

Pre-Student Teaching Evaluation

Note: This Rubric has 16 indicators. In order to receive credit in pre-student teaching, candidates must have NO SCORE OF 1 in any of the indicators.

PLEASE DO NOT check 'NA' for any of the categories. Students must be evaluated in all competencies.

2.1 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels. <i>PTC: 1A, 1B</i> <i>DIV: 5.1</i>	1	2	3	4	
	<ul style="list-style-type: none"> • Has low expectations for students based on poverty, background, disability, or racial, cultural or language differences. • Little indication that the teacher considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. • Does not address students in a respectful manner. 	<ul style="list-style-type: none"> • Has inconsistent academic and/or behavioral expectations for some students based on poverty, background, disability, or racial, cultural or language differences. • Considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. • Treats all students with respect. 	<ul style="list-style-type: none"> • Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. • Selects content and designs learning opportunities which build upon students' diverse backgrounds, interests and skill levels. • Creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests and skill levels. 	<ul style="list-style-type: none"> • Has consistently high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. • Selects content and designs learning opportunities which capitalize on students' diverse backgrounds and interests to enrich the learning community. • Creates a classroom environment which supports students in becoming role models for treating others with respect. 	

Rubric Score

Rubric Mean

2.2 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry. <i>PTC: 1B, 2G</i> <i>CNK: 1.1</i> <i>PDK: 2.1, 2.3</i>	1	2	3	4	
	<ul style="list-style-type: none"> • Directs most tasks and students have few opportunities to develop independence. • Some students are consistently not engaged in the learning activities and the candidate makes few attempts to re-engage students. 	<ul style="list-style-type: none"> • Asks students to take responsibility for non-instructional tasks but are given limited responsibilities during instructional tasks. • Attempts to re-engage students who are off-task. 	<ul style="list-style-type: none"> • Provides some strategies and opportunities to set and monitor their own learning or behavior goals. • Uses a variety of strategies and supports to consistently engage or re-engage students in learning activities. 	<ul style="list-style-type: none"> • Students are involved in classroom decision making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries. • - Students monitor or evaluate their own learning process and progress. • Students support one another's engagement in the learning process. 	

Rubric Score

Rubric Mean

2.4 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Fostering appropriate standards of behavior that support a productive learning environment for all students. <i>PTC: 3A, 3B, 3D</i> <i>PDK: 2.1, 2.2;</i> <i>DIV: 5.1</i>	1	2	3	4	
	<ul style="list-style-type: none"> • Limited or inconsistent communication of rules and expectations for behavior. • Student behavior interferes with instruction or others' opportunity to learn. • Student behavior interferes with the emotional or physical safety of others. • Consequences may be inappropriate and/or inconsistently applied. 	<ul style="list-style-type: none"> • Clearly communicates rules and expectations for behavior to students. • Promotes and reinforces positive behavior consistent with established expectations. • Consequences are appropriate and applied in a timely fashion. 	<ul style="list-style-type: none"> • Considers students' input to create and monitor rules and consequences across varied learning environments. • Facilitates students' perseverance in demonstrating behavior consistent with established expectations. • Redirects student behavior when necessary and consistently enforces appropriate consequences. 	<ul style="list-style-type: none"> • Student behavior is consistent with established rules/norms. • Students promote behavior that supports a productive learning environment. 	

