TEACHER CANDIDATE COMPETENCIES DEVELOPMENT FORM

SCORING RUBRIC

STANDARD #	INEFFECTIVE Level 1	DEVELOPING Level 2	EFFECTIVE Level 3	HIGHLY EFFECTIVE Level 4
Standard # 1: Learner Development <u>4a</u> **The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experience.**	***does not*** demonstrate knowledge of patterns of learning **does not** show awareness of research in learner development **unable** to design challenging, engaging learning experiences for all students. ***does not*** understand how to build on students' strengths and needs or to link new ideas to familiar ones.	***occasionally*** *d*emonstrates knowledge of patterns of learning **occasionally** shows awareness of research in learner development. **occasionally** designs challenging, engaging, learning experiences for all students. ***occasionally*** shows understanding of how to build on students' strengths and needs or to link new ideas to familiar ones but needs much assistance in doing so	***frequently*** demonstrates knowledge of patterns of learning **frequently** shows ***clear*** awareness of research in learner development **frequently** designs challenging, engaging learning experiences for all students. ***frequently*** shows understanding of how to build on students' strengths and needs or to link new ideas to familiar one	***consistently*** demonstrates in-depth knowledge of different patterns of learning **consistently** demonstrates ***excellent*** awareness of research in learner development, and pursues opportunities to learn more. **consistently** designs challenging, engaging learning experiences for all students. ***consistently*** demonstrates understanding of how to build on students' strengths and needs and to link new ideas to familiar ones.

Standard #2: Learning Differences 4c				
The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**does not** understand how to adapt, design and deliver instruction to address students' individual differences and diverse learning strengths and needs. **does not** use differentiated instructional approaches to address students' academic, linguistic, social, and cultural backgrounds. ***does not*** connect instruction to students' prior knowledge and experiences and places little value on students' individual differences, cultural and community diversity.	has ***some*** understanding of how to adapt, design and deliver instruction to address students' individual differences and diverse learning strengths and needs. ***occasionally*** uses differentiated instructional approaches to address students' academic, linguistic, social, and cultural backgrounds. ***occasionally*** connects instruction to students' prior knowledge and experiences and infrequently values students' individual differences, cultural and community diversity.	demonstrates ***clear*** understanding of how to adapt, design and deliver instruction to address students' individual differences and diverse learning strengths and needs. ***frequently*** uses differentiated instructional approaches to address students' academic, linguistic, social, and cultural backgrounds. ***frequently*** connects instruction to students' prior knowledge and experiences and ***values*** students' individual differences, cultural and community diversity.	demonstrates ***excellent*** understanding of how to adapt, design and deliver instruction to address students' individual differences and diverse learning strengths and needs. ***consistently*** uses differentiated instructional approaches to address students' academic, linguistic, social and cultural backgrounds. ***consistently*** connects instruction to students' prior knowledge and experiences and ***strongly values*** students' individual differences, cultural and community diversity.

Standard # 3: Learning Environments 4d The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.	*rarely* or never works with others to design environments that inspire students to make efforts to learn, create opportunities for students to learn together, and motivate students to monitor and enhance their own learning; **often is negative** or unprofessional in interactions with students, colleagues, or community members.	*occasionally* works with others to design environments that inspire students to make efforts to learn, create opportunities for students to learn together, and motivate students to monitor and enhance their own learning, **is positive and professional** in interactions with students, colleagues, or community members.	*frequently* works with others to design environments that inspire students to make efforts to learn, create opportunities for students to learn together, and motivate students to monitor and enhance their own learning, **is positive and professional** in interactions with students, colleagues, or community members.	*consistently* works with others to design environments that inspire students to make efforts to learn, create opportunities for students to learn together, and motivate students to monitor and enhance their own learning, **is positive and professional** in interactions with students, colleagues, or community members.
Standard #4: 3a Content Knowledge The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Candidate's lesson plans, and teaching **do not show** knowledge of the discipline (including Common Core State and other relevant disciplinary Standards) *do not* make knowledge accessible or meaningful for learners. *does not* relate discipline to other subject areas.	Candidate's lesson plans, and teaching show *some* knowledge of the discipline (including Common Core State and other relevant disciplinary Standards) *occasionally* makes knowledge accessible or meaningful for learners. *occasionally* relates discipline to other subject areas.	Candidate's lesson plans, and teaching show *clear* knowledge of the discipline (including Common Core State and other relevant disciplinary Standards) *frequently* makes knowledge accessible or meaningful for learners. *frequently* relates	Candidate's lesson plans, and teaching show a *superior* knowledge of the discipline (including Common Core State and other relevant disciplinary Standards) *consistently* makes knowledge accessible for learners. *consistently* relates discipline to other subject areas and takes initiative to

