

MIDTERM/FINAL EVALUATION RUBRIC
Six Guiding Principles

KNOWLEDGE			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Demonstrates knowledge of student learning and development 			
Level of content is inappropriate for most students. Minimal knowledge of student development is evidenced.	Level of content is appropriate for most students. Some activities and assignments demonstrate understanding of differentiation and student development.	Level of content is very appropriate for the majority of students. Activities and assignments often address the needs of individual learners as well as whole group.	Level of content is appropriate for all students and is differentiated consistently to address a range of abilities. Activities and assignments incorporated all cognitive levels.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Demonstrates knowledge of content, state standards and resources 			
Insufficient content knowledge. Instruction is not aligned with state standards. There are few quality resource selections. Inaccurate, out-of-context or outdated information is presented.	Basic understanding of academic content as well as state standards. Lesson plans reflect the intent to tie instruction to standards. Uses limited variety of resources.	Strong content knowledge. Instruction aligned with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.	Extensive, enriched content knowledge. Instruction is aligned creatively with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Demonstrates an understanding of a variety of assessment strategies 			
Assessments not matched to instructional objectives and include little variety in assessment strategies used. Little or no feedback is provided to support student learning.	Assessments matched to instructional objectives and include some variety of assessment strategies utilized. Adequate feedback is provided to support student learning.	Assessments matched to instructional objectives. Multiple assessment strategies and constructive and timely feedback are utilized effectively to support student learning.	A broad range of formal and informal assessment strategies, matched to instructional objectives, utilized. Interactive and constructive feedback is ongoing and timely to maximize student learning.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Demonstrates the ability to develop comprehensive lesson plans 			
Lesson plans are superficial, incomplete or inappropriate. They do not address one or more of the following: content, standards, assessments, strategies, long range planning, or any creative elements of teaching.	Lesson plans demonstrate adequate coverage of content, standards, assessments, strategies, long range planning and creative elements of teaching.	Lesson plans are well organized, comprehensive. Include appropriate coverage of content, standards, and assessments, strategies, long range planning, and creative elements of teaching.	Lesson plans are detailed, comprehensive, and creatively incorporate content, standards, assessments, strategies, long range planning and creative elements of teaching as well as recognition of pre-requisite knowledge.
<i>Notes/Evidence:</i>			<i>Rating:</i>

LEARNING ENVIRONMENT			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Plans and demonstrates classroom management 			
Limited expectations are established. Student behavior not monitored appropriately. Candidate response is lacking or inconsistent.	Expectations are established for most situations. Candidate generally aware of student behavior. Attempts are made to respond to misbehavior, but with inconsistent results.	Expectations are clear to all students. Candidate is consistently alert to student behavior. Candidate responds to misbehavior in an appropriate and successful manner, which maintains student dignity.	High expectations are clear to all students. Expectations appear to have been developed with student input. Candidate monitoring is subtle, and students respectfully monitor one another. Candidate responds effectively and is sensitive to student needs.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Develops a positive physical environment through appropriate planning and use of space, materials, resources and instructional time. 			
Instructional time is wasted. There is lack of preparation and organization of materials, resources, equipment and space.	Adequate planning for instructional time is evident through appropriate preparation and organization. There is appropriate use of space, materials, resources and equipment.	Instructional time is utilized efficiently. The physical environment is prepared and organized to complement instruction. Materials and resources engage students.	Instructional time is utilized to its fullest extent, bell-to-bell. Physical environment is integrated fully to achieve instructional goals through extensive and flexible planning. Materials and resources are utilized creatively.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Develops a positive social environment 			
Allows off-task behavior. Students demonstrate negative behaviors towards peers and are not able to complete learning activities. Diverse opinions relating to learning taking place are not welcomed.	Creates an environment in which students are involved and on task. Students are able to work cooperatively to accomplish instructional objectives. Diverse opinions are sometimes welcomed.	Creates an environment in which students consistently are involved and on task. Diverse opinions are respected. Students feel safe taking risks to accomplish instructional objectives and are able to work collaboratively towards learning objectives.	Creates an environment where students are fully engaged and on task; in which diverse opinions are not only encouraged, but also nurtured. Students accept and encourage one another to take ownership in accomplishing instructional objectives.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses and using multiple teaching strategies 			
Poor communication. Primarily one teaching strategy utilized. Students are generally passive.	Learning environment and expectations reflect attempts to engage students. Limited instructional strategies are utilized. Candidate responses are adequate.	Students understand the expectations for learning. Students are engaged by instruction and activities and given meaningful teacher responses. Instructional strategies vary.	Learning expectations are developed and revised with students. Consistent mix of instructional strategies is used continually. Meaningful responses are an integral part of the candidate's classroom communication.

