Candidate's Name_____Conference Date_____

Supervising Teacher Name_____University Supervisor _____

Subject/Grade_____ School Name _____

Ratings: 1-Unsatisfactory; 2-Emerging; 3-Proficient; 4-Advanced
Please refer to the *Midterm/Final Evaluation Rubric* descriptors to assist in completing this document.

1.Knowledge				
1a. Demonstrates knowledge of content, central concepts, standards, instructional tools and resources.	1	2	3	4
1b. Demonstrates knowledge of a variety of informal and formal assessment methods and tools used to monitor student progress and inform instruction.	1	2	3	4
1c. Develops lesson plans that demonstrate knowledge of students, content, learning activities, standards and assessment.	1	2	3	4
Comments:				

2. Learning Environment				
2a. Plans and demonstrates positive, effective classroom management strategies.	1	2	3	4
2b. Develops an effective learning environment by appropriately managing the use of time, instructional tools and resources.	1	2	3	4
2c. Fosters a collaborative and respectful learning environment with and among students.	1	2	3	4
Comments:				

3. Personalized Learning				
3a. Instructional activities are differentiated to address individual students' interests and assets.	1	2	3	4
3b. A variety of instructional strategies and activities are used to meet the varied learning needs of students.	1	2	3	4
3c. Instructional activities include a variety of strategies to engage students in conceptual understanding, reasoning, critical thinking and problem solving.	1	2	3	4
3d. Demonstrates the use of questioning and informal assessment techniques to deepen students' conceptual understanding.	1	2	3	4

Comments:

4. Community				
4a. Acquires an understanding of and respect for the community (staff, students, families, community members).	1	2	3	4
4b. Collaborates with colleagues to promote student growth and development.	1	2	3	4
4c. Collaborates and communicates effectively with parents/guardians	1	2	3	4
4d. Treats students and colleagues with kindness, fairness, patience, dignity and respect.	1	2	3	4

Comments:

5. Reflection				
5a. Reflects upon understanding of cultural, ethnic, gender and learning differences and one's own biases.	1	2	3	4
5b. Reflects on student evidence and utilizes analytical skills to adapt planning, instruction and assessment.	1	2	3	4
5c. Reflects on ways to improve as an individual, as part of the school community, and as part of the teaching profession.	1	2	3	4
Comments:				

6. Growth				
6a. Communicates effectively and appropriately within the professional community.	1	2	3	4
6b. Accepts constructive criticism and suggestions, and incorporates them into subsequent actions.	1	2	3	4
6c. Accepts all professional responsibilities communicated by supervisors, school and corporation for instructional and non-instructional duties.	1	2	3	4
6d. Demonstrates initiative and confidence in making the most of educational experiences.	1	2	3	4
Comments:				

*Reminder: If at midterm the candidate is struggling and you see many scores of '1' or have concerns, the university supervisor should contact the Office of Clinical Experiences to discuss ways to provide more support to this candidate.

edTPA Progress (if applicable)	
_____ Task One submitted for feedback _____ Triad discussion around teaching Task One took place at midterm & edTPA submission date has been determined.	
Overall/final comments:	

MIDTERM/FINAL EVALUATION RUBRIC
(Based on Six Guiding Principles)

Knowledge

Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
1a. Demonstrates knowledge of content, central concepts, standards, instructional tools and resources.			
Insufficient knowledge of content, central concepts and standards. Does not seek resources and knowledge of effective tools to support instruction.	Basic knowledge of content, central concepts and standards. At times seeks resources and knowledge of effective tools to support instruction.	Sufficient knowledge of content, central concepts and standards. Seeks resources and knowledge of effective tools to support instruction.	Extensive knowledge of content, central concepts and standards. Consistently seeks resources and knowledge of effective tools to support instruction.
1b. Demonstrates knowledge of a variety of informal and formal assessment methods and tools used to monitor student progress and inform instruction.			
Insufficient knowledge of a variety of informal and formal assessment methods and tools. Does not demonstrate knowledge of alignment between lesson objectives and assessment.	Basic knowledge of a variety of informal and formal assessment methods and tools. At times demonstrates knowledge of alignment between lesson objectives and assessment.	Sufficient knowledge of a variety of informal and formal assessment methods and tools. Demonstrates knowledge of alignment between lesson objectives and assessment.	Extensive knowledge of a variety of informal and formal assessment methods and tools. Consistently demonstrates knowledge of alignment between lesson objectives and assessment.
1c. Develops lesson plans that demonstrate knowledge of students, content, learning activities, standards and assessment.			
Lesson plans demonstrate insufficient knowledge of students, content, procedures, standards and assessment strategies. Plans do not include opportunities for students to develop understanding and apply learning.	Lesson plans demonstrate basic knowledge of students, content, procedures, standards and assessment strategies. Plans include some opportunities for students to develop understanding and apply learning.	Lesson plans demonstrate sufficient knowledge of students, content, procedures, standards and assessment strategies. Plans include opportunities for students to develop understanding and apply learning.	Lesson plans demonstrate extensive knowledge of all students, content, procedures, standards and assessment strategies. Plans include multiple opportunities for students to develop understanding and apply learning.

