · sustain students' attention. · elicit a variety of thinking. · provide time for reflection. · are relevant to students' lives. · provide opportunities for student to student interaction. · induce student curiosity and suspense. · provide students with choices. · incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). · incorporate multimedia and technology. 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> · support the lesson · are challenging. · sustain students' attention. · elicit a variety of thinking. · provide time for reflection. · are relevant to students' lives. · provide opportunities for student to student interaction. · induce student curiosity and suspense. · provide students with choices. · incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). · incorporate multimedia and technology. 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> · support the lesson · are challenging. · sustain students' attention. · elicit a variety of thinking. · provide time for reflection. · are relevant to students' lives. · provide opportunities for student to student interaction. · induce student curiosity and suspense. · provide students with choices. · incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). · incorporate multimedia and technology.

Comments:

INSTRUCTION: Questioning:

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
6.0	Questioning	<p>Teacher questions are varied and high quality providing a consistently balanced mix of question</p> <ul style="list-style-type: none"> · knowledge and · application and analysis, · creation and evaluation. · Questions are consistently purposeful and coherent. · A high frequency of questions is asked. · Questions are consistently sequenced with attention to the instructional goals. · Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). · Wait time (3-5 seconds) is consistently provided. · The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. · Students generate higher order questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality providing a balanced mix of question types:</p> <ul style="list-style-type: none"> · knowledge and · application and analysis, · creation and evaluation. · Questions are usually purposeful and coherent. · A moderate frequency of questions asked. · Questions are often sequenced with attention to the instructional goals. · Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). · Wait time is often provided. · The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. · Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> · knowledge and · application and analysis, · creation and evaluation. · Questions are sometimes purposeful and coherent. · A moderate frequency of questions asked. · Questions are sometimes sequenced with attention to the instructional goals. · Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). · Wait time is sometimes provided. · The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> · knowledge and · application and analysis, · creation and evaluation. · Questions are random and lack coherence. · A low frequency of questions is asked. · Questions are rarely sequenced with attention to the instructional goals. · Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). · Wait time is inconsistently provided. · The teacher mostly calls on volunteers and high ability students.

Comments:

INSTRUCTION: Academic Feedback:								
	(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
7.1	Oral and Written Feedback	Oral and written feedback is consistently academically focused, frequent, and high quality.	Oral and written feedback is mostly academically focused, frequent, and mostly high quality.	Oral and written feedback is sometimes academically focused, frequent, and mostly high quality.	The quality and timeliness of feedback is inconsistent .			

	(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
7.2	Frequency of Feedback	Feedback is frequently given during guided practice and homework review.	Feedback is often given during guided practice and homework review.	Feedback is sometimes given during guided practice and homework review.	Feedback is rarely given during guided practice and homework review.			

	(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
7.3	Monitoring Student Progress	The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.	The teacher circulates regularly during instructional activities to support engagement, and monitor student work.	The teacher circulates sometimes during instructional activities to support engagement, and monitor student work.	The teacher circulates during instructional activities, but monitors mostly behavior.			

	(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
7.4	Student Feedback	<ul style="list-style-type: none"> Feedback from students is consistently used to monitor and adjust instruction. Teacher engages students in giving specific and high quality feedback to one another. 	<ul style="list-style-type: none"> Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving feedback to one another. 	Feedback from students is sometimes used to monitor and adjust instruction.	Feedback from students is rarely used to monitor or adjust instruction.			

Comments:

INSTRUCTION: Grouping Students:

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
8.0	Grouping Students	<p>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.</p> <ul style="list-style-type: none"> · All students in groups know their roles, responsibilities, and group work expectations. · All students participating in groups are held accountable for group work and individual work. · Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. · Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<p>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.</p> <ul style="list-style-type: none"> · Most students in groups know their roles, responsibilities, and group work expectations. · Most students participating in groups are held accountable for group work and individual work. · Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<p>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometimes enhance student understanding and learning efficiency.</p> <ul style="list-style-type: none"> · Some students in groups know their roles, responsibilities, and group work expectations. · Some students participating in groups are held accountable for group work and individual work. · Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson. 	<p>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency.</p> <ul style="list-style-type: none"> · Few students in groups know their roles, responsibilities, and group work expectations. · Few students participating in groups are held accountable for group work and individual work. · Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.

Comments:

INSTRUCTION: Teacher Content Knowledge:									
		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
9.1	Teacher Content Knowledge	Teacher displays extensive content knowledge of all the subjects he or she teaches.		Teacher displays accurate content knowledge of all the subjects he or she teaches.		Teacher displays adequate content knowledge of all the subjects he or she teaches.		Teacher displays underdeveloped content knowledge in several subject areas.	

