

Master in Teaching Program

Student Teaching Rubric

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Knowledge of Content	Teacher Candidate makes content errors or does not correct content errors students make.	Teacher Candidate displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher Candidate displays solid content knowledge and makes connections between the content and other parts of the discipline or with other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationship	Teacher Candidate displays little understanding of prerequisite knowledge important for student learning of the content or concept.	Teacher Candidate indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher Candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Teacher Candidate displays little understanding of pedagogical issues involved in student learning of the content or concept.	Teacher Candidate displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.
Knowledge of Multi-cultural, anti-bias curriculum planning	Curriculum unit plans do not incorporate multicultural perspectives and materials which advance anti-bias goals	Curriculum unit plans add to the conventional curriculum multicultural perspectives and materials which advance anti-bias goals	Curriculum unit plans attempt to transform the conventional curriculum with multicultural perspectives and materials which advance anti-bias goals	Curriculum unit plans transform the conventional curriculum with multicultural perspectives and materials which advance anti-bias goals

Component 1b: Demonstrating Knowledge of Students

Developmental Levels of Performance

Element	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Knowledge of Characteristics of Age Group	Teacher Candidate displays minimal knowledge of developmental characteristics of age group.	Teacher Candidate displays generally accurate knowledge of developmental characteristics of age group.	Teacher Candidate displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher Candidate is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences" and handicapping conditions.	Teacher Candidate displays general understanding of the different approaches to learning that students exhibit, including handicapping conditions.	Teacher Candidate displays solid understanding of the different approaches to learning that different students exhibit, including handicapping conditions.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning, including handicapping conditions.
Knowledge of Students' Skills and Knowledge	Teacher Candidate displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher Candidate recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher Candidate displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of Students' Interests and Cultural Heritage	Teacher Candidate displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher Candidate recognizes the value of understanding students' interests or cultural heritage but displays this knowledge of the class only as a whole.	Teacher Candidate displays knowledge of the interests or cultural heritage of groups of students (including second language, immigrant, low status, and historically marginalized) and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student. Lessons include transformative multicultural knowledge not just additive content

Component 1c: Selecting Instructional Goals in the Context of Key Concepts

Developmental Levels of Performance

Element	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Value	Key concepts and goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Key concepts and goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Key concepts and goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the key concepts and goals valuable, but the Teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
State of Washington Essential Academic Learning Requirements	Key concepts and goals are not reflective of the school district's application of the State of Washington Student Learning Goals &	Key concepts and goals are moderately appropriate in meeting the school district's application of the State of Washington Student Learning Goals & standards.	Key concepts and goals are appropriate in meeting the school district's application of the State of Washington Student Learning Goals & standards.	Not only are the key concepts and goals appropriate, but the Teacher can articulate how the instructional goals contribute substantially to the four state student learning goals & standards.
Clarity	Key concepts and goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Key concepts and goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the key concepts and goals are clear and may include a few activities. Most permit viable methods of assessment.	All the key concepts and goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Key concepts and goals are not suitable for the class.	Most of the key concepts and goals are suitable for most students in the class.	All the key concepts and goals are suitable for most students in the class.	Key concepts and goals take into account the varying learning needs of individual students or groups
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

Component 1d: Demonstrating Knowledge of Resources

Developmental Levels of Performance

Element	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Resources for Teaching	Teacher Candidate is unaware of resources available through the school or district.	Teacher Candidate displays limited awareness of resources available through the school or district.	Teacher Candidate is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, the Teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher Candidate is unaware of resources available to assist students who need them.	Teacher Candidate displays limited awareness of resources available through the school or district.	Teacher Candidate is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, the Teacher is aware of additional resources available through the community.

Component 1e: Designing Coherent Instruction

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Learning Activities	Learning activities are not suitable to students or instructional goals and key concepts. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals and key concepts. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals and key concepts. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals and key concepts. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials Resources, and Technology	Materials and resources do not support the instructional goals and key concepts or engage students in meaningful learning.	Some of the materials and resources support the instructional goals and key concepts, and some engage students in meaningful learning.	All materials and resources support the instructional goals and key concepts, and most engage student in meaningful learning. Technology used to enhance and support instruction.	All materials and resources support the instructional goals and key concepts, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs. Attention given to critical thinking and problem solving.