<i>Notes/Evidence:</i>			<i>Rating:</i>
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- Provides positive transitions in classroom and learning communities

Transitions lacking between learning activities, class periods or daily routines.	Provides transitions between learning activities, class periods or daily routines inconsistently.	Regularly provides positive transitions between learning activities, class periods or daily routines.	Incorporates creative, productive transitions between learning activities, class periods or daily routines.
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<i>Notes/Evidence:</i>			<i>Rating:</i>
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PERSONALIZED LEARNING

Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
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- Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students

Differentiation is lacking in the instructional process. Students do not understand expectations. One lesson is taught to all students, regardless of ability level.	Demonstrates limited differentiation. Students generally understand expectations. Some attempts are made to meet students' cognitive development.	Instruction is differentiated for many ability levels. Expectations are communicated effectively. Successful instruction is demonstrated to meet students' cognitive needs.	Instruction is differentiated for all ability levels. Students individually share in creating and communicating expectations. Students are challenged and engaged as active participants.
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<i>Notes/Evidence:</i>			<i>Rating:</i>
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- Develops lessons that are creative, engaging and are appropriate for the learning community

Lessons lack creativity. Minimal effort evident to connect curriculum content to the learning community.	Some effort is evident to connect curriculum content to the learning community. Lessons reflect some creativity at a basic level.	Student engagement is reflected both in the classroom environment and in student work. Through creative activities, lessons reflect the interests of the students.	Lessons demonstrate a strong connection between students' interests and life experiences. Students are inspired to pursue interests through creative lessons that incorporate higher level thinking skills.
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<i>Notes/Evidence:</i>			<i>Rating:</i>
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- Develops instructional activities that address multiple learning styles

Depends on one or two teaching strategies that do not meet all learning styles. Lesson plans do not reflect a variety of strategies for diverse learners.	Limited use of teaching strategies. Begins to address the basic diverse needs of students. Lesson plans reflect some effort to meet the needs of diverse learners.	The curriculum is adapted to diverse learners with unique needs and talents through a variety of strategies. Lesson plans reflect a variety of strategies to support learning.	The curriculum is built around the needs of diverse learners. Lesson plans provide clear evidence of multiple teaching strategies to support all learners in the class.
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<i>Notes/Evidence:</i>			<i>Rating:</i>
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<ul style="list-style-type: none"> Builds productive learning relationships with students 			
Views students only as part of the whole classroom. Limited effort is made to view the individual student holistically. Limited effort is made to build a foundation of respect and rapport.	Some efforts are made to view individual students holistically. Teacher-student interaction builds a foundation of respect and rapport.	Attempts to understand each individual student. Established mutual respect and rapport are evident.	Develops a multi-faceted picture of each student through a variety of personalized learning engagements. Builds a foundation of respect and rapport not only through interactions, but also through quality teaching strategies.

<i>Notes/Evidence:</i>	<i>Rating:</i>
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COMMUNITY

Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Acquires an understanding of the community and students' lives outside of the school environment and classroom 			
Demonstrated little effort or interest to reach out to the school community. Unresponsive to duties outside of the classroom.	Shows some initiative in understanding the community. Shows some degree of responsiveness to the community.	Demonstrates an understanding of the community and available community resources. Responds effectively to the community.	Takes initiative and makes connections with community. Utilizes available resources. Is responsive and looks for opportunities to connect the community to learning.

<i>Notes/Evidence:</i>	<i>Rating:</i>
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<ul style="list-style-type: none"> Becomes a productive member within the school 			
Seldom interacts with colleagues. No participation in professional development or extracurricular activities.	Shows some initiative in working with colleagues. Attends, when asked, professional development or extracurricular activities.	Interacts regularly with colleagues. Regularly attends additional faculty opportunities and extracurricular activities.	Takes the initiative to collaborate with colleagues. Regularly attends and actively participates in additional faculty opportunities (meetings) and extracurricular activities.

<i>Notes/Evidence:</i>	<i>Rating:</i>
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<ul style="list-style-type: none"> Communicates with parents effectively 			
Utilizes no form of parent communication regarding class activities or student performance.	Uses limited communication to inform parents about class activities.	Communicates routinely with parents to provide information about class activities and student performance.	Utilizes creative ways to communicate with parents to provide information about class activities, to encourage their involvement in the students' learning and to report all students' performance.

<i>Notes/Evidence:</i>	<i>Rating:</i>
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<ul style="list-style-type: none"> Treats students and colleagues with kindness, fairness, patience, dignity and respect 			
Sees the experience from a self-centered perspective. Does not value the experiences of the supervisors. Occasionally belittles others.	Is collaborative with most students and colleagues with occasional exceptions. Treats others as they have been treated themselves.	Builds positive relationships with all students and colleagues. Treats everyone the same, regardless of circumstance and/or experience.	Service-minded professional. Consistently works to meet the varying needs of students and colleagues. Enables others to reach their potential through actions that honor strengths and are constructive regarding areas for improvement.