Learning Environment

Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
2a. Plans and demonstrates positive, effective classroom management strategies.			
Student behavior is not monitored or responded to appropriately; students consistently off-task, passive, and/or disruptive. Expectations are not clear to students.	General awareness of student behavior. Expectations are not consistently clear to students. Tendency to respond to misbehavior rather than acknowledge positive behaviors.	Candidate models and fosters respectful, positive behaviors. Expectations are clear to all students. Candidate is consistently aware of and responsive to student behaviors.	Candidate models and fosters respectful, positive behaviors and responds to student behavior proactively. Expectations and procedures are consistently reviewed and practiced.
2b. Develops an effective learning environment by appropriately managing the use of time and instructional tools and resources.			
The learning environment is minimally prepared and organized to support instruction. Instructional tools are not managed efficiently. Candidate does not utilize and pace instructional time effectively.	The learning environment is at times prepared and organized to support instruction. Instructional tools are managed inconsistently. At times the candidate utilizes and paces instructional time effectively.	The learning environment is sufficiently prepared and organized to support instruction. Instructional tools are managed efficiently. Candidate utilizes and paces instructional time effectively.	The learning environment is highly prepared and organized to support instruction. Instructional tools are utilized creatively to maximize student learning. Instructional time is utilized to its fullest extent.
2c. Fosters a collaborative and respectful learning environment with and among students.			
Instructional environment dominated mostly by candidate presentations. Little to no use of collaborative activities. Candidate does not implement strategies to encourage respectful learning interactions.	Instructional environment includes some collaborative learning. At times the candidate implements strategies to encourage respectful learning interactions.	Candidate and students are engaged collectively to enhance learning. Candidate implements strategies to encourage respectful, productive learning interactions. Diverse opinions are valued and students feel safe taking risks.	Instructional environment reflects shared responsibility for learning. Students understand the value of collaborative work. Students initiate respectful, positive social interactions and openly encourage diverse opinions.

Personalized Learning

Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
3a. Instructional activities are differentiated to address individual students' interests and assets.			
Instructional strategies and activities do not include differentiation around students' interests and assets. One lesson is taught to all students.	Instructional strategies and activities include some/inconsistent attempts of differentiation around students' interests and assets. At times activities use multiple modalities to make learning relevant to learners.	Instructional strategies and activities include differentiation around most students' interests and assets. Activities reflect effort to use multiple modalities to make learning relevant to most learners.	Instructional strategies and activities regularly include differentiation around all students' interests and assets. Activities reflect effort to creatively use multiple modalities to make learning relevant to most learners.
3b. A variety of instructional strategies and activities are used to meet the varied learning needs of students.			
Instructional activities do not include differentiation around students' varied academic needs. One lesson is taught to all students.	Instructional strategies and activities include some/inconsistent attempts of differentiation based on varied academic learning needs. At times the candidate makes an effort to align various activities to the learning needs of most students, including appropriate accommodations.	Instructional strategies and activities are differentiated based on varied academic learning needs. Candidate makes an effort to align various activities to the learning needs of most students, including appropriate accommodations.	Instructional strategies and activities are regularly differentiated based on varied academic learning needs. Candidate makes an effort to align various, creative activities to the learning needs of all students, including appropriate accommodations.
3c. Instructional activities include a variety of strategies to engage students in conceptual understanding, reasoning, critical thinking and problem solving.			
Instructional activities include little to no student engagement in building conceptual understanding, reasoning, critical thinking, and problem solving.	Instructional activities include some efforts to build conceptual understanding, reasoning, critical thinking and problem solving. General student engagement is evident.	Students are sufficiently engaged in instructional activities to develop conceptual understanding, reasoning, critical thinking and problem solving. Two to three activities are planned to deepen students' learning.	A variety of highly engaging instructional activities results in deepening students' conceptual understanding, reasoning, critical thinking and problem solving.

3d. Demonstrates the use of questioning and informal assessment techniques to deepen students' conceptual understanding.			
Instructional activities reflect little to no questioning for student understanding and no use of informal assessment strategies. Constructive and timely feedback is not provided to students.	At times, instructional activities include basic questioning and informal assessment strategies. Constructive and timely feedback is inconsistent.	Regular use of high-level questioning and informal assessments prompt responses that demonstrate conceptual understanding. Constructive and timely feedback is provided to support student learning and monitor progress.	Continual use of high-level questioning and informal assessments prompt responses that demonstrate deep conceptual understanding of content and regularly build on students' responses. Constructive and timely feedback is provided to support student learning and monitor progress.

Community

Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
4a. Acquires an understanding of and respect for the community (staff, students, families, community members).			
Demonstrates little effort or no interest in regards to the community. Makes little to no attempt to develop relationships with members of the community.	Shows some understanding of the community and available resources. Shows some degree of interest in building relationships with members of the community.	Demonstrates understanding of and respect for the community. Responds effectively to members of the community. Utilizes community resources in learning activities.	Demonstrates a deep understanding of and respect for the community. Takes initiative to make beneficial connections with the community. Consistently uses community resources in learning activities.
4b. Collaborates with colleagues to promote student growth and development.			
Seldom interacts with colleagues. Does not attempt to collaborate to promote student growth and development.	When asked, the candidate collaborates with colleagues to promote student growth and development.	Consistently collaborates with colleagues to promote student growth and development.	Takes initiative to collaborate with colleagues to promote student growth and development.

