Impact on Student Learning (rev. 2023)

You may wish to change your printer settings to "landscape" mode if you have a rubric with many performance columns.

	ACCOMPLISHED	COMPETENT	DEVELOPING	BEGINNING
1.B CANDIDATES USE THEIR UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE FAMILIES, CULTURES, AND COMMUNITIES TO PLAN AND IMPLEMENT INCLUSIVE LEARNING EXPERIENCES AND ENVIRONMENTS THAT BUILD ON CHILDREN'S STRENGTHS AND ADDRESS THEIR INDIVIDUAL NEEDS.	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student's learning; they recognize that individual learner characteristics and family, cultural, and community backgrounds are interrelated creating a unique learning profile for each student. Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student's learning. Candidate gathers and uses information about individual children's characteristics to inform planning and implementation of learning experiences and environments that build on children's strengths and address their	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. Candidate gathers information about individual children's unique characteristics but does not use it or uses it ineffectively to inform planning and implementation of learning experiences and environments.	Candidate does not understand nor recognize the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. Candidate does not gather nor use information about individual children's unique characteristics to inform planning and implementation of learning experiences and environments.

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	and environments that build on children's strengths and address their individual needs; they systematically monitor effects of those experiences and environments on individual children's development and learning; and consider how their own experiences and potential biases may impact their instructional decisions and their relationships with learners and their families.	individual needs; they monitor effects of those experiences and environments on individual children's development and learning.		
3.C CANDIDATES PLAN INSTRUCTION INCLUDING GOALS, MATERIALS, LEARNING ACTIVITIES AND ASSESSMENTS.	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include coordinated use of materials, learning activities, grouping models,	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include use of goals, materials, learning activities,	Candidate's instructional plans address some but not all of these components: goals, materials, learning activities, grouping models, educational technologies,	Candidate's instructional plans learning activities, materials, grouping models, educational technologies, assessments, and modifications or adaptations for

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	educational technologies, and assessments, as well as and adaptations for students with special needs. Candidates plan for use of instructional time by allocating a balance of time for instruction, engaged student learning, and assessment.	grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs. Candidates allocate a balance of time for instruction, engaged student learning, and assessment.	assessments, and modifications or adaptations for students with special needs, and does not connect or relate these components. Candidate's plans for use of instructional time do not address a balance of time for instruction, engaged student learning, and assessment.	students with special needs. Candidates do not plan for effective use of time in instruction.
3.F CANDIDATES EXPLICITLY SUPPORT MOTIVATION AND ENGAGEMENT IN LEARNING THROUGH DIVERSE EVIDENCE-BASED PRACTICES.	Candidate supports student motivation through practices such as assuring success, sharing control with learners, making school learning relevant, sustaining collaborative activities, and enabling students to become self-regulating learners in	Candidate explicitly supports student motivation through practices such as: designing classroom goals that emphasize conceptual knowledge; assisting students in setting goals for their academic work; linking academic content	Candidate provides motivation support explicitly, through well- known practices such as arranging for choice or collaboration, but the motivation support is not integrated with teaching central concept and skills.	Candidate does not facilitate adequate motivation support such as scaffolding for cognitive tasks and does not provide sufficient feedback for student learning. Candidate does not implement actions intended to

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	all subject areas. Candidates support engagement by setting academic goals that encourage students to generate products, displays or accomplishments that show extended disciplinary involvement and communication. Candidates differentiate engagement support for students with special needs, English language learners, and students with varying achievement levels. And, candidates use formative assessment to improve engagement support.	to students experience and interests; arranging social learning structures such as partnerships and small group collaborations; and affording students' choices of texts and tasks in learning. Candidates support student engagement in learning by implementing practices such as: affording students an abundance of materials for academic learning to assure a high volume of time spent on challenging and realistic learning tasks; scheduling sufficient time for students' deep immersion in purposeful	Candidates support student engagement in learning through problem solving and inquiry.	increase student engagement in academic learning and activities and displays teacher-student interactions that are likely to decrease motivation and engagement such as over- control, disregard for students' needs, sarcasm or negativity.

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		reading, mathematics, and content learning; and providing thought provoking questions that encourage reasoning individually and collaboratively.		
4.A CANDIDATES USE A VARIETY OF INSTRUCTIONAL PRACTICES THAT SUPPORT THE LEARNING OF EVERY CHILD.	Candidate varies the use of instructional practices and differentiates instruction to support the learning of every student. Candidate differentially uses a variety of resource materials that provides students with guided opportunities to make their own choices and supports the development of skills requisite to problem solving and critical thinking of every student.	Candidate uses a variety of appropriate instructional practices such as direct instruction, inquiry-based learning, and project-based learning, and makes attempts to differentiate instruction that supports the learning of every student. Candidate uses a variety of appropriate resource materials during instruction that supports the	Candidate uses appropriate instructional practices but does not use a variety of strategies or differentiate instruction to meet the individual needs of each student. Candidate uses appropriate resources although the variety of resources is limited and not readily adapted to differentiate instruction.	Candidate does not use appropriate instructional practices to support student learning. Candidate does not use appropriate resource materials during instruction to support children's development of skills requisite to problem solving, and critical and creative thinking.