		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
9.2	Subject-Specific Instructional Strategies	Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.[i]		Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge.		Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.		Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.	

		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
9.3	Connecting Key Concepts and Ideas	The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.		The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.		The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.		Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.	

Comments:	
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INSTRUCTION: Teacher Knowledge of Students:

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
10.1	Learning Difficulties	Teacher practices display understanding of each student's anticipated learning difficulties.	Teacher practices display understanding of most student anticipated learning difficulties.	Teacher practices display understanding of some student anticipated learning difficulties.	Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties.

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
10.2	Incorporating Student Interests and Culture	Teacher practices consistently incorporate student interests and cultural heritage.	Teacher practices regularly incorporate student interests and cultural heritage.	Teacher practices sometimes incorporate student interests and cultural heritage.	Teacher practices rarely incorporate student interests or cultural heritage.

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
10.3	Differentiated Instruction	Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	Teacher practices demonstrate little differentiation of instructional methods or content.

Comments:

INSTRUCTION: Thinking:									
		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
11.1	Types of Thinking	<p>The teacher thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> · analytical thinking where students analyze, compare and contrast, and evaluate and explain information. · practical thinking where students use, apply, and implement what they learn in real-life scenarios. · creative thinking where students create, design, imagine and suppose. · research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. 		<p>The teacher thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> · analytical thinking where students analyze, compare and contrast, and evaluate and explain information. · practical thinking where students use, apply, and implement what they learn in real-life scenarios. · creative thinking where students create, design, imagine and suppose. · research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. 		<p>The teacher attempts to teach one type of thinking but does not thoroughly teach at least one type of thinking:</p> <ul style="list-style-type: none"> · analytical thinking where students analyze, compare and contrast, and evaluate and explain information. · practical thinking where students use, apply, and implement what they learn in real-life scenarios. · creative thinking where students create, design, imagine and suppose. · research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. 		<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p>	

		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
11.2	Student Opportunities	<p>The teacher consistently provides opportunities where students:</p> <ul style="list-style-type: none"> · generate a variety of ideas and alternatives. · analyze problems from multiple perspectives and viewpoints. · monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 		<p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> · generate a variety of ideas and alternatives. · analyze problems from multiple perspectives and viewpoints. 		<p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> · generate a variety of ideas and alternatives. · analyze problems from multiple perspectives and viewpoints. 		<p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> · generate a variety of ideas and alternatives. · analyze problems from multiple perspectives and viewpoints. 	

Comments:

INSTRUCTION: Problem Solving:									
		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
12.0	Problem Solving	The teacher implements activities that teach and reinforce 3 or more of the following problem solving types: <ul style="list-style-type: none"> · Abstraction · Categorization · Drawing Conclusions/Justifying Solutions <ul style="list-style-type: none"> · Predicting Outcomes · Observing and · Improving Solutions · Identifying Relevant/Irrelevant <ul style="list-style-type: none"> · Generating Ideas · Creating and Designing 	The teacher implements activities that teach and reinforce 2 of the following problem solving types: <ul style="list-style-type: none"> · Abstraction · Categorization · Drawing Conclusions/Justifying Solutions <ul style="list-style-type: none"> · Predicting Outcomes · Observing and · Improving Solutions · Identifying Relevant/Irrelevant <ul style="list-style-type: none"> · Generating Ideas · Creating and Designing 	The teacher implements activities that teach and reinforce 1 of the following problem solving types: <ul style="list-style-type: none"> · Abstraction · Categorization · Drawing Conclusions/Justifying Solutions <ul style="list-style-type: none"> · Predicting Outcomes · Observing and · Improving Solutions · Identifying Relevant/Irrelevant <ul style="list-style-type: none"> · Generating Ideas · Creating and Designing 	The teacher implements no activities that teach and reinforce any of the following problem solving types: <ul style="list-style-type: none"> · Abstraction · Categorization · Drawing Conclusions/Justifying Solutions <ul style="list-style-type: none"> · Predicting Outcomes · Observing and · Improving Solutions · Identifying Relevant/Irrelevant <ul style="list-style-type: none"> · Generating Ideas · Creating and Designing 				

Comments:

PLANNING: Instructional Plans:							
		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory		
13.1	Goals	Instructional plans include measurable and explicit goals aligned to state content standards.	Instructional plans include goals aligned to state content standards.	Instructional plans include some goals aligned to state content standards.	Instructional plans include few goals aligned to state content standards.		

