

PDE 430 Evaluation Addendum Rubric

Version 3.1 for Spring 2020 and beyond

Important Contextual and Design Notes:

- This rubric is designed to be applied to student teachers.
- The content and language of the rubric is derived from the PDE 430 form, Charlotte Danielson’s Framework for Teaching, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.
- The rubric’s performance descriptions are intended to reflect the skills and abilities of an entry-level practitioner and should be read and interpreted with this in mind. Although the rubric uses terminology like “Exemplary” and “Superior,” these terms are specified by the Pennsylvania Department of Education and should be interpreted relative to what would constitute “Exemplary” and “Superior” levels of performance for a student teacher. In some substantial ways, this may differ from a reviewer’s perception of what constitutes exemplary and superior performance for a veteran educator with years of experience in the field.

Development and Implementation Notes:

- The Initial draft was finalized by the Leading Teacher Quality Council on October 11, 2018 and implemented in the Fall 2018 semester.
- Version 2.0 was updated and finalized on January 7, 2019 based on additional feedback from a Supervisor focus group which occurred on December 18, 2018. Version 2.0 will be implemented in the Spring 2019 semester.
- Version 3.0 was based on feedback received from students, supervisors, and members of the Leading Teaching Quality Council in Spring 2019
- Minor formatting adjustments were made based on feedback received from supervisors and the Leading Teaching Quality Council resulting in the current version for use in Spring 2020 and beyond.

Category I:	Planning & Preparation			
Evaluation Area	Unsatisfactory - 0	Satisfactory - 1	Superior - 2	Exemplary - 3
Knowledge of Content (<i>InTASC 4, 4E, 4J, 4K and 4N</i>) <i>(NCTM 1a)(NCTE 1.1)</i> <i>(NAEYC 5b)</i> <i>LTP 2.1</i> Score: _____	The student teacher makes content errors or does not correct errors made by students. Exhibits difficulty in understanding content, which impedes the learners' progress. The candidate's grasp of major concepts, processes of inquiry, or ways of knowing are superficial, or lacking in a substantial way.	Demonstrates a basic knowledge of the content in the discipline and is able to help the learners grasp the content. There may be some minor aspects of concepts, processes of inquiry, & ways of knowing within the discipline where the candidate could improve upon in their practice, but it does not preclude their ability to apply the knowledge in a way that makes it meaningful for the learners.	Demonstrates an extensive knowledge of the content in the discipline. Usually able to apply it in a way that makes it meaningful for the learners and in a way that is appropriate for the context of their classroom. Displays solid knowledge of the important concepts in the discipline and how these relate to one another. The candidate understands major concepts, processes of inquiry, & ways of knowing that are central to the discipline(s) s/he teaches.	Demonstrates a strong, consistent, and thorough knowledge of the important concepts in the discipline content. Able to apply it in a way that makes it meaningful for the learners & in a way that is appropriate for the context of their classroom. The candidate understands major concepts, processes of inquiry, & ways of knowing that are central to the discipline(s) s/he teaches. The candidate may understand common misconceptions in learning the content & how to guide learners to accurate conceptual understanding. The candidate may be able to cite intra- and interdisciplinary content relationships.
Knowledge of Pedagogy (<i>InTASC ## 7A, 7B, 7C, and 7G</i>) <i>(NCTM 3c)(NCTE 3.1)</i> <i>(NAEYC 4c)</i> <i>LTP 1.1, 1.2, 1.3</i> Score: _____	Little or no understanding of the range of pedagogical approaches suitable to student learning of the content. Plans fall short of meeting curriculum goals and content standards. Plans do not consistently follow an appropriate & agreed upon model. Lesson plans do not reflect an organized, coherent, and thorough thought process that reflects an understanding of grade-appropriate considerations.	Plans reflect a limited range of pedagogical approaches to the discipline. Adequately creates and implements plans that meet curriculum goals and content standards. Plans follow an appropriate and agreed upon model. Lesson plans are coherent and grade-appropriate, and somewhat thorough and organized.	Plans reflect familiarity with a wide range of effective pedagogical approaches in the subject. Usually able to create plans that effectively meet curriculum goals & content standards. Plans follow an appropriate & agreed upon model. The candidate plans a variety of learning experiences that are aligned with learning goals & standards in a structure & sequence designed to meet student needs. Lesson plans are coherent, grade-appropriate, & organized.	Plans reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. Is consistently able to create and implement plans that effectively support achievement of curriculum goals and content standards. Plans follow an appropriate and agreed upon model. The Candidate thoughtfully selects effective pedagogical strategies to differentiate instruction to account for students' diverse needs. Plans are coherent, grade-appropriate, very detailed and thorough, and keenly organized.
Knowledge of Pennsylvania's K-12 Academic Standards (<i>InTASC ## 4N and 7G</i>) <i>(NCTM 3a)(NAEYC 5c)</i> <i>(NCTE 3.1, 3.3, 4.1, 5.1)</i> <i>LTP 2.1, 2.2</i> Score: _____	The candidate neglects to attend to PA's K-12 standards in instances where they would be expected to do so. Any attempts to address content standards and how they are organized in the curriculum is superficial. There may be multiple instances where the candidate has applied standards in an inappropriate way that negatively impacted the overall quality of their work.	The candidate is able to locate and access PA's K-12 standards, but struggles to align or apply them to their practice. Despite good faith attempts, there may be recurring instances where goals or objectives within their curriculum planning do not fully align. There are several notable areas in which the candidate can improve their performance with regard to this area.	Extensive knowledge of how to access PA's K-12 standards. In most of the cases where it is applicable, the candidate has been able to align and apply PA's K-12 standards to their practice. There may be one or two instances where goals or objectives are not accounted for within their curriculum planning, but it does not negatively impact the overall quality of their work.	Consistent and thorough knowledge of how to access PA's K-12 state standards. In all instances where it is applicable, (to the extent that it is possible and appropriate), the candidate has been able to align and apply PA's K-12 standards to their practice. The candidate demonstrates an effective understanding of the alignment between standards and learning goals, objectives, & targets.