					Rubric Score
					Rubric Mean
3.1 *					
Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
[Demonstrating appropriate discipline-specific knowledge and skills to promote student conceptual understanding] and determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs. [It also includes 1.2 and 3.3]	1	2	3	4	
<i>CNK: 1.1</i> <i>PDK: 2.1, 2.2, 2.3</i> <i>INT: 3.1; 3.2</i>	<ul style="list-style-type: none"> Does not demonstrate appropriate discipline-specific knowledge and skills to promote student conceptual understanding. Uses general understanding of the content, not data about the students' learning needs, to plan instruction. Instructional plans are generally not differentiated and/or not at an appropriate level of challenge. 	<ul style="list-style-type: none"> Demonstrates limited discipline-specific knowledge and skills to promote student conceptual understanding. Uses general understanding of students' prior content knowledge and skills to plan instruction. Instructional plans include some differentiation but may not ensure that instruction is at an appropriate level of challenge for all students. 	<ul style="list-style-type: none"> Demonstrates discipline-specific knowledge and skills to promote student conceptual understanding. Uses multiple sources of data about students' prior knowledge, skills and understanding of concepts to plan instruction. Instructional plans incorporate strategies for differentiation but may not ensure an appropriate level of challenge for all students. 	<ul style="list-style-type: none"> Demonstrates in-depth discipline-specific knowledge and skills to promote student conceptual understanding. Analyzes student performance data to determine individual learning needs and plan instruction. Instructional plans incorporate a variety of strategies that appropriately challenge all students, including differentiation of lesson content, process for developing understanding and/or products to exhibit student learning. 	

Rubric Score**Rubric Mean**

3.4 *					
Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Selecting Appropriate assessment strategies to monitor ongoing student	1	2	3	4	
	<ul style="list-style-type: none"> Plans do not include sharing assessment 	<ul style="list-style-type: none"> Plans to provide students with information about their current 	<ul style="list-style-type: none"> Plans strategies to engage students in using assessment 	<ul style="list-style-type: none"> Plans strategies to engage students in using assessment criteria to reflect 	

progress.

criteria.

progress, including general strengths and areas of need.

criteria to assess their own work.

upon and assess their own progress over time.

PTC: 4C

INT: 3.2

PDK: 2.4

- Plans include sharing assessment criteria with students.

Rubric Score

Rubric Mean

4.1 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning. <i>PTC: 2A</i> <i>PDK: 2.2, 2.4</i>	1 <ul style="list-style-type: none"> • Teaches content of the general curriculum with limited consideration of student learning needs. • Instruction engages students primarily in learning lower level skills. 	2 <ul style="list-style-type: none"> • Uses strategies that are based on general knowledge or data about student learning. • Instruction engages students primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating or creating new learning. 	3 <ul style="list-style-type: none"> • Uses instructional strategies that are explicit, varied, and scaffold instruction based on specific data about student learning. • Instruction engages students in applying, analyzing, and evaluating their learning with opportunities to create new learning. 	4 <ul style="list-style-type: none"> • Uses instructional strategies that are explicit, varied, and scaffold instruction; are based on specific data about student learning, and consistently lead students to generalize critical-thinking and problem-solving strategies to new or different content, applications or contexts. 	

Rubric Score

Rubric Mean

4.3 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or	1 <ul style="list-style-type: none"> • Primarily provides information to students. • Uses questions and activities that focus on recall 	2 <ul style="list-style-type: none"> • Uses instructional strategies that focus on having students develop skills. 	3 <ul style="list-style-type: none"> • Uses instructional strategies that scaffold learning by focusing on a balance of lower level and higher 	4 <ul style="list-style-type: none"> • Uses instructional strategies that scaffold learning, promote curiosity about the content, and lead students to develop 	

inquiry-based learning.

PTC: 1B, 2G

PDK: 2.1, 2.3

and comprehension of information.

- Discussions are generally teacher directed and beginning to focus on more open ended questions.

- level skills and concepts.
- Engages students in active learning activities such as discourse or inquiry-based learning activities with teacher guidance.

- questions and explore solutions to problems.
- Consistently facilitates students' engagement in active learning strategies such as discourse or inquiry-based learning leading to student independence.