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory		
13.2	Activities, Materials, and Assessments	Instructional plans include activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure. 	Instructional plans include activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure. 	Instructional plans include activities, materials, and assessments that: <ul style="list-style-type: none"> are sometimes aligned to state standards. are sometimes sequenced from basic to Sometimes build on prior student knowledge. Sometimes provide appropriate time for student work, and lesson and unit closure. 	Instructional plans include activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge inconsistently provide time for student work, and lesson and unit closure. 		

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory		
13.3	Appropriateness	Instructional plans include evidence that plan is appropriate for the age, knowledge, and interests of all learners.	Instructional plans include evidence that plan is appropriate for the age, knowledge, and interests of most learners.	Instructional plans include some evidence that plan is appropriate for the age, knowledge, and interests of most learners.	Instructional plans include little evidence that the plan is appropriate for the age, knowledge, or interests of the learners.		

		(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory			
13.4	Accommodating Individual Student Needs	Instructional plans include evidence that the plan provides regular opportunities to accommodate individual student needs.	Instructional plans include evidence that plan provides some opportunities to accommodate individual student needs.	Instructional plans include little evidence that the plan provides some opportunities to accommodate individual student needs.			

Comments:

PLANNING: Student Work:									
		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
14.1	Assignments		Assignments require students to organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it.		Assignments require students to interpret and analyze information rather than reproduce it.		Assignments require students to interpret information rather than reproduce it.		Assignments require students to mostly reproduce information.

		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
14.2	Drawing and Supporting Conclusions		Assignments require students to draw conclusions, make generalizations, and produce arguments that are supported through extended writing.		Assignments require students to draw conclusions and support them through writing.		Assignments require students to sometimes draw conclusions and support them through writing.		Assignments require students to rarely draw conclusions and support them through writing.

		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
14.3	Connecting Learning		Assignments require students to connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.		Assignments require students to connect what they are learning to prior learning and some life experiences.		Assignments require students to sometimes connect what they are learning to prior learning.		Assignments require students to rarely connect what they are learning to prior learning or life experiences.

Comments:

PLANNING: Assessment:							
		(3) Proficient		(2) Needs Improvement		(1) Unsatisfactory	
15.1	Alignment with State Content Standards	Assessment Plans are aligned with state content standards.		Assessment Plans are sometimes aligned with state content standards.		Assessment Plans are rarely aligned with state content standards.	

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
15.2	Measurement Criteria	Assessment Plans: <ul style="list-style-type: none"> · have clear appropriate measurement criteria. · measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). 	Assessment Plans: <ul style="list-style-type: none"> · have clear measurement criteria. · measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). 	Assessment Plans: <ul style="list-style-type: none"> · have measurement criteria. · measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). 	Assessment Plans: <ul style="list-style-type: none"> · have ambiguous measurement criteria. · measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
15.3	Assessment Tasks	Assessment Plans: <ul style="list-style-type: none"> · require extended written tasks. · are portfolio-based with clear illustrations of student progress toward state content standards. 	Assessment Plans: <ul style="list-style-type: none"> · require written tasks. 	Assessment Plans: <ul style="list-style-type: none"> · require limited written tasks. 	Assessment Plans: <ul style="list-style-type: none"> · do not require any written tasks.

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
15.4	Monitoring and Informing Instruction	Assessment Plans include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans include performance checks throughout the school year.	Assessment Plans include performance checks but may not be monitored consistently.	Assessment Plans include performance checks, although the purpose of these checks is not clear.

Comments:

ENVIRONMENT: Expectations:							
		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory		
16.0	Expectations	<ul style="list-style-type: none"> · Teacher sets high and demanding academic expectations for every student. · Teacher encourages students to learn from mistakes. · Teacher creates learning opportunities where all students can experience success. · Students take initiative and follow through with their own work. · Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> · Teacher sets high and demanding academic expectations for every student. · Teacher encourages students to learn from mistakes. · Teacher creates learning opportunities where most students can experience success. · Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> · Teacher sets high and demanding academic expectations for most students. · Teacher encourages students to learn from mistakes. · Teacher creates learning opportunities where some students can experience success. · Teacher expectations for student work are not clear for all students. 	<ul style="list-style-type: none"> · Teacher expectations are not sufficiently high for every student. · Teacher creates an environment where mistakes and failure are not viewed as learning experiences. · Students demonstrate little or no pride in the quality of their work. 		