<p>Knowledge of students and how to use this knowledge to impart instruction (<i>InTASC 1, 7J</i>) (<i>NCTM 3c</i>)(<i>NCTE 5.2</i>) (<i>NAEYC 1a</i>)</p> <p><i>LTP 1.1, 1.2, 2.3, 3.1</i></p> <p>Score: _____</p>	<p>Within the context of their assignment: Unaware of relevant aspects of students' background knowledge and experiences. Rarely or never plans instruction that is responsive to the strengths and needs of students. Lesson plans may show minimal to no use of data about students to inform lesson decisions.</p>	<p>Within the context of their assignment: Demonstrates adequate understanding of relevant aspects of students' background & experiences. Although the candidate is able to plan instruction that is generally responsive to student strengths and needs, there are minor aspects of that could be improved upon. Lesson sometimes, but do not always utilize student data to inform decisions.</p>	<p>Within the context of their assignment: Demonstrates an extensive level of knowledge / consideration for relevant aspects of students' background, characteristics, and experiences. Attains information about levels of development for groups of students. In a majority of instances, plans instruction that is responsive to the strengths & needs of students. Lesson plans show use of student data to inform lesson decisions.</p>	<p>Within the context of their assignment: Demonstrates a consistent and thorough knowledge / consideration of relevant aspects of students' background, characteristics, and experiences. Acquires information about levels of development for individual students. Plans instruction that is thoughtfully tailored & responsive to the strengths & needs of students. Uses information gained from assessments to more capably predict, inform, & adapt instructional plans to meet student needs.</p>
<p>Use of resources, materials, and technology (<i>InTASC ## 4G, 5P, 7K, 8Nand 9D</i>) (<i>NCTM 5b</i>)(<i>NCTE 5.4</i>) (<i>NAEYC 4b</i>) <i>LTP 4.2</i></p> <p>Score: _____</p>	<p>Uses minimal to no supportive materials to reinforce lessons. Tends to not use available resources.</p>	<p>Adequate ability to identify and organizes appropriate resources, materials, technology and/or media; however, the ways in which these resources are integrated with instructional strategies are limited and could benefit from some additional development.</p>	<p>In most cases, identifies and organizes appropriate resources, materials, technology and media that enhance the lesson. Independently seeks professional and technological resources when necessary or appropriate.</p>	<p>Can consistently find, identify, and organize resources, materials, technology & media that are ideally suited to engage students in the lesson and reinforce learning. Is consistently able to utilize resources to enhance instruction. Proactively seeks professional & technological resources where appropriate.</p>
<p>Instructional goals show recognizable sequence with adaptations for individual needs (<i>1, 1B, 2A, 8A</i>) (<i>NCTM 4b</i>) (<i>NCTE 3.1, 5.1</i>)(<i>NAEYC 5c</i>) <i>LTP 1.2, 2.2, 3.1</i></p>	<p>Does not use measurable objectives that are directed to student needs. Procedures are sequenced in an illogical and/or unorganized fashion.</p>	<p>Designs and presents instruction to address individual needs among most students. Uses sufficiently measurable objectives that are somewhat directed to student needs. Logically sequences procedures.</p>	<p>Designs and presents instructional goals to address individual needs among students. In most cases, goals are directed to student needs, clearly sequenced, and adapted for individual needs in appropriate ways.</p>	<p>Consistently and thoroughly develops instructional goals that show a recognizable sequence with adaptations for individual student needs. Adapts and provides for needs of exceptional students. All sequences and adaptations are logical, well-reasoned, and critically thought out.</p>
<p>Assessments of student learning aligned to the instructional goals adapted as required for student needs (<i>InTASC 1A</i>) (<i>NCTM 3f</i>) (<i>NCTE 3.4</i>) (<i>NAEYC 3a</i>) <i>LTP 2.4</i></p>	<p>Candidate either neglects to align assessments with instructional goals or utilizes insufficient evaluation strategies that do not adequately monitor learner progress.</p>	<p>The candidate has demonstrated an adequate ability to align assessments of student learning (both formative & summative) with instructional goals. In some, but not all instances, they have used assessment findings to modify instructional plans to meet students' needs</p>	<p>In most cases, the candidate effectively and appropriately aligns assessments (both formative & summative) of student learning to the instructional goals. The candidate uses information gained from assessment findings to customize instructional plans to meet students' needs.</p>	<p>Consistently & to a high degree of quality, assessment & evaluation strategies (both formative & summative) are well-thought, clear, & directly tied to the instructional goals / learning objectives. Strategically & thoughtfully uses information gained from assessments to customize instructional plans to meet students' needs.</p>
<p>Use of educational psych principles / theories in the construction of lesson plans and instructional goals (<i>InTASC 7I</i>) (<i>NCTM 4a</i>) (<i>NCTE 3.3</i>) (<i>NAEYC 1b</i>) <i>LTP 1.2, 2.3</i></p>	<p>Rarely or never attends to or considers psychological principles or learning theory. There is a lack of evidence that lesson plans & instructional goals have been informed by principles / theories in any substantial way.</p>	<p>Developing an adequate awareness of psychological principles and learning theory. The candidate has been able to integrate some aspects of the principles and theory into their lesson planning & goal-setting; however, it is clear there are some aspects that would benefit from additional development.</p>	<p>Demonstrates an extensive awareness of psychological principles and learning theory in relation to lesson planning. There is evidence that the candidate has considered this in the creation of lesson plans and instructional goals.</p>	<p>Demonstrates a strong grasp of psychological principles & learning theory in the construction of lesson plans. Theories/principles may be related to development, learning, motivation, etc. The integration and utilization of theories/principles is sound and evident in all aspects of the creation of lesson plans and instructional goals.</p>