<i>Notes/Evidence:</i>	<i>Rating:</i>
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REFLECTION

Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
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<ul style="list-style-type: none"> Reflects upon oneself in writing as a member of the teaching profession 			
Written evidence of reflection is lacking. Demonstrates little or no verbal self reflection that is constructive.	Written evidence of reflection is presented at a descriptive level only. Offers limited vision of self as a teaching professional.	Reflection is meaningful. Written evidence includes self-assessment.	Written reflection consistently addresses self as a teacher. Provides rationale for decisions and describes potential changes.

<i>Notes/Evidence:</i>	<i>Rating:</i>
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<ul style="list-style-type: none"> Uses reflection to improve instruction 			
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Provides limited evidence of changes made to instruction based on reflection of previous instruction. No use of assessments to support reflection and instruction.	Changes made to instruction based on reflection of previous instruction occur at times. Limited use of assessment to support reflections and instruction.	Consistently makes changes to instruction based on feedback provided and reflection of previous instruction and use of assessments.	Seeks feedback routinely on changes to instruction based on reflection of previous instruction and systematic use of assessments.
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<i>Notes/Evidence:</i>	<i>Rating:</i>
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<ul style="list-style-type: none"> Identifies ways to improve as an individual, a part of the school community and as a part of the teaching profession 			
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Provides limited evidence of efforts to improve as a teacher. Is not responsive to any collegial advice.	Attends and reflects about faculty meetings and professional development activities in the school and corporation. Is responsive to collegial advice when provided.	Applies information learned from faculty meetings and professional development activities in the school and corporation. Seeks advice from colleagues about self-improvement	Internalizes and shares knowledge from faculty meetings and professional development activities. Actively seeks opportunities from colleagues and the professional community to improve as a teaching professional.
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<i>Notes/Evidence:</i>	<i>Rating:</i>
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GROWTH			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Acts professionally and appropriately 			
Communication is poor. Lack of trust. Personal life consistently undermines professional responsibilities.	Minimal communication meets basic collaborative needs for management of the class. Personal situations, while excused, have a negative impact on professional responsibilities.	Effective professional communications makes for efficient, collaborative management of classroom responsibilities. Minimal impact of personal life on professional responsibilities.	Communicates professionally, honestly and openly, building trust with others. Displays a seamless balance between personal and professional boundaries.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Accepts constructive criticism and suggestions and incorporate them into subsequent behavior and instruction. 			
Is not receptive to constructive criticism and suggestions. Responds defensively to suggestions.	Accepts constructive criticism and, at times, incorporates some suggestions into subsequent behavior and/or instruction.	Accepts constructive criticism and consistently incorporates suggestions into subsequent behavior and/or instruction.	Actively seeks out constructive criticism and suggestions. Consistently incorporates them into subsequent behavior and/or instruction.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Accepts all professional responsibilities communicated by supervising teacher, school and corporation for instructional and non-instructional duties. 			
Seldom completes professional responsibilities communicated. Makes excuses when responsibilities not met.	Accepts most professional responsibilities communicated, and generally completes them satisfactorily.	Accepts all professional responsibilities communicated, and consistently completes them satisfactorily.	Demonstrates initiative and seeks additional responsibilities. Completes well all professional responsibilities communicated.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Demonstrates an understanding of current issues within the school community, the teaching profession and public education 			
Demonstrates minimal interest and understanding in current issues. Does not attend professional development opportunities and does not read any professional journals.	Is conversant in current issues within the school community. Attends some professional opportunities, such as school board and faculty meetings and reads professional journals when suggested.	Seems well versed in current issues. Regularly reads professional journals. Routinely attends professional meetings in the school community.	Is well versed in current issues. Regularly reads professional journals and actively participates in discussions with colleagues. Routinely attends and actively participates in professional meetings in the school community.
<i>Notes/Evidence:</i>			<i>Rating:</i>

<ul style="list-style-type: none"> Demonstrates initiative and confidence in making the most of educational experiences 			
Lack of confidence keeps candidate from taking over responsibilities. Cannot complete tasks without total guidance from mentors.	Is confident in some responsibilities, but lacking somewhat in others. Requires significant amount of guidance.	Displays confidence in meeting responsibilities and takes initiative to seek out guidance as needed.	Reflects a confident, mature understanding of personal self and identity as a professional. Able to complete all work independently.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Refines continuously an individual philosophy of teaching 			
Written or verbal evidence of refinement of individual philosophy of teaching is not evident.	Written or verbal evidence of reflection is at a descriptive level. Changes to philosophy of teaching are expressed.	Both written and verbal reflections are evident and lead to refinement of philosophy of teaching and learning.	Both written and verbal reflections are evident and shared, seeking advice and additional perspectives. Actively engaged in refinement of philosophy of teaching and learning.
<i>Notes/Evidence:</i>			<i>Rating:</i>