# King's College Student Teaching Evaluation Rubric (Fall 2017)

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