Category II:	Classroom Environment			
Evaluation Area	Unsatisfactory - 0	Satisfactory - 1	Superior - 2	Exemplary - 3
Expectations for achievement with value placed on the quality of student work <i>(InTASC 3C, 100)</i> <i>(NCTM 4d)(NCTE 3.1, 4.1)</i> <i>(NAEYC 1c); LTP 2.3, 4.1</i> Score: _____	Shows little or no evidence of setting or attempting to support high expectations for learning or collaboration with students to adapt or adjust instruction to meet individual needs.	Attempts to support a culture of high expectations for learning and is working toward collaborating with students to develop shared values and elements of a productive learning environment. There are minor areas for improvement.	In most cases, supports a culture of high expectations for learning and achievement. For the most part, works collaboratively with students to develop shared values & elements of a productive learning environment. Quality of student work is held to high standards.	Consistently supports a culture of high expectations for learning and achievement. Consistently works collaboratively with students to develop shared values and elements of a productive learning environment. It is apparent and clear that high value is placed on the quality of student work.
Attention to equitable learning opportunities for students <i>(InTASC ## 3D)</i> <i>(NCTM 4d)(NCTE 6.1)</i> <i>(NAEYC 6e); LTP 2.3, 4.1</i> Score: _____	Communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	Communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners	Exhibits respect and equitable attention to learning opportunities for all students. Communicates with diverse learners in a fair and respectful manner; Gives extensive consideration to providing equitable opportunities to meet the diverse needs of learners	Consistently designs and implements instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; proactively strives to provide equitable opportunities to meet the needs of learners
Appropriate interactions between teacher and students and among students <i>(InTASC 3D)</i> <i>(NCTM 4d)(NCTE 7.1)</i> <i>(NAEYC 1c)</i> <i>LTP 4.3, 5.1</i> Score: _____	Struggles to facilitate students' responsibilities to develop a safe, positive, respectful and democratic classroom. Frequently responds to wrong responses in an inappropriate manner. Demonstrates little to no acceptance, reinforcement, & encouragement.	Attempts to facilitate students' responsibilities to develop a safe, positive, respectful and democratic classroom. For the most part, dignifies wrong responses in a respectful manner. Working toward accepting, reinforcing, and encouraging learners. There are minor, but not substantial areas for improvement.	Facilitates students' responsibilities to develop a safe, positive, respectful and democratic classroom. Dignifies wrong responses in a respectful manner. In most cases, models positive & respectful discourse. Tends to accept, reinforce, and encourage learners to an appropriate extent.	Consistently and thoroughly supports and facilitates students' responsibilities to develop a safe, positive, respectful and democratic classroom. Dignifies wrong responses in a respectful manner. Consistently models positive and respectful discourse. Accepts, reinforces, and encourages all learners.
Maximizing Instructional Time & Efficiency <i>(InTASC 3K)</i> <i>(NCTM 7c)</i> <i>(NCTE 5.2)</i> <i>LTP 1.1, 1.2</i> Score: _____	Much instructional time is lost due to inefficient classroom routines and procedures. Rarely establishes routines or holds students accountable. Limited evidence of time management and organization of materials, resulting in lost instructional time.	Some instructional time is lost due to partially effective classroom routines and procedures. Classroom routines and expectations are established but only function with mentor assistance. Daily schedule and routines for management of materials / equipment are in place but utilized inconsistently resulting in some loss of instructional time.	There is little loss of instructional time due to effective classroom routines and procedures. Classroom routines & expectations are established and usually functional, with little loss of instructional time. Daily schedule & routines for management of materials / equipment are in place & usually utilized, which results in minimal loss of instructional time.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Classroom routines and expectations are established and function smoothly with students assuming responsibility for classroom behavior. Daily schedule & routines for management of materials /equipment are in place and utilized consistently, maximizing instructional time & efficiency of transitions.

