

Impact on student learning rubric

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



	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
1. LEARNER DEVELOPMENT THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.	Includes all of Meets Expectations, plus: Activities and learning events described are interconnected to represent a progression of learning throughout the plans presented, the activities reflect the developmental, cognitive, linguistic, social, emotional, and physical needs of the students as previously identified and supported by data.	Activities described in the final project reflect developmentally appropriate and challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the majority of learners or typical developmental levels for the class identified. Identification of activities for remediation or enrichment are also developmentally appropriate.	Activities that represent developmentally appropriate activities are present, and make up the bulk of the events presented, although there may be some events that do not appear fully appropriate to the needs of the majority of learners described, or the focus may be on some needs (cognitive or linguistic, for example), while others (social, emotional, etc.) may generally go unaccounted.	Learning experiences that are seemingly not appropriate to the cognitive, linguistic, social, emotional, and personal developmental level of the learners as described in the project are present in multiple learning events presented in the project.

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2. LEARNING DIFFERENCES THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.	Includes all of Meets Expectations, plus: Lessons, assessment, and reflection demonstrate the candidates' belief that all students can learn. The diverse nature of learners' characteristics and needs are consistently integrated within lesson design, instructional activities, and formal and informal assessments.	Lessons and reflections demonstrate the candidates' understanding and ability to incorporate the diverse nature of learners' characteristics and needs in the context presented. Learning events are designed to be responsive to student culture and diversity. Plans for remediation, differentiation, and/or enrichment also reflect understanding of learner differences.	Portions of lessons and reflections accommodate for individual differences and cultures, indicating a generalized understanding of differentiation of instruction, however, plans for differentiation or accommodations in assessment are ineffective or inconsistent. Reflections and analysis may only superficially acknowledge the need for differentiation	Lessons, reflections, assessment and analysis do not appear to acknowledge learner differences. Instruction may be presented in a one-size-fits-all manner, or opportunities for enrichment or remediation may not be included in project presented.
3. LEARNING ENVIRONMENT & CLASSROOM MANAGEMENT THE TEACHER	Candidate consistently creates a safe and productive learning environment. Designs and implements	With assistance, candidate creates a consistently safe and productive learning environment. Implements	Candidate maintains decorum in the classroom, but may not maintain an active and productive learning	When leading the class, the candidate does not appear to have control consistently. Learning activities

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WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.	learning activities that actively and meaningfully engage all learners with concepts and each other.	learning activities that actively and meaningfully engage learners with concepts and each other. Expectations for student roles and behavior are clear and understood by students.	environment, or classroom management techniques may be effective inconsistently. May not be able to articulate expectations for student roles and behavior.	may not actively and meaningfully engage learners with concepts and/or each other. Expectations of student roles and behavior are not clearly articulated.
4. CONTENT KNOWLEDGE THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE	Includes all of Meets Expectations, plus: Knowledge and understanding of target content and core concepts is advanced. Learning events as designed consistently demonstrate a sophisticated understanding of the content and	Materials provided in/developed for the project used for instruction demonstrate the candidate has knowledge of the target content at expected levels for a first-year teacher. Approaches to teaching content are appropriate to the discipline,	As presented in the project, most activities, materials, and lessons demonstrate content knowledge appropriate for a first-year teacher, with some exceptions. Some portions of instruction may not appropriately or adequately	Project lessons and materials do not demonstrate accurate knowledge of target content and/or core concepts. Implementation of approaches to teaching content that are appropriate to the discipline and/or meaningful for

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ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.	experiences to assure student mastery of content.	meaningful for learners, and accurate.	address content in ways accessible to students.	learners appears lacking.
5. APPLICATION OF CONTENT THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.	Includes all of Meets Expectations, plus Activities included in the project description consistently and effectively provide opportunities for students to think critically, creatively, and collaboratively. Problem solving and authenticity are integrated throughout and across lessons as described, and geared toward helping students acquire appropriate academic habits of mind.	Lessons, reflections, and assessments demonstrate effective attempts at promotion learners' of critical thinking, engagement and collaboration. Authentic and/or interdisciplinary learning activities are included and appropriately designed to convey content knowledge.	Lessons and reflections include occasional opportunity for students to engage in critical thinking, authentic learning, interdisciplinary activities, and/or problem-solving, but the majority of instruction may rely too heavily on teacher-centered practices, or critical thinking and authenticity may be too narrowly defined to connect to student engagement and learning. Assessment of student engagement or	Lessons, reflections, and assessment are consistently teacher-centered, providing few (if any) opportunities for students to construct knowledge, think creatively or critically, or to problem solve.