Rubric Score

Rubric Mean

4.5 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents.	1	2	3	4	
<p><i>Note: Differentiated instruction applies to all students (tier one) and supplemental instruction applies to students in tiers two and three.</i></p> <p><i>PTC: 2A, 2F</i></p> <p><i>PDK: 2.3</i></p> <p><i>DIV: 5.1</i></p>	<ul style="list-style-type: none"> • Provides instruction predominantly in whole group arrangements. Differentiation is limited to providing more time and/or lowering expectations for performance or achievement. • Supplemental intervention for students who need academic or behavioral support is provided solely by others. 	<ul style="list-style-type: none"> • Provides instruction based on students' general learning needs for support or enrichment. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching. • Occasionally provides supplemental intervention for students who need academic or behavioral supports, but intervention not provided in a systematic or routine manner. 	<ul style="list-style-type: none"> • Provides instruction based on students' general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials. • Routinely provides supplemental intervention, based upon data related to student learning needs, is provided routinely for students who need academic or behavioral supports. 	<ul style="list-style-type: none"> • Provides instruction based on students' individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students' interests, motivation and readiness. • Routinely provides supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral supports, and is revised based upon student response. 	

Rubric Score

Rubric Mean

4.6 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks. <i>PTC: 2D</i> <i>PDK: 2.4</i>	1 <ul style="list-style-type: none"> Monitoring focuses on task completion and/or student engagement (not student performance relative to the learning objective). Few instructional adjustments are made. 	2 <ul style="list-style-type: none"> Monitoring focuses on whole class development of skills. Instructional adjustments (during and between lessons) focus primarily on pacing and procedures. 	3 <ul style="list-style-type: none"> Monitoring focuses primarily on data relative to progress of groups of students. Instructional adjustments (during and between lessons) of materials, explanations, teaching strategies or the addressing of student misconceptions (during and between lessons) are based on group struggles or progress with content or skills. 	4 <ul style="list-style-type: none"> Monitoring focuses primarily on specific data relative to progress of individuals and groups of students. Instructional adjustments (during and between lessons) include timely decisions about whether differentiation of instruction is needed for the whole group, small groups or individual students. 	
Rubric Score					
Rubric Mean					

4.7 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance. <i>PTC: 2E</i> <i>PDK: 2.4</i>	1 <ul style="list-style-type: none"> Provides feedback to students about the quality of their work/performance that is general and may be inconsistent or inaccurate. 	2 <ul style="list-style-type: none"> Provides feedback to students about the quality of their work/performance that is consistent and accurate but often general. 	3 <ul style="list-style-type: none"> Provides feedback to students about the quality of their work/performance that is specific and accurate and reinforces effective practices and understanding. 	4 <ul style="list-style-type: none"> Provides feedback to students about the quality of their work/performance is specific and accurate, reinforces effective practices, leads to understanding, and challenges students to extend thinking. 	
Rubric Score					
Rubric Mean					

5.1 & 5.2 ***Criterion****Performance Rating****Not Proficient****Developing Proficiency****Proficient****Highly Proficient****Score**

[Understanding the different purposes and types and of assessment and] Using and/or designing... assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn.

PTC: 4A, 4B, 4C

PDK: 2.4

1

- Does not demonstrate an understanding of the different purposes and types and of assessment.
- Assessments do not provide students varied opportunities to demonstrate their learning in different ways.

2

- Demonstrates limited understanding of the different purposes and types of assessment.
- Assessments are occasionally varied to provide different ways for students to demonstrate their learning.

3

- Demonstrate a clear understanding of the different purposes and types and of assessment.
- Assessments provide different ways for students to demonstrate their learning.

4

- Demonstrates an in-depth understanding of the different purposes and types and of assessment.
- Assessments are designed to provide students with alternative ways to demonstrate their learning.

Rubric Score

Rubric Mean

6.1 & 6.2 ***Criterion****Performance Rating****Not Proficient****Developing Proficiency****Proficient****Highly Proficient****Score**

Continually engaging in reflection, self-evaluation and professional development [formal and/or informal] to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning.

PTC: 5E

PRF: 6.1

1

- Demonstrates a pattern of unprofessional behavior.
- No evidence of continuous engagement and reflection

2

- Sometimes demonstrates an unprofessional behavior even though the behavior may not put students at immediate risk.
- Engages in reflection, self-evaluation and professional development to enhance his/her understandings of content, pedagogical skills, and resources.