Category II:	Classroom Environment			
Evaluation Area	Unsatisfactory - 0	Satisfactory - 1	Superior - 2	Exemplary - 3
<p>Clear standards of conduct and effective management of student behavior <i>(InTASC 3Q) (NCTM 7c)</i> <i>(NCTE 5.2) (NAEYC 1c)</i> <i>LTP 2.3</i></p> <p>Score: _____</p>	<p>Either no standards for conduct have been established or they are prohibitively unclear. There is little or no monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Establishes standards of conduct, but may benefit from some minor clarification in the way they've been presented. Beginning to recognize and monitor student behavior and uses behavioral management strategies, but with uneven results.</p>	<p>Establishes standards of conduct. Intentionally monitors student behavior and uses a variety of behavioral management strategies that field desired results. Student teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Clearly and consistently establishes and effectively adheres to standards of conduct. Anticipates student behavior and implements preventative behavior management strategies to yield desired results. Monitoring of student behavior is subtle and preventive. The student teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<p>Appropriate attention given to safety in the classroom <i>(NCTM 7c)</i> <i>(NAEYC 1c)</i></p> <p>Score: _____</p>	<p>Neglects important considerations related to safety. Demonstrates inability to focus on total environment; oblivious to many activities and interactions.</p>	<p>Working toward being attentive to total environment. Gives appropriate consideration to safety in the classroom. The candidate is often attentive to the total environment, but has minor areas for improvement.</p>	<p>Almost always mindful of the total classroom environment. Mindful and attentive to considerations of safety.</p>	<p>Demonstrates keen awareness of total classroom environment. Fully & proactively attends to all important considerations related to safety in an appropriate, thoughtful and proactive manner.</p>
<p>Ability to establish and maintain rapport with students <i>(InTASC 8M)</i> <i>(NCTM 7c) (NCTE 7.1)</i> <i>(NAEYC 4a)</i></p> <p>Score: _____</p>	<p>There are substantial and serious gaps in the candidate's skill set with regard to ability for establishing meaningful rapport. Shows little or no energy or enthusiasm toward teaching and subject matter. Disregards, or is indifferent to, students' positive self-esteem.</p>	<p>The candidate is able to establish meaningful relationships with students; however, there may be some substantial aspects of the rapport building skill sets that could be improved upon. Regardless, this does not diminish the candidate's overall ability to be successful as an educator. They may be inconsistent in their ability to demonstrate sincere energy and/or promote students' positive self-esteem.</p>	<p>The candidate has demonstrated an ability to establish rapport with students. This is reflected in the strategies they use to build relationships with students. There may be a minor area for improvement in the application of these strategies. To the extent that it is appropriate, the candidate demonstrates sincere energy and enthusiasm & provides warm and caring feedback.</p>	<p>Candidate has a strong ability to establish and maintain rapport. This is reflected by strategies that they use to build relationships with students. As some examples of indicators: The candidate's energy and enthusiasm may inspire students; the candidate consistently and effectively strives to ensure their classroom interactions are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.</p>