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		learning of every student.		
4.B CANDIDATES TEACH A COHESIVE SEQUENCE OF LESSONS TO ENSURE SEQUENTIAL AND APPROPRIATE LEARNING OPPORTUNITIES FOR EACH CHILD.	Candidate consistently uses research- supported instructional approaches when teaching a cohesive sequence of lessons and differentiates instruction based on the needs of each student. Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills, and then extends learning of advanced content based on individual student needs.	Candidate consistently uses research-supported instructional approaches when teaching a cohesive sequence of lessons. Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills with the intent of moving on to more advanced content in subsequent lessons.	Candidate uses research-supported instructional approaches when teaching a cohesive sequence of lessons. Candidate sequences instruction that provides students with connected learning opportunities.	Candidate does not use research supported instructional approaches when teaching a sequence of lessons. Candidate does not sequence instruction that provides students with connected learning opportunities.

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4.C CANDIDATES EXPLICITLY TEACH CONCEPTS, STRATEGIES, AND SKILLS, AS APPROPRIATE, TO GUIDE LEARNERS AS THEY THINK ABOUT AND LEARN ACADEMIC CONTENT.	Using explicit instruction, the candidate determines and adjusts, as needed, established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate's knowledge of content. Candidate monitors student progress in learning the identified content and uses this information to provide guided instruction and practice to support students in addressing challenging learning goals.	Candidate uses explicit instruction to address established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate's knowledge of content. Candidate monitors student progress in learning the identified content and uses this information to adjust planning and instruction.	Candidate uses explicit instruction to address established and developmentally appropriate goals. Candidate monitors student progress in learning the identified content.	Candidate does not use explicit instruction to address established and developmentally appropriate goals. Candidate does not monitor student progress in learning the identified content.
3.A CANDIDATES ADMINISTER FORMATIVE AND SUMMATIVE ASSESSMENTS	Candidate designs, selects, adapts, and administers a variety of formative and summative assessments and	Candidate selects and administers a variety of formative and summative assessments and	Candidate selects and administers formative and summative assessments without making	Candidate administers required summative assessments. Candidate does

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REGULARLY TO DETERMINE STUDENTS' COMPETENCIES AND LEARNING NEEDS.	differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress. Candidate provide opportunities for students' choice about how they will demonstrate understanding by designing formative and summative assessment tasks that consider individual student needs.	differentiates assessments using modifications based on students' individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress.	modifications to meet individual student needs. Candidate interprets formative and summative assessments to provide required data reports for accountability.	not interpret assessments that have been administered.
3.B CANDIDATES USE ASSESSMENT	Candidate uses assessment information to plan,	Candidate uses assessment information to	Candidate uses assessment information to plan	Candidate does not use assessment

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RESULTS TO IMPROVE INSTRUCTION AND MONITOR LEARNING	monitor, and adapt instruction to meet the needs of individuals and groups of students, providing both remediation and enrichment. Candidates use a variety of assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement in tandem with implementing assessment strategies that facilitate student reflection and self-assessment to identify their successes and struggles, efforts needed to reach their goals, and their preferred learning strategies.	plan, monitor, and adapt instruction; adjusting instruction to meet the needs of groups of students. Candidate uses multiple assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement.	initial instruction but does not make adjustments during instruction based on the formative assessment data they are collecting. Candidate uses a single assessment source to provide general feedback to groups or individuals about their achievement.	information to effectively plan instruction. Candidate provides minimal feedback to students, such as grades with no explanation.

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4.D CANDIDATES PROVIDE CONSTRUCTIVE FEEDBACK TO GUIDE CHILDREN'S LEARNING, INCREASE MOTIVATION, AND IMPROVE STUDENT ENGAGEMENT	Candidate consistently provides students with effective and age-appropriate feedback and provides opportunities for students to set and monitor both long range and short-range goals for their own learning. Candidate provides feedback and assistance and engages students in activities that foster the development of misconception identification skills, self- evaluation, and independence in learning.	Candidate consistently provides feedback that is goal-oriented, timely, specific, meaningful, genuine, and age-appropriate. Candidate provides feedback and assistance in developing misconception identification skills, self-evaluation, and independence in learning.	Candidate provides feedback to guide students' learning although the feedback is not consistently goal-oriented, timely, specific, meaningful, genuine and age-appropriate. Candidate does not provide feedback and assistance to students in developing error identification skills, self-evaluation, and independence in learning.	Candidate does not provide feedback to guide students' learning or the feedback provided is negative or not timely, specific, meaningful, genuine, or age-appropriate. Candidate does not provide feedback that increases student engagement and motivation to learn intended goals.
5.B CANDIDATES DESIGN AND IMPLEMENT PROFESSIONAL LEARNING ACTIVITIES BASED	Candidate uses self-reflection based upon assessments of student learning and development to develop and implement a professional learning	Candidate uses self-reflection based upon assessments of student learning and development to select and participate in	Candidate uses self-reflection to consider their professional development needs. Candidate demonstrates knowledge	Candidate demonstrates little or no evidence of using self-reflection as a basis for their professional development.

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ON ONGOING ANALYSIS OF STUDENT LEARNING; SELF-REFLECTION; PROFESSIONAL STANDARDS, RESEARCH AND CONTEMPORARY PRACTICES; AND STANDARDS OF ETHICAL PROFESSIONAL PRACTICE.	activities plan aligned with professional standards, research and best practices; and uses on-going structured reflection to monitor plan's impact on their own teaching and students learning and development. Candidate demonstrates knowledge of professional ethics and associated professional standards that guide their practice. They examine ethical issues and societal concerns about program quality and teaching practices and use it to inform their professional learning activities.	professional learning activities that are aligned with professional standards, research and best practices. Candidate uses knowledge of professional ethics and associated professional standards to guide their professional development and activities.	professional ethics, associated professional standards, but does not use this knowledge to guide professional development activities.	Candidate does not demonstrate ethical professional conduct.