Midterm and Final Evaluation Rubric

Revised 2022; Piloted AY 22-23

The purpose of this form is for Cooperating Professionals and University Supervisors to assess candidates on their overall competency as emerging professional educators. This assessment is completed at the *midterm* and the *end* of each placement and is used to provide formative feedback to candidates. The "Final" evaluation is completed at the end of the final student teaching placement prior to licensure application. The items listed on this assessment are based on six areas of competency outlined by the Council for the Accreditation of Educator Preparation (CAEP), the Teacher Education Program's national accrediting body. In addition, the items are based on the level of guidance and feedback required of Cooperating Professionals and University Supervisors, and best practices in P-12 education. Proficiency levels do not translate into A – C grades. Instead, the rubrics are designed to generate data that will reveal patterns of candidate performance at various stages of development across the learning progressions.

Please use the following scale as you assess candidates:

- *Unacceptable*. Language in this category includes questionable capacity for, and limited or no evidence of, the described item, despite having significant guidance and feedback from the cooperating teacher and university supervisor.
- *Developing*. Language in this category includes capacity for, but incomplete evidence of, the described item. The candidate performs tasks with significant guidance and feedback from the cooperating teacher and university supervisor.
- *Proficient*. Language in this category includes demonstrated evidence of the described item. The candidate performs tasks with minimal guidance and feedback from the cooperating teacher and university supervisor.

Item (Competency)	Unacceptable	Developing	Proficient
Mastery of Disciplinary Content	Does not demonstrate an understanding of central concepts, structures of the discipline, and/or tools of inquiry in the content area taught.	Demonstrates a limited understanding of central concepts, structures of the discipline, or tools of inquiry in the content area taught.	Demonstrates an understanding of: - central concepts - structures of the discipline - tools of inquiry in the content area taught.
Alignment to Standards	Rarely or does not align instructional planning, activities, and assessments with established curriculum standards and benchmarks.	Aligns instructional planning, activities, and assessments with established curriculum standards and benchmarks when prompted to do so.	Aligns instructional planning, activities, and assessments with established curriculum standards and benchmarks.
Instructional Strategies	Develops plans which include no or only one way to engage students and/or represent content. Often does not identify or adapt instruction to meet individual and group learning needs. Frequently neglects to apply evidence-based instructional strategies.	Develops plans which include a limited number of ways to engage students and/or represent content. In most cases, accurately identifies and/or effectively adapts instruction to meet individual and/or group learning needs. Applies evidence-based instructional strategies when prompted to do so.	Develops plans which include multiple ways to engage students and represent content. Accurately identifies and effectively adapts instruction to meet individual and group learning needs. Applies evidence-based instructional strategies.

Assessing Student Learning	Developed or selected tools and methods often provide no or only one way to assess student learning and/or neglect to use available technology and other resources when appropriate. Feedback to students on their learning is rare, unhelpful, and/or poorly timed. Rarely or does not use assessment data to modify instruction. Frequently neglects to monitor learner progression.	Developed or selected tools and methods sometimes lack variety or misses some opportunities to use available technology and other resources when appropriate. Provides constructive and frequent feedback to students on their learning when prompted to do so. Uses assessment data to modify instruction when prompted to do so. Monitors learner progression when prompted to do so.	Develops or selects a variety of tools and methods to assess student learning using available technology and other resources when appropriate. Provides constructive and frequent feedback to students on their learning. Uses assessment data to modify instruction. Monitors learner progression.
Learner Development	Language, materials, and resources are frequently not developmentally appropriate. Rarely or does not modify instruction based on the patterns and variations listed under "proficient".	Language, materials, and resources are developmentally appropriate most of the time. Modifies instruction based on the patterns and variations listed under "proficient" when prompted to do so. -or- Occasionally neglects to modify instruction when appropriate.	Uses developmentally appropriate language, materials, and resources. Modifies instruction based on patterns of learner development and variations across cognitive, linguistic, social, emotional, and physical areas.
Learning Environment	Rarely or does not establish and maintain safe and supportive environments that encourage positive social interaction and active engagement in learning.	Establishes and maintains safe and supportive environments that encourage positive social interaction and active engagement in learning when prompted to do so.	Establishes and maintains safe and supportive environments that encourage positive social interaction and active engagement in learning.

Behavior Management	Does not effectively establish and/or reinforce clear, equitable standards for behavior. Frequently neglects to monitor student engagement and/or effectively address behavior that does not meet established standards.	Establishes, but occasionally neglects to reinforce clear, equitable standards for behavior. Monitors student engagement and addresses behavior that does not meet established standards, when prompted to do so.	Establishes and reinforces clear, equitable standards for behavior. Monitors student engagement and effectively addresses behavior that does not meet established standards.
Inclusive Education	Rarely or does not differentiate instruction based on formal and informal assessments of learning. Frequently neglects to, or does not, develop modifications and accommodations to meet students' diverse learning needs. Rarely or does not recognize or apply knowledge about students' individual differences, including linguistic and cultural backgrounds.	Differentiates instruction based on formal and informal assessments of learning when prompted to do so. Occasionally misses opportunities to develop modifications and accommodations to meet students' diverse learning needs. Recognizes, but does not always apply knowledge about, students' individual differences, including linguistic and cultural backgrounds.	Differentiates instruction based on formal and informal assessments of learning. Develops modifications and accommodations to meet students' diverse learning needs. Applies knowledge about students' individual differences, including linguistic and cultural backgrounds.
Use of Technology	Rarely or does not facilitate P-12 students use of technology to maximize active, deep learning. Does not integrate technology into authentic learning activities that accommodate learner variability.	Occasionally facilitates P-12 students use of technology to maximize active, deep learning. Integrates technology into authentic learning activities that accommodate learner variability, but not always effectively.	Regularly facilitates P-12 students use of technology to maximize active, deep learning. Effectively integrates technology into authentic learning activities that accommodate learner variability.
Reflective Practice	Rarely or does not reflect on own practice to improve instruction and grow professionally. Rarely or does not reflect on how practice impacts student learning.	Reflects on own practice to improve instruction and grow professionally when prompted to do so. Reflects on how practice impacts student learning when prompted to do so.	Regularly reflects on own practice to improve instruction and grow professionally. Reflects on how practice impacts student learning.

Professional Responsibility	Adheres to professional standards of practice, relevant laws, policies, and codes of ethics. Lacks the necessary skill to effectively collaborate with learners, families, colleagues, and/or other school professionals. Is not willing to seek and/or engage in professional learning opportunities unless required to do so.	Adheres to professional standards of practice, relevant laws, policies, and codes of ethics. Effectively collaborates with learners, families, colleagues, and other school professionals to ensure learner growth with guidance. Seeks and engages in professional learning opportunities when prompted to do so.	Adheres to professional standards of practice, relevant laws, policies, and codes of ethics. Effectively collaborates with learners, families, colleagues, and other school professionals to ensure learner growth. Seeks and engages in professional learning opportunities.