Category III:	Instructional Delivery			
Evaluation Area	Unsatisfactory - 0	Satisfactory - 1	Superior - 2	Exemplary - 3
Use of knowledge of content and pedagogical theory through his/her instructional delivery (<i>InTASC 4, 5</i>) <i>(NCTM 4e)(NCTE 3.3)</i> <i>(NAEYC 5c);</i> <i>LTP 1, 2.1, 2.2, 2.3</i> Score: _____	Struggles with ways to effectively and appropriately use content knowledge and pedagogical theory within instructional delivery. Has repeatedly neglected important considerations related to knowledge or pedagogy.	Makes general use of content knowledge & pedagogical theory to support instructional delivery; however, incorporation of examples, visuals, anecdotes, and/or analogies is limited. Candidate's instructional delivery choices are generally appropriate, but with areas for improvement.	Makes extensive use of content knowledge & pedagogical theory within instructional delivery. Instructional delivery choices indicate extensive consideration of relevant aspects of pedagogical theory & content knowledge. Accordingly, incorporates concrete examples, visuals, anecdotes, and/or analogies.	Effectively and thoughtfully uses content knowledge and pedagogical theory through instructional delivery. Instructional delivery choices reflect deliberate and critical consideration of pedagogical theory & content knowledge. Accordingly, the candidate incorporates concrete examples, visuals, anecdotes, and analogies that augment their delivery. There may be aspects of creativity &/or sophistication in the approach.
Instructional goals reflecting PA K-12 standards (<i>InTASC 7A</i>) <i>(NCTM 3a)(NCTE 3.1)</i> <i>(NAEYC 5c); LTP 2.1, 2.2</i> Score: _____	Instructional goals in lesson plans are either not aligned with or neglect PA K-12 standards.	Plans learning experiences that align with learning goals & PA K-12 standards. There are some instances where they did not fully consider the alignments between goals, learning experiences, and PA K-12 standards where it would have been relevant.	Plans are aligned with learning goals and PA K-12 standards in a structure and sequence designed to meet student needs. Instructional goals extensively reflect PA K-12 standards.	Plans demonstrate a robust understanding of prerequisite relationships between goals and PA K-12 standards. Plans are aligned with learning goals and PA K-12 standards in a structure and sequence designed to meet student needs. Instructional goals clearly & consistently reflect PA K-12 standards.
Communication of procedures and clear explanations of content (<i>InTASC 4A,</i>) (<i>NCTM 2e</i>) <i>(NAEYC 5c); LTP 1.3</i> Score: _____	Rarely or ineffectively communicates procedures, content, and objectives to students verbally, or in writing. Struggles to identify or neglects the need to clarify, rephrase & explain information.	Demonstrates adequate ability to communicate procedures, content & objectives to students verbally, or in writing. Sometimes identifies a need to clarify, rephrase & explain information, but there are aspects that could be improved.	Extensively communicates procedures, content, & objectives to students verbally, or in writing. In most cases, identifies the need to clarify, rephrase and explain information, and responds accordingly.	Thoroughly & consistently communicates procedures, content, & objectives to students verbally, or in writing. Accurately identifies the need to clarify, rephrase & explain information, & responds accordingly. Effectively connects lesson content to real-life issues, ideas, materials etc. to facilitate understanding
Use of instructional goals that show a recognizable sequence, clear expectations, & adaptations (<i>7B, 7C</i>) <i>(NCTM 4b)(NCTE 3.1)</i> <i>(NAEYC 5c) LTP 2.2, 2.3</i> Score: _____	The student teacher does neglects or inappropriately attends to two or more of the following: recognizable sequencing, clear student expectations, or adaptations for individual student needs.	The student teacher adequately establishes and uses instructional goals, but may have neglected one of the following: recognizable sequencing, clear student expectations, or adaptations for individual student needs.	In most cases, the student teacher appropriately establishes and uses instructional goals. The student teacher develops appropriate sequencing of learning experiences, expectations, and adaptations.	The student teacher thoroughly & thoughtfully establishes & uses instructional goals. The teacher develops logical sequencing of learning experiences, incorporates clear student expectations, makes adaptations for individual student needs, and may provide multiple ways to demonstrate knowledge and skill.