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			higher-order thinking skills and activities may be minimal.	
6. ASSESSMENT THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.	Includes all of Meets Expectations, plus: Project demonstrates characteristics of backward planning and consistent development of lessons based on student assessment data. A variety of assessments are integrated across lessons, and analysis reflects critical consideration of instruction in relation to assessment data provided.	Data from assessment (formative, summative, formal, and informal) is included in candidate analysis of student learning. Data presented are accurate, complete, appropriately aligned to instructional goals, and provide a picture of student pre/post knowledge in light of instructional activities. Candidate effectively analyzes data in relation to instructional goals, and is able to identify areas of	Reflection, plans, and analysis demonstrate awareness of the value of assessment data in relation to instructional decision-making, however, specific application to the context presented may be limited. For example, some types of assessment data may be provided, including formative and summative, but analysis may not adequately address student learning as a result, or assessments may not consistently	Reflections, plans, and activities do not demonstrate an awareness of the value of assessment-driven instruction. Assessments may be of only a single type, or may not be adequately aligned to instructional goals. Analysis of data may be missing or data may be misinterpreted.

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		strength and weakness in instruction as it relates to individuals and groups in the context presented.	align with instructional goals.	
7. INSTRUCTIONAL PLANNING THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS-DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.	Includes all of Meets Expectations, plus: Integration of standards and objectives from previous lessons or interdisciplinary areas result in the development of individual and extended lessons that connect across sessions, supporting cross-disciplinary skills. Reflections note these connections.	Incorporation of state academic standards in lessons and instructional planning is accurate and appropriate to the scope and sequence (as well as developmental needs of students). Lesson objectives are aligned to standards, student-centered, and measurable. Activities in the lessons connect directly to standards and objectives as described.	State academic standards are present in lesson plans, however, lessons may not consistently address standards as listed. Objectives generally relate directly back to standards, but may not be consistently written as measurable and/or student-centered.	State academic standards are not present in lesson plans, or do not align with lesson objectives and assessments. Scope and sequence of learning may not appear to be acknowledged.

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8. INSTRUCTION AND CURRICULUM THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.	<p>Includes all of Meets Expectations, plus: Candidate creates or designs in-depth, coordinated instructional activities that respond directly to the needs of students in the context when such activities are not readily available. Classroom activities consistently span all levels of Bloom's Taxonomy as well as address various dimensions of learning.</p>	<p>Instructional plans and activities include appropriate low- and high-tech strategies for delivering meaningful instruction. Questions and activities are designed to promote learners' deep understanding of content. Instruction incorporates and provides evidence of candidate's ability to instruct using various cognitive and dimensional learning levels. Remediation and enrichment activities also incorporate a variety of cognitive and dimensional learning levels.</p>	<p>Plans and activities incorporate some varied instructional strategies, but tend to focus on limited use without purpose. Selection of strategies may not consistently appear to be aligned to student learning needs or curricular goals.</p>	<p>Strategies presented in lessons and activities may be limited to one or two, or may not align with student learning needs or curricular goals.</p>

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9. PROFESSIONALISM THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.	<p>Includes all of Meets Expectations, plus: Project demonstrates commitment to on-going professional development. Reflection thoroughly addresses outcomes of practice, and demonstrates growth as a result of reflections.</p>	<p>Project includes appropriate and accurate reflection on instructional practice and the impact instruction has had on student learning. It also includes analysis of instructional decision-making, limitations, and suggestions for revision in future instructional episodes, and candidate professional growth, with particular emphasis on lessons learned about teaching practice through the project presented.</p>	<p>Project reflects on some aspects of instructional practice and provides some recommendations for growth in the future and professional development.</p>	<p>Project analysis fails to recognize the need for on-going professional learning and/or fails to demonstrate the candidate's knowledge or growth with regard to professional teaching practice. Reflection addresses outcomes of practice at a minimal level.</p>
10. COLLABORATION THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES	<p>Includes all of Meets Expectations, plus: Candidate actively collaborates with</p>	<p>Demonstrates commitment to working with the classroom supervising</p>	<p>Candidate articulates an understanding of the need for collaboration in</p>	<p>Candidate does not appear to understand or recognize the role that collaboration</p>

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AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.	<p>other classroom teacher, other faculty and staff, student families, and others to promote student learning and well-being.</p> <p>Collaboration may include shared lesson planning, parent outreach, attendance at parent meetings, etc.</p>	<p>teacher and other school professionals for the benefit of learners.</p> <p>Observers and, when possible, participates in collaborative endeavors to promote student learning and well-being.</p>	<p>educational environments, but evidence of this collaboration in the teacher candidates' practice is limited or unavailable.</p>	<p>plays in educational contexts.</p>