3

- Demonstrates a pattern of professional behavior.
- Engages in reflection, self-evaluation and professional development to enhance his/her understandings of content, pedagogical skills, resources and the impact of his/her actions on student learning.

4

- Demonstrates a consistent pattern of professional behavior.
- Continuously engages in reflection, self-evaluation and professional development to enhance his/her understandings of content, pedagogical skills, resources and the impact of his/her actions on student learning.

Rubric Score

Rubric Mean

6.3 & 6.4 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Collaborating with colleagues... to examine... instructional strategies, and curricula [to support student learning]. <i>PTC: 5B</i> <i>PRF: 6.1</i>	1 <ul style="list-style-type: none"> Does not engage in dialogue with colleagues to examine instructional strategies and curricula to support student learning. 	2 <ul style="list-style-type: none"> Engages sporadically in dialogue with colleagues to examine instructional strategies and curricula to support student learning. 	3 <ul style="list-style-type: none"> Engages in regular dialogue with colleagues to examine instructional strategies, and curricula to support student learning. 	4 <ul style="list-style-type: none"> Continuously engages in dialogue with colleagues and administrators to examine student learning data, instructional strategies, and curricula to support student learning and positive school climate. 	
Rubric Score					
Rubric Mean					

6.7 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process. <i>PTC: 5A</i> <i>DIV: 5.1</i> <i>PRF: 6.1</i>	1 <ul style="list-style-type: none"> Does not demonstrate accurate understanding of the legal rights of students with disabilities or their families within the intervention, referral, and individualized education plan process. 	2 <ul style="list-style-type: none"> Demonstrates limited understanding of the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process. 	3 <ul style="list-style-type: none"> Demonstrates a general understanding of the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process. 	4 <ul style="list-style-type: none"> Demonstrates consistent understanding of the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process. 	
Rubric Score					
Rubric Mean					

6.8 & 5.7 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Understanding how one's race, gender and culture affect	1 <ul style="list-style-type: none"> Does not demonstrate 	2 <ul style="list-style-type: none"> Demonstrates limited 	3 <ul style="list-style-type: none"> Demonstrates general 	4 <ul style="list-style-type: none"> Demonstrates consistent 	

professional interactions with students, families and colleagues [including the students with special needs].

PTC: 5D

DIV: 5.1

PRF: 6.1

accurate understanding of how one's race, gender and culture affect professional interactions with students, families and colleagues.

understanding of how one's race, gender and culture affect professional interactions with students, families and colleagues.

understanding of how one's race, gender and culture affect professional interactions with students, families and colleagues.

- Demonstrates cultural sensitivity.

understanding of how one's race, gender and culture affect professional interactions with students, families and colleagues.

- Demonstrates cultural sensitivity and appreciation.

Rubric Score

Rubric Mean

6.11 *

Criterion	Performance Rating				Score
	Not Proficient	Developing Proficiency	Proficient	Highly Proficient	
Conducting themselves as professionals in accordance with the Connecticut's <u>Code of Professional Responsibility for Educators</u> . PTC: 5A-5E PRF: 6.1	1 • Does not conduct himself/herself as a professional in accordance with the Connecticut's <u>Code of Professional Responsibility for Educators</u> .	2 • Adequately conducts himself/herself as a professional in accordance with the Connecticut's <u>Code of Professional Responsibility for Educators</u> .	3 • Conducts himself/herself as a professional in accordance with the Connecticut's <u>Code of Professional Responsibility for Educators</u> .	4 • Consistently conducts himself/herself as a professional in accordance with the Connecticut's <u>Code of Professional Responsibility for Educators</u> .	

Rubric Score

Rubric Mean

Please enter any comments here. This is REQUIRED for any competency areas that are NOT PROFICIENT.

Total Score

0

Total Mean