Category III:	Instructional Delivery			
Evaluation Area	Unsatisfactory - 0	Satisfactory - 1	Superior - 2	Exemplary - 3
<p>Engagement of students in learning and adequate pacing of instruction <i>(InTASC # 3D and 3P) (NCTM 3e)(NCTE 5.2) (NAEYC 4c); LTP 2.3, 4.1</i></p> <p>Score: _____</p>	<p>Neglects to provide sufficient time for students to practice and apply content. Rarely engages students in analyzing, synthesizing & evaluating lesson content. The learning tasks/ activities require only rote responses, with only one approach possible.</p>	<p>Adequately provides time for students to practice & apply content. May engage students in analyzing, synthesizing & evaluating lesson content, but there are some areas for improvement. The learning tasks and activities require only minimal thinking by students & offer little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. Working to effectively use wait time.</p>	<p>The learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. This results in active intellectual engagement by most students. In most instances, provides time for students to practice and apply content. Engages students in analyzing, synthesizing and evaluating lesson content. Uses wait time to some positive effect.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks & activities that require complex thinking by students. Consistently provides time for students to practice & apply content. Actively engages students in analyzing, synthesizing & evaluating lesson content. Effectively & systematically uses wait time.</p>
<p>Use of questioning and discussion strategies that encourage students to participate <i>(InTASC 8F, 8I) (NCTM 3e) (NCTE 5.4) (NAEYC 4b); LTP 4.1</i></p> <p>Score: _____</p>	<p>Struggles or fails to enact strategies that encourage students to participate. Minimal use of questioning strategies. Questions are of low cognitive challenge, with single correct responses, & are asked in rapid succession.</p>	<p>Adequately encourages students to participate. Student teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Working on listening and paraphrasing to check for student understanding.</p>	<p>Extensively incorporates strategies that encourage students to participate. While they may use some low-level questions, they pose questions designed to promote student thinking & understanding. Demonstrates listening and paraphrases to check for student understanding.</p>	<p>Consistently, effectively utilizes a variety of strategies that encourage students to participate. Uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking & discourse, & promote metacognition. Demonstrates intent listening & paraphrases to check for understanding. Use of questioning strategies is robust & well-managed.</p>
<p>Use of informal & formal assessments to meet learning goals and to monitor student learning <i>(InTASC # 6O and 6T) (NCTM 3g) (NCTE 3.2) (NAEYC 3b); LTP 2.4</i></p> <p>Score: _____</p>	<p>The candidate lacks an understanding of when & how to evaluate learning progress against using formal and/or informal assessments. They use minimal to no assessment processes to support, verify and document learning. There is little or no monitoring of student learning. Students do not appear to be aware of assessment criteria.</p>	<p>The candidate is learning when and how to evaluate learning progress against goals and standards. The candidate may use multiple types of assessment processes to support, verify and document learning. There are some minor areas for improvement. Questions and assessments are sometimes used to diagnose evidence of learning.</p>	<p>In most cases, the candidate demonstrates an awareness of when and how to evaluate learning progress. The candidate uses formal and informal assessments to monitor learning. Questions and assessments are regularly used to diagnose evidence of learning.</p>	<p>Informal and formal assessments are strategically designed & used to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets. The candidate uses formal & informal assessments to monitor support, verify and document learning. Questions and assessments are used regularly to diagnose evidence of learning by individual students.</p>