			discipline to other subject areas and/or takes initiative to deepen knowledge in this regard.	deepen knowledge in this regard.
Standard #5: Application of Content. **3e** **The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**	*has little* understanding of critical thinking processes; *does not* employ high-level questioning; *does not* explore the complexities of the instructional content. *does not* understand how current interdisciplinary themes (e.g. civic literacy, health , globalization) connect to mathematics and *does not* weave these themes into meaningful learning experiences. *rarely* uses authentic assessment to apply content knowledge to real-world problems. *does not* incorporate learner literacy	has *some* understanding of critical thinking processes; *occasionally* employs high-level questioning; occasionally explores the complexities of the instructional content. has *some* understanding of how current interdisciplinary themes (e.g. civic literacy, health , globalization) connect to mathematics *occasionally* weaves these themes into meaningful learning experiences. *sometimes* uses authentic assessment to apply content knowledge to real-world problems. *occasionally*	has a *clear* understanding of critical thinking processes ; *frequently* employs high-level questioning and *frequently* explores the complexities of the instructional content. has a *satisfactory* understanding of how current interdisciplinary themes (e.g. civic literacy, health , globalization) connect to mathematics and *frequently* weaves these themes into meaningful learning experiences. *frequently* uses authentic assessment to apply content knowledge to real-world problems.	has a *superior* understanding critical thinking processes; *consistently* employs high-level questioning and *consistently* explores the complexities of the instructional content. has a *superior* understanding of how current interdisciplinary themes (e.g. civic literacy, health , globalization) connect to mathematics and *consistently* weaves these themes into meaningful learning experiences. *consistently* uses authentic assessment to apply content knowledge to real-world problems. *consistently* incorporates learner literacy

	development in the content area. ***does not*** use technology for efficiently and effectively achieving specific learning goals. ***rarely*** relates the discipline to local and global issues.	incorporates learner literacy development in the content area. ***occasionally*** uses technology for efficiently and effectively achieving specific learning goals. ***sometimes*** relates the discipline to local and global issues.	***frequently*** incorporates learner literacy development in the content area. ***frequently*** uses technology for efficiently and effectively achieving specific learning goals. ***frequently*** relates the discipline to local and global issues.	development in the content area. ***consistently*** uses technology for efficiently and effectively achieving specific learning goals. ***consistently*** relates the discipline to local and global issues.
Standard #6: Assessment 3f **The candidate understands and uses multiple methods of assessment to engage learners in their growth, to monitor learner progress, and to guide the candidate's and learner's decision making.**	***rarely*** assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development. has ***little*** understanding of both the different types and multiple purposes of assessment and ***does not*** design, adapt or select appropriate assessments to address specific learning goals and individual differences.	***sometimes*** assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development. has ***some*** understanding of both the different types and multiple purposes of assessment and ***is sometimes able*** to design, adapt or select appropriate assessments to address specific learning goals and individual differences.	***frequently*** assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development. has a ***satisfactory*** understanding of both the different types and multiple purposes of assessment and ***is frequently able*** to design, adapt or select appropriate assessments to address specific learning goals	***consistently*** assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development. has a ***superior*** understanding of both the different types and multiple purposes of assessment and ***is consistently able*** to design, adapt or select appropriate assessments to address specific learning goals and individual differences.

	rarely engages students in self-assessment and *rarely* supports their metacognition	*occasionally* engages students in self-assessment and *occasionally* supports their metacognition	and individual differences. *frequently* engages students in self-assessment and *frequently* supports their metacognition	*consistently* engages students in self-assessment and *consistently* supports their metacognition
Standard #7: Planning for Instruction. 3c **The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**	designs lessons that demonstrate **little** knowledge of relevant content standards (including Common Core State Standards), and the curriculum. plans show **little** knowledge of instructional strategies, resources, and technological tools. **does not** apply instructional strategies effectively to meet diverse learning needs. demonstrates a **poor** understanding of learning theory, human development, and cultural diversity.	designs lessons that demonstrate **some** knowledge of relevant content standards (including Common Core State Standards), and the curriculum. plans show **some** knowledge instructional strategies, resources, and technological tools. **occasionally** applies instructional strategies effectively to meet diverse learning needs. demonstrates **some** understanding of learning theory, human development, cultural diversity, and individual differences.	designs lessons that demonstrate **satisfactory** knowledge of relevant content standards (including Common Core State Standards), and the curriculum. plans show **satisfactory** knowledge of instructional strategies, resources, and technological tools. **frequently** applies instructional strategies effectively to meet diverse learning needs. demonstrates a **satisfactory** understanding of learning theory, human	designs lessons that demonstrate **superior** knowledge of relevant content standards (including Common Core State Standards), and the curriculum. plans show **superior** knowledge of a wide range of instructional strategies, resources, and technological tools. **consistently** applies instructional strategies effectively to meet diverse learning needs. demonstrates a **superior** understanding of learning theory, human development, cultural diversity, and individual

does not establish short- and long-term goals. **does not** plan for learners' individual differences. **does not** access resources and collaborate with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations).	sometimes establishes short- and long-term goals. **sometimes** plans for learners' individual differences. **sometimes** accesses resources and collaborates with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations).	development, cultural diversity, and individual differences. **frequently** establishes short- and long-term goals. **frequently** plans for learners' individual differences and interests. **frequently** accesses resources and collaborates with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations) and makes effective use of these resources. S/he participates in collegial planning activities.	differences. **consistently** establishes short- and long-term goals and consistently encourages higher-order thinking skills. **consistently** plans for learners' individual differences and interests and uses student input for lessons. **consistently** accesses resources and collaborates with others to support student learning (e.g. special educators, language learner specialists, media specialists, community organizations). Additionally, s/he may initiate and lead collegial planning activities to promote interdisciplinary inquiry and linkages..