Component 1f: Assessing Student Learning

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Congruence with Instructional Goals*	Content and methods of assessment lack congruence with instructional goals and key concepts.	Some of the instructional goals and key concepts are assessed through the proposed approach, but many are not.	All the instructional goals and key concepts are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals and key concepts, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher Candidate uses assessment results to plan for the class as a whole.	Teacher Candidate uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps

*Note: check lesson plans and EALRs project for alignment between goals and assessments

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Democratic Classroom Management System	Teacher Candidate's classroom management system does not value cultural diversity or seek the active participation of all students	Teacher Candidate's classroom management system occasionally values cultural diversity and often seeks the active participation of all student-citizens.	Teacher Candidate's classroom management system is designed to create a learning community that consistently values cultural diversity and regularly seeks the active participation of all student-citizens.	Teacher creates classroom as a learning community by valuing cultural diversity and seeking the active participation of all student-citizens in the social and learning environment.
Interaction with Students*	Teacher Candidate interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the Teacher Candidate.	Teacher Candidate-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the Teacher Candidate.	Teacher Candidate-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the Teacher Candidate.	Teacher demonstrates genuine caring and respect for individual students & a developmentally appropriate anti-bias perspective. Students exhibit respect for Teacher as an individual, beyond that for the role.
Response to Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs without response by the Teacher Candidate.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful as reinforced by the Teacher Candidate.	Students demonstrate genuine caring for one another as individuals and as students as reinforced and modeled by the Teacher

* see lesson plans for explicit explanation of steps for assuring inclusive learning community

Component 2b: Establishing a Culture for Learning

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Importance of the Content	Teacher Candidate or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others	Teacher Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher Candidate conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and Teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Component 2c: Managing Classroom Procedures*Developmental Levels of Performance*

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Management of Instructional Groups	Students not working with the Teacher Candidate are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when the Teacher Candidate is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handing materials and supplies function moderately well	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Para-professionals	Volunteers and para-professionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and para-professionals are productively and independently engaged during the entire class.	Volunteers and para-professionals make a substantive contribution to the classroom environment.

Component 2d: Managing Student Behavior

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and the Teacher Candidate is unaware of what students are doing.	Teacher Candidate is generally aware of student behavior but may miss the activities of some students.	Teacher Candidate is alert to student behavior at all times.	Monitoring by Teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher Candidate does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher Candidate attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher Candidate response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Component 2e: Organizing Physical Space

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher Candidate uses physical resources poorly, or learning is not accessible to some students.	Teacher Candidate uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher Candidate uses physical resources skillfully, and all learning is equally accessible to all students.	Both Teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students

Domain 3: Instruction**Component 3a: Communicating Clearly and Accurately***Developmental Levels of Performance*

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Directions and Procedures	Teacher Candidate directions and procedures are confusing to students.	Teacher Candidate directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher Candidate directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher Candidate's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors: vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher Candidate's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher Candidate's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Component 3b: Using Questioning and Discussion Techniques*Developmental Levels of Performance*

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Quality of Questions	Teacher Candidate's questions are virtually all of poor quality.	Teacher Candidate's questions are a combination of low and high quality. Only some invite a response.	Most of Teacher Candidate's questions are of high quality and help all students develop critical thinking and problem solving skills. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between Teacher Candidate and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher Candidate makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with Teacher Candidate stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher Candidate attempts to engage all students in discussion with limited success.	Teacher Candidate successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Component 3c: Engaging Students in Learning*Developmental Levels of Performance*

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Activities & Assignments Supporting EALRs	Activities & assignments are not reflective of the school district's application of the Washington Student Learning Goals and EALRs.	Activities & assignments are moderately appropriate in meeting the school district's application of Washington Student Learning Goals and EALRs.	Activities & assignments are appropriate in meeting the school district's application of the Washington Student Learning Goals and EALRs.	Activities & assignments are appropriate, and the Teacher can articulate how the activities & assignments contribute substantially to WA Goals and EALRs.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Students take the initiative to influence productive and appropriate instructional groups to advance their understanding.
Instructional Materials, Resources, and Use of Technology	Instructional materials and resources are unsuitable to the instructional goals and key concepts do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals and key concepts, or students' level of mental engagement is moderate.	Instructional materials, and resources, including computer-based technologies, are suitable to the instructional goals and key concepts and engage students mentally.	Students initiate the choice, adaptation, or creation of suitable and engaging materials, including technologies, to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Component 3d: Providing Feedback to Students

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Component 3e: Demonstrating Flexibility and Responsiveness

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Lesson Adjustment	Teacher Candidate adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher Candidate attempts to adjust a lesson, with mixed results.	Teacher Candidate makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher Candidate ignores or brushes aside students' questions or interests.	Teacher Candidate attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher Candidate successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the Teacher Candidate either give up or blames the student or the environment for the students' lack of success.	Teacher Candidate accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher Candidate persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources.