Comments:

ENVIRONMENT: Managing Student Behavior:							
		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory		
17.1	Expectations for Learning and Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved, and on task. Teacher and students establish clear rules and expectations for learning and behavior. 	<ul style="list-style-type: none"> Students are mostly well-behaved, and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. 	<ul style="list-style-type: none"> Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. Teacher establishes rules for learning and behavior. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off-task. Teacher establishes few rules for learning and behavior. 		

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory		
17.2	Techniques	The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.	The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.	The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.	The teacher uses few techniques to maintain appropriate student behavior.		

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory		
17.3	Inconsequential Behavior	The teacher overlooks inconsequential behavior.	The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson.	The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson.	The teacher does not distinguish between inconsequential behavior and inappropriate behavior.		

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory		
17.4	Instructional Disruptions	<ul style="list-style-type: none"> The teacher attends to students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction. 	The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.	The teacher inconsistently attends to students who have caused disruptions, and frequently addresses the entire class.	Disruptions frequently interrupt instruction.		

Comments:

ENVIRONMENT: Environment:									
		(4)	Exemplary	(3)	Proficient	(2)	Needs Improvement	(1)	Unsatisfactory
18.0	Environment	The classroom <ul style="list-style-type: none"> welcomes all members and guests. is organized and understandable to all students and encourages student collaboration. supplies, equipment, and resources are easily and readily accessible for all students. displays student work that frequently changes. is consistently arranged to promote individual and group learning. 		The classroom <ul style="list-style-type: none"> welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible for most students. displays student work. is arranged to promote individual and group learning. 		The classroom <ul style="list-style-type: none"> welcomes some members and guests. is organized and understandable to some students. supplies, equipment, and resources are accessible. Displayed student work is not updated regularly. is sometimes arranged to promote individual and group learning. 		The classroom <ul style="list-style-type: none"> is somewhat cold and uninviting. is not well organized and understandable to students. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning. 	

Comments:

ENVIRONMENT: Respectful Culture:

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
19.1	Teacher-Student Interactions	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Positive relationships and interdependence characterize the classroom. 	Teacher-student interactions are mostly friendly , but may reflect occasional inconsistencies.	Teacher-student interactions are sometimes friendly , but may reflect occasional inconsistencies, favoritism, or disregard for	Teacher-student interactions are sometimes authoritarian, negative, or inappropriate .

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
19.2	Student Respectfulness of Teacher and Other Students	Students exhibit caring and respect for one another.	Students exhibit respect for the teacher, and are often polite to each other.	Students exhibit respect for the teacher, and are generally polite to each other.	<ul style="list-style-type: none"> Student interaction is characterized by conflict, sarcasm, or put-downs. Students exhibit disrespect for the teacher.

		(4) Exemplary	(3) Proficient	(2) Needs Improvement	(1) Unsatisfactory
19.3	Teacher Receptiveness	Teacher seeks out, and is receptive to the interests and opinions of all students.	Teacher is often receptive to the interests and opinions of students.	Teacher is sometimes receptive to the interests and opinions of students.	Teacher is not receptive to interests and opinions of students.

Comments:

PROFESSIONALISM: Growing and Developing Professionally:					
1	The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	(4) Always	(3) Often	(2) Sometimes	(1) Rarely
2	The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	(4) Always	(3) Often	(2) Sometimes	(1) Rarely
3	The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal	(4) Always	(3) Often	(2) Sometimes	(1) Rarely
4	The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	(4) Always	(3) Often	(2) Sometimes	(1) Rarely

PROFESSIONALISM: Reflecting on Teaching:					
5	The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	(4) Always	(3) Often	(2) Sometimes	(1) Rarely
6	The educator offers specific actions to improve his/her teaching.	(4) Always	(3) Often	(2) Sometimes	(1) Rarely
7	The educator accepts responsibilities contributing to school improvement.	(4) Always	(3) Often	(2) Sometimes	(1) Rarely
8	The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	(4) Always	(3) Often	(2) Sometimes	(1) Rarely

PROFESSIONALISM: Community Involvement:					
9	The educator actively supports school activities and events.	(4) Always	(3) Often	(2) Sometimes	(1) Rarely

PROFESSIONALISM: School Responsibilities:					
10	The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	(4) Always	(3) Often	(2) Sometimes	(1) Rarely

Comments:

Overall Comments:

University Supervisor Signature:	<input type="text"/>	Date:	<input type="text"/>
Cooperating Teacher Signature:	<input type="text"/>	Date:	<input type="text"/>
Intern Signature:	<input type="text"/>	Date:	<input type="text"/>