4c. Collaborates and communicates effectively with parents/guardians.			
Shows lack of interest or knowledge in existing means to collaborate and communicate with parents/guardians.	Shows some interest or knowledge in existing means to collaborate and communicate with parents/guardians.	Demonstrates interest in and knowledge of means to collaborate and communicate with parents/guardians. Utilizes available means routinely, as appropriate.	Takes initiative to creatively collaborate and communicate with parents/guardians to provide information about class activities, to encourage their involvement in the students' learning and well-being.
4d. Treats students with kindness, fairness, patience, dignity and respect.			
Treats students and colleagues with indifference.	Treats students and colleagues with some level of respect, kindness and fairness.	Builds positive relationships with all students and colleagues.	Service-minded professional. Enables others to reach their potential through actions that honor strengths and are constructive regarding areas for improvement.

Reflection

Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
5a. Reflects upon understanding of cultural, ethnic, gender and learning differences and one's own biases.			
Demonstrates little to no understanding of cultural, ethnic, gender and learning differences. Demonstrates no awareness of personal biases.	Demonstrates some respect and understanding of cultural, ethnic, gender and learning differences. Limited awareness and references to own biases.	Demonstrates respect and understanding of cultural, ethnic, gender and learning differences. Reflects on personal biases. Develops a general awareness of biases in the learning environment.	Demonstrates deep respect and understanding of cultural, ethnic, gender and learning differences. Reflection of personal bias is evident in practice. Unbiased resources are utilized to broaden understanding.
5b. Reflects on student evidence and utilizes analytical skills to adapt planning, instruction and assessment.			
No use/analysis of student evidence to inform planning and adapt instruction.	Inconsistently reflects on student evidence and at times analyzes assessment results to inform planning and adapt instruction.	Consistently reflects on student evidence and analyzes assessment results to inform planning and adapt instruction for most students.	Continually reflects on student evidence and analyzes assessment results to inform planning and adapt instruction for all students.

5c. Reflects on ways to improve as an individual, as part of the school community, and as part of the teaching profession.			
Does not regularly attend and reflect on information learned from faculty meetings, professional development activities, and current research to support student learning. Does not apply information learned. Is not responsive to collegial advice.	Attends and reflects on information learned from faculty meetings, professional development activities, and current research to support student learning. At times applies information learned. Is responsive to collegial advice when provided.	Routinely reflects on and applies information learned from faculty meetings, professional development activities and current research to support student learning. Seeks advice from colleagues about self-improvement.	Routinely reflects on, applies, and shares information learned from faculty meetings, professional development activities and current research. Regularly seeks advice from colleagues about self-improvement.

Growth

Unsatisfactory 1	Emerging 2	Proficient 3	Advanced 4
6a. Communicates effectively and appropriately within the professional community.			
Communication is poor and insufficient within the school community.	Minimal communication occurs within the school community, meeting basic needs.	Communicates respectfully, effectively and professionally with supervisors and members within the school community.	Communicates professionally, honestly and openly, building trust with others. within the school community.
6b. Accepts constructive criticism and suggestions, and incorporates them into subsequent actions.			
Does not accept constructive criticism. Limited respect for experiences of supervisors and colleagues.	Accepts constructive criticism and at times incorporates suggestions into subsequent actions. Shows inconsistent respect for the experiences of supervisors and colleagues.	Accepts constructive criticism and consistently incorporates suggestions into subsequent actions. Shows consistent respect for the experiences of supervisors and colleagues.	Actively seeks out constructive criticism and consistently incorporates suggestions into subsequent behavior and/or instruction.

6c. Accepts all professional responsibilities communicated by supervisors, school and corporation for instructional and non-instructional duties.			
Seldom completes professional responsibilities communicated. Makes excuses when responsibilities are not met. Personal life regularly undermines professional responsibilities.	Accepts most professional responsibilities communicated and generally completes them satisfactorily. Personal situations, while excused, have a negative impact on professional responsibilities.	Accepts all professional responsibilities communicated and consistently completes them satisfactorily. Demonstrates a reasonable balance between personal life and professional responsibilities.	Demonstrates initiative and seeks additional responsibilities, both instructional and non-instructional. Seamless balance between personal and professional responsibilities.
6d. Demonstrates initiative and confidence in making the most of educational experiences.			
Struggles with confidence limits the candidate. Cannot complete tasks without significant guidance from supervisor and/or supervising teacher/s.	Confidence varies. At times requires significant guidance from supervisor and/or supervising teacher/s.	Displays confidence in meeting responsibilities and takes initiative to make the most of educational experiences.	Reflects a confident, mature understanding of personal self and identity as a professional. Able to complete all work independently.