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Accuracy	Teacher Candidate does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Effectiveness with Diverse Students	Teacher Candidate is unaware or profoundly misjudges how appropriate the lesson was for diverse students (e.g., students of different cultures, second language learners, immigrant children, students of low socio-economic background).	Teacher Candidate has some awareness of how appropriate the lesson was for diverse students.	Teacher Candidate can assess accurately the appropriateness of the methods, curriculum, and assessment for some of the diverse students who participated in the lesson.	Teacher Candidate can assess accurately the appropriateness of the methods, curriculum, and assessment for all of the diverse students who participated in the lesson.
Use in Future Teaching	Teacher Candidate has no suggestions for how a lesson may be improved another time.	Teacher Candidate makes general suggestions about how a lesson may be improved.	Teacher Candidate makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Component 4b: Maintaining Accurate Records*

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Student Completion of Assignments	Teacher Candidate’s system for maintaining information on student completion of assignments is in disarray.	Teacher Candidate’s system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher Candidate’s system for maintaining information on student completion of assignments is fully effective.	Teacher’s system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher Candidate has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher Candidate’s system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher Candidate’s system for maintaining information on student progress in learning is effective.	Teacher’s system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Assessment of State of Washington Essential Academic Learning Requirements	Assessment is not reflective of the school district’s application of the State of Washington Student Learning Goals & standards.	Assessment is moderately appropriate in meeting the school district’s application of the State of Washington Student Learning Goals & standards.	Assessment is appropriate in meeting the school district’s application of the State of Washington Student Learning Goals & standards.	Not only is the assessment appropriate, but the Teacher can articulate how the assessment substantially contributes the four state student learning goals & standards from the Commission on Student Learning.
Non-instructional Records	Teacher Candidate’s records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher Candidate’s records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher Candidate’s system for maintaining information on non-instructional activities is fully effective.	Teacher’s system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

* Note: EALR Project and other lesson plans can be used to provide additional evidence of competence

Component 4c: Communicating with Families*

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Information About the Instructional Program	Teacher Candidate provides little information about the instructional program to families.	Teacher Candidate participates in the school’s activities for parent communication but offers little additional information.	Teacher Candidate provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	Teacher Candidate provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher Candidate adheres to the school’s required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher Candidate communicates with parents about students’ progress on a regular basis and is available as needed to respond to parent concerns	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher Candidate makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher Candidate makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher Candidate’s efforts to engage families in the instructional program are frequent, caring, and successful with attention to culturally apropos ways of family involvement.	Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

* Teacher candidate journals/ field notes can be used to document communication with families.

Component 4d: Contributing to the School and District

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Relationships with Colleagues	Teacher Candidate's relationships with colleagues are negative or self-serving.	Teacher Candidate maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher Candidate avoids becoming involved in school events.	Teacher Candidate participates in school events when specifically asked.	Teacher Candidate volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher Candidate avoids becoming involved in school and district projects.	Teacher Candidate participates in school and district projects when specifically asked.	Teacher Candidate volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Component 4e: Growing and Developing Professionally

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Enhancement of Content Knowledge and Pedagogical Skill	Teacher Candidate engages in no professional development activities to enhance knowledge or skill.	Teacher Candidate participates in professional activities to a limited extent when they are convenient.	Teacher Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.
Service to the Profession	Teacher Candidate makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher Candidate finds limited ways to contribute to the profession.	Teacher Candidate participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, e.g., writing articles for publication, and making presentations.
Reflects in writing upon Own Cultural Encapsulation*	Teacher Candidate makes no effort to reflect upon his/her own received cultural perspective or to come to know how that perspective influences his/her understanding of and actions toward individuals from groups different that his/her received culture.	Teacher Candidate is limited in being able to acknowledge and critically reflect upon his/her own received cultural perspective and come to know how that perspective influences his/her understanding of and actions toward individuals from groups different that his/her received culture.	Teacher Candidate is able to acknowledge and critically reflect upon his/her own received cultural perspective and come to know how that perspective influences his/her understanding of and actions toward individuals from groups different that his/her received culture.	Teacher uses insights of cultural encapsulation to make culturally appropriate contributions to student learning and school improvement activities.

* This element requires a word processed reflection to be turned into the College Faculty no later than week 9 of student teaching.

Component 4f: Showing Professionalism

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher ➡	Emerging Teacher ➡	Developing Teacher ➡	Skilled Experienced Teacher
Service to Students	Teacher Candidate is not alert to students' needs.	Teacher Candidate's attempts to serve students are inconsistent.	Teacher Candidate is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Multicultural and Anti-bias Advocacy	Teacher Candidate contributes to school practices that result in some students being ill served by the school.	Teacher Candidate does not knowingly contribute to some students being ill served by the school.	Teacher Candidate works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally under-served, are honored in the school.
Democratic & Professional Decision Making	Teacher Candidate makes decisions based on self-serving interests.	Teacher Candidate's decisions are based on limited though genuinely professional considerations.	Teacher Candidate maintains an open mind and participates in team or departmental decision making in a democratic manner.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are democratic and based on the highest professional standards.