Standard #8: Instructional Strategies 5b The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	has *little* or *no* understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization). *does not* apply developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction. questions *rarely* stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, or stimulate curiosity. *rarely* varies his/her role as instructor in the instructional process (e.g. instructor, facilitator, coach, audience). *does not* understand	has *some* understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization). applies a *limited* range of developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction. questions *sometimes* stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, or stimulate curiosity. *occasionally* varies his/her role as instructor in the instructional process (e.g. instructor, facilitator, coach, audience). *has a limited*	has a *clear* understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization). applies a *varied* range of developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction. questions *frequently* stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, and stimulate curiosity. *frequently* and appropriately varies his/her role as instructor in the instructional	has *a superior* understanding of the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, and memorization). applies a *wide* range of developmentally, culturally, and linguistically appropriate instructional strategies to differentiate instruction. questions *consistently* stimulate discussion, probe for understanding, help learners articulate their ideas and thinking processes, and stimulate curiosity. consistently, appropriately, and creatively varies his/her role as instructor in the instructional process (e.g. instructor, facilitator, coach, audience). has a *superior*

	how to integrate nor employ technology and media in order to access, interpret, evaluate, and apply information.	understanding of how to integrate and employ technology and media in order to access, interpret, evaluate, and apply information.	process (e.g. instructor, facilitator, coach, audience). has a *clear* understanding of how to integrate and employ technology and media in order to access, interpret, evaluate, and apply information.	understanding of how to integrate and employ technology and media in order to access, interpret, evaluate, and apply information.
Standard #9: Professional Learning and Ethical Practice 6b **The candidate engages in ongoing independent and collaborative professional learning and uses evidence to continually reflect on and evaluate her practice, particularly the effects of her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner and enhance all**	**does not** seek opportunities for professional growth and **does not** demonstrate understanding of professional standards, practices and educational policies and laws. *does not* self-evaluate his/her practice, or use analysis and reflection to improve planning and instructional delivery. **is not** aware of the effects of his/her instructional practices on the students, families and professional	*occasionally* seeks opportunities for professional growth and *occasionally* demonstrate understanding of professional standards, practices and educational policies and laws. *occasionally* self-evaluates his/her practice and uses analysis and reflection to improve planning and instructional delivery. is *occasionally* aware of the effects of his/her instructional practices on the students, families and	*frequently* seeks opportunities for professional growth and *frequently* demonstrates understanding of professional standards, practices and educational policies and laws. *frequently* self-evaluates his/her practice and uses analysis and reflection to improve planning and instructional delivery. is *frequently* aware of the effects of his/her instructional practices	*consistently* seeks opportunities for professional growth c*onsistently* demonstrates understanding of professional standards, practices and educational policies and laws. *consistently and effectively* self-evaluates his/her practice and uses analysis and reflection to improve planning and instructional delivery. is *consistently* aware of the effects of his/her instructional practices on the students, families and professional community and

students' learning.	community and is reluctant to adapt his/her practice to meet their needs.	professional community and *occasionally* adapts his/her practice to meet their needs.	on the students, families and professional community and adapts his/her practice to meet their needs.	*effectively* and creatively adapts his/her practice to meet their needs.
Standard #10 *Leadership* *and Collaboration* *6b* **The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**	**Does not** pursue opportunities for leadership roles or professional learning and **does not** work collaboratively with other teachers and staff to advance professional practice. **Does not** take responsibility for students' learning and there is **no** collaboration with learners, family, school and community members to enhance students' learning and his/her professional growth.	*Occasionally* pursues opportunities for leadership roles or professional learning and *occasionally* works collaboratively with other teachers and staff to advance professional practice. *Occasionally* takes responsibility for students' learning and *occasionally* collaborates with learners, family, school and community members to enhance students' learning and his/her professional growth.	*Frequently* pursues opportunities for leadership roles or professional learning and *frequently* works collaboratively with other teachers and staff to advance professional practice. *Frequently* takes responsibility for students' learning and *frequently* collaborates with learners, family, school and community members to enhance students' learning and his/her professional growth.	*Consistently* pursues opportunities for leadership roles or professional learning and *consistently* works collaboratively with other teachers and staff to advance professional practice. *Consistently* takes responsibility for students' learning and *consistently* collaborates with learners, family, school and community members to enhance students' learning and professional growth.

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