Category III:	Instructional Delivery			
Evaluation Area	Unsatisfactory - 0	Satisfactory - 1	Superior - 2	Exemplary - 3
Feedback to students on their learning (<i>InTASC 6D, 6N and 6S</i>) (<i>NCTM 3g</i>) (<i>NCTE 5.3</i>) (<i>NAEYC 3c</i>) <i>LTP 2.4, 4.1</i> Score: _____	Candidate lacks understanding of the positive impact of effective, descriptive feedback for learners, and struggles to communicate feedback. Timely, effective feedback is rarely, or never, provided.	Candidate is developing an understanding of the positive impact of effective, descriptive feedback for learners & may demonstrate a variety of strategies for communicating feedback. Timely, effective feedback is a work in progress.	Candidate demonstrates an understanding of the positive impact of effective, descriptive feedback for learners, & may demonstrate a variety of strategies for communicating feedback. Timely, effective feedback is often provided.	Candidate demonstrates a keen understanding of the positive impact of effective, descriptive feedback for learners, & demonstrates a variety of strategies for communicating feedback. Timely, effective feedback is a priority.
Flexibility and responsiveness in meeting the learning needs of students (<i>InTASC 2A, 7F, 8A, 8B, 8S</i>) (<i>NCTM 3f</i>)(<i>NCTE 5.2, 5.3</i>) (<i>NAEYC 3c</i>) <i>LTP 1.2</i> Score: _____	Does not offer appropriate flexibility or responsiveness in meeting learning needs of students. Rigid or inflexible in ways that negatively impact student learning. The student teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. No attempt is made to adjust the lesson even when students don't understand the content.	Aware of and generally offers flexibility and responsiveness to students' learning needs; however, there may be some minor areas for improvement. The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	In most cases, takes steps to be flexible and responsive to learning needs of students to the extent that it is appropriate and necessary. The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	Consistently recognizes diversity of student understanding and needs, and makes necessary adjustments. Flexible, fully responsive & sensitive to students' learning needs. The student teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. They persist in seeking effective approaches for students who need help.
Integration of disciplines within the educational curriculum (<i>4C, 7H</i>) (<i>NCTM 2e</i>)(<i>NCTE 3.6</i>) Score: _____	Struggles or neglects to meaningfully integrate disciplines within the curriculum.	Gives adequate consideration to the integration of disciplines within the curriculum. There are minor areas for improvement with regard to integration of methods of inquiry & standards of evidence used in the discipline. Working on integrating cross-disciplinary skills in instruction.	In most cases, effectively integrates disciplines within the curriculum. Engages learners in applying methods of inquiry and standards of evidence used in the discipline.	To the extent that it is appropriate in their classroom, consistently, thoroughly, and thoughtfully integrates discipline within the curriculum. Consistently & actively engages learners in applying methods of inquiry & standards of evidence used in the discipline. To the extent that it is meaningful and appropriate, purposefully integrates cross-disciplinary skills in instruction.

Category IV:	Professionalism			
Evaluation Area	Unsatisfactory - 0	Satisfactory - 1	Superior - 2	Exemplary - 3
Knowledge of school and district procedures and regulations related to attendance, punctuality and the like (<i>InTASC # 90</i>) <i>(NCTM 6, 7)(NCTE 7.2)</i> <i>LTP 4.5</i> Score: _____	Lacks attention to important school and district procedures and regulations. Ignores professional standards for clothing, grooming and/or communication. Not compliant with attendance guidelines, may have been absent or late; fails to communicate with all appropriate parties.	Has a general familiarity with school and district procedures & regulations, but there are some areas where understanding could be improved upon. Almost always projects a professional image in appearance and communication. Generally adheres to attendance guidelines, but may lacking in punctuality to a minor extent. Communicates with all appropriate parties as necessary.	Has an extensive awareness of school and district procedures and regulations. Projects an appropriate professional image in appearance and communication. Adheres to attendance guidelines; communicates with all appropriate parties.	Has a complete and thorough grasp and adherence to school and district procedures and regulations. Projects an appropriate professional image in appearance and communication. Strictly adheres to attendance guidelines, is always punctual, and proactively communicates with all appropriate parties.
Knowledge of school or district requirements for maintaining accurate records and communicating with families (<i>NCTM 6b</i>)(<i>NCTE 7.2</i>) (<i>NAEYC 2b</i>) <i>LTP 3.2</i> _____	Inconsistent with adherence to recordkeeping requirements of school district and University. Communication with parents and community is not in alignment with minimal expectations.	Usually demonstrates evidence of compliance with recordkeeping requirements of school district and University. Progressing toward communicating with parents and community in a positive manner via designated communication channels.	Demonstrates extensive evidence of compliance with recordkeeping requirements of school district and University in a timely manner. Communicates with parents and community in a positive manner via designated communication channels.	Demonstrates strong, consistent evidence of thorough compliance with recordkeeping requirements of school district and University in a timely manner. Proactively communicates with parents and community in a positive manner via designated communication channels.
Knowledge of district or college's professional growth and development opportunities <i>(NCTM 6a)(NCTE 7.2)</i> <i>(NAEYC 6c); LTP 4.5</i> Score: _____	The candidate makes no effort to learn about the district or college's professional growth and development opportunities.	The candidate has some knowledge of district or college's professional growth and development opportunities, but it is limited. They may have overlooked an important or especially relevant opportunity.	In most cases, the candidate has general knowledge of district or college's professional growth and development opportunities.	Possesses full and thorough knowledge of district or college's professional growth & development opportunities to the extent that it is appropriate and possible. The candidate <i>may</i> actively pursue additional growth & professional development opportunities.
Ability to cultivate professional relationships with school colleagues <i>(NCTM 6b) (NCTE 7.2)</i> <i>(NAEYC 3d); LTP 5.3</i> Score: _____	Candidate lacks the ability and interest in cultivating relationships with school colleagues. They rarely or never reach out to school colleagues when it would be appropriate. Relationships with colleagues are negative or self-serving.	Candidate is progressing toward developing the ability to cultivate professional relationships, including with the cooperating teacher and other school colleagues. Shares a mutual respect among colleagues. The student teacher maintains cordial relationships with colleagues to fulfill required duties and expectations.	Candidate demonstrates an ability to cultivate professional relationships, including with the cooperating teacher and other school colleagues. Shares a mutual respect among colleagues. Relationships with colleagues are characterized by mutual support and cooperation	Candidate demonstrates a strong ability to cultivate professional relationships, including with the cooperating teacher and other school colleagues. They share a mutual respect among colleagues. They may also proactively networks with others in the school setting. Relationships with colleagues are characterized by mutual support and cooperation

Category IV:	Professionalism			
Evaluation Area	Unsatisfactory - 0	Satisfactory - 1	Superior - 2	Exemplary - 3
Integrity and ethical behavior, professional conduct as stated in PA Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations <i>(InTASC # 9F and 9O)</i> <i>(NCTM 4d) (NCTE 7.1)</i> <i>(NAEYC 6b); LTP 5.1</i> Score: _____	There has been an issue in regard to either ethical behavior or professional conduct to an extent that it was not able to be meaningfully addressed and remedied. Or The candidate has substantial gaps in their understanding of the PA Code of Professional Practice and Conduct for Educators; and local, state, & federal laws and regulations.	Candidate is honest in interactions with colleagues, students, and the public. Candidate demonstrates an awareness and base level understanding of the PA Code of Professional Practice and Conduct for Educators. The candidate demonstrates full integrity and attention to ethics in their practice; however, there may be one or two minor areas for reflection and improvement in terms of how they meaningfully incorporate these into their practice.	Candidate displays high standards of honesty, integrity, and confidentiality. Candidate demonstrates an awareness and base level understanding of the PA Code of Professional Practice and Conduct for Educators. The candidate demonstrates full integrity and attention to ethics in their practice.	The candidate can be counted on to hold the highest standards of honesty, integrity, and confidentiality. Candidate demonstrates a direct, thoughtful and proactive attention to all matters regarding the PA Code of Professional Practice and Conduct for Educators. The candidate demonstrates the highest level of integrity and serves as a model for others.
Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and Administrators <i>(NCTM 6b) (NCTE 7.2)</i> <i>LTP 5.2</i> Score: _____	Struggles to communicate in a manner that is professional, grammatically correct, and/or clear in both oral and written forms when communicating with students, colleagues, paraprofessionals, related service personnel, and Administrators. Fundamental aspects of communication skills are lacking.	Tends to communicate in a manner that is professional, grammatically correct, and clear in both oral and written forms when communicating with students, colleagues, paraprofessionals, related service personnel, and Administrators. There may be occasions when grammatical mistakes are made. Communication skills can be described as adequate with some areas for improvement.	In most cases, communicates in a manner that is professional, grammatically correct, and clear in both oral and written forms when communicating with students, colleagues, paraprofessionals, related service personnel, and Administrators. Communication skills can be described as strong.	Consistently and effectively communicates in a manner that is professional, grammatically correct, and clear in both oral and written forms when communicating with students, colleagues, paraprofessionals, related service personnel, and Administrators. Communication skills can be described as exceptional and reflect a self-awareness of how their communication style and behaviors influences others.
Knowledge of Commonwealth requirements for continuing professional development and licensure <i>(NCTM 6a)</i> <i>(NCTE 7.2) (NAEYC 6c)</i> <i>LTP 4.5</i> Score: _____	The candidate no knowledge or only superficial knowledge of commonwealth requirements for continuing professional development.	The candidate shows evidence of knowledge of Commonwealth requirements for continuing professional development & licensure. Their knowledge may sometimes be lacking with regard to minor aspects or considerations related to the requirements; however, they are still able to adequately address requirements as needed.	The candidate demonstrates full and extensive awareness of requirements for continuing professional development and licensure.	The candidate is consistent and thorough in their attention to and knowledge of requirements for continuing professional development and licensure. They may also be proactive in their approach